

SURGO

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DAANYAAL ASHRAF

A New Year of Surgo

Hello Everyone, it's Daanyaal your Surgo Editor-in-Chief for the Year 2024/25. As we enter a new academic year, Surgo also experiences a change in leadership and management. I want to start by crediting the work that Anna and the team underwent to transform Surgo and bring it online for all to read. I hope to be able to also add to the legacy in my own way this year.

My main aims are to:

- Develop the Journals to include more editions and featured pieces.
- Enhance the Instagram to include articles from the journals as well as other fun pieces of media.
- Have overarching themes for each edition to differentiate them from each other and provide an enjoyable and informative reading experience for you all.
- Run more competitions and other fun interactive experiences to get everyone involved.



I hope to be able to build on all my predecessors and continue to make Surgo an important part of the Glasgow medical student experience. Thank You.

A CONVERSATION WITH PROFESSOR CINDY CHEW

Studying at Medical School

What was your experience studying during medical school?

I belonged to the last of the “old” curriculum cohort in Glasgow. In MB 1 and 2: we had daily lectures / labs covering all the basic sciences 9-5 almost every day. These continued into MB3 (Pathology) when Clinical Medicine (MB3-5) started. We had summative exams every term. So studying for long hours during term hours and at home was normal for me and my peers.

It was very intense. But I learnt a lot and, despite what you often hear, it put me on very good footing to be a good doctor in my medical practice and helping me pass the necessary and numerous post graduate exams.

What techniques/resources did you use?

I read books, made notes from those books, and then amalgamated those with the lecture notes I had taken contemporaneously => generating a 3rd set of notes. This last bit streamlined everything I read/studied and made revising the large volume of information just before exams much more manageable. My book list had 1 book covering each of the main subjects that year. The decision was often made by cross-referencing Glasgow’s list with my friends’ list in Singapore – to pick the “best” book. I also spent many hours during clinical years on the wards, in theatres, etc to practice taking history, examining patients, and helping ward doctors. Occasionally kindly classmates passed on bits of past papers - which helped redirect my revision.

What worked/didn’t work?

I think this technique worked quite well for me – I didn’t fail any subject (although I was always terrified I would and thought I had for my MB5 finals!) and even graduated with commendation - and I continue to use this technique to this day.

Studying in the libraries didn’t work well for me in the lead-up to the “big exams” – I was too easily distracted when surrounded by my friends!



A CONVERSATION WITH PROFESSOR CINDY CHEW

Studying at Medical School

Now being on the other side, how would you recommend students study/find the study technique that works for them?

I think that medical students are clearly expert study-ers and exam-passers to have made it to Medical School. They all know how to study.

The trick is, I think, being (1) consistent, (2) systematic, and (3) methodical in your approach. Do a little bit of work every day. Build a timetable around how covering what you need might look like and take it from there. Try and study in a way that makes sense within the subject, so new information and knowledge can build layer by layer logically. For this reason – I think having books help provide that structured way of learning. Also – learn with friends/classmates. Not only is it more sociable, fun, and good for your mental health – they are also great for filling in gaps you didn't know you had!

In terms of prioritizing what to study first/most when “everything is important” – that is where spending time on the wards, speaking to real doctors, senior year students, finding mentors, and reaching out to wider networks of students and other stakeholders really come into their own. The latter has never been easier with the advent of the internet and consequent open access to so many resources

What are the common pitfalls you see students falling into when it comes to studying in medical school?

A common one is studying for exams using past papers or MCQ books. Remember: medicine is a vocation where even consultants are continually learning, building on basic foundational knowledge. So the short-term “efficient” learning to pass medical school exams is not sustainable and not a good way to learn how to be a good doctor.

Another is thinking you can “learn everything by highlighting every line” in a paper/book/notes. The act of highlighting itself does not transfer knowledge from the book into either your short or long-term memory. It is really by interacting with the item to be learned, that makes it meaningful and allows it to embed as knowledge and learned memory. Dr Carolina Kuepper-Tetzl expands on this more eloquently in this BBC piece:

<https://www.bbc.co.uk/bitesize/articles/z8vhfdm>

Resources - Try reading a little every day instead of cramming for exams and work towards MLA's syllabus (https://www.gmc-uk.org/-/media/documents/mla-content-map-_pdf-85707770.pdf)

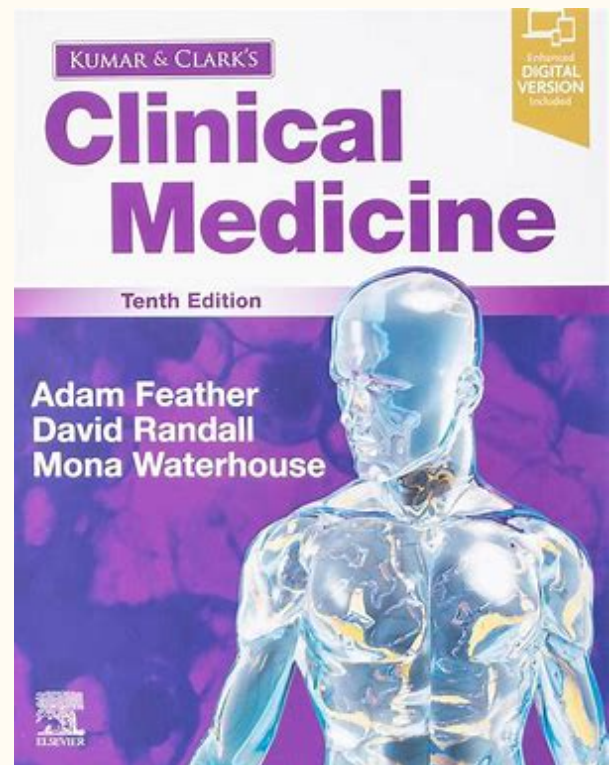
DAANYAAL ASHRAF

The Age Old Question: Studying as a Medical Student

Entering medical school feels like a dream come true. The excitement builds until the first week arrives and reality sets in. Don't get me wrong, it is an incredible privilege and experience but the sheer content that is thrown at you can be overwhelming at times and never seems to falter. That is why it is very important to have a strategy to keep up and study as you go. The only problem being how to study.

Even after completing three years, this is something I still struggle with. Everyone seems to have a different strategy that works for them so it is important to find one that works for you and fast as last-minute cramming can only get you so far.

So what is the optimum way to study? There are many resources provided by the medical school; lectures, websites, books, journals, articles, and research papers. It can be daunting having to go through these and pick one that suits your learning style the best.



If you would like some personal recommendations, the book Moore's Clinically Oriented Anatomy is my favorite when it comes to Anatomy learning. Kumar and Clarke is also an excellent book to learn from. Some other resources I recommend include; Osmosis, KenHub, Khan Academy, and Ninja Nerd

These are all great when it comes to learning all aspects of medicine however studying is a personalized experience where one size does not fit all so it is important to shop around and find the best one for you, especially in those early weeks.

PROF NANA SARTANIA

Study Techniques - A Useful Insight

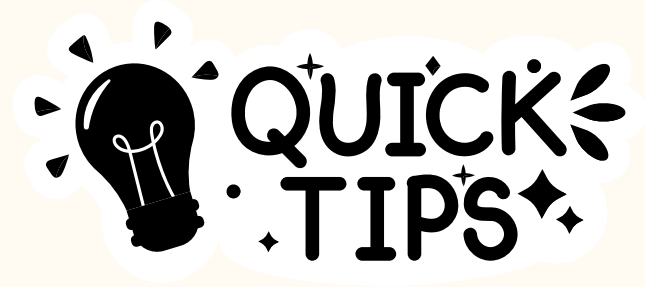
Hello,

I have been asked to write about study skills and transition to university for the new students.

Starting university can be a big challenge for many students. Making a smooth transition is important because; it helps you feel like you belong, keeps you engaged, and leads to better academic results.

Students often blame the lack of study skills to meaningful engagement with the course and it seems those who are less trained in such skills from secondary schools struggle the most. We hear that students find it difficult to quickly adapt to the new environment, get to know their peers, and understand the university's demands and expectations.

It's important to give yourself some time to get used to university life and to make use of the resources available to you. Your Year Teams or the Student Learning Development (SLD) service are great places to start. They offer support and guidance throughout the year and in the case of the SLD, they also provide personalized one-on-one appointments to help you with your academic style.



Don't underestimate the value of peer support either! Student societies make it their motto to teach, guide, and help their peers throughout the academic year. Societies like GUMES (Glasgow University Medical Education Society) or WAMS (Widening Access to Medicine Student Society) organise MCQ/OSCE practice events, e-mentors, and are always happy to receive suggestions for further engagement.

Bridging Education Society used to serve the same purpose but is sadly defunct now as the SRC closes a society that has been inactive for longer than six months. Those looking for a creative outlet – this will be a good time to resurrect the society and plan events that will benefit those who are looking for extra tips to improve their study technique!

DR SHARON SNEDDON

Study Techniques - A Useful Insight

How to thrive in medical school – study tips from Dr Sneddon

Medical school involves a dramatic change in how you study, whether you are coming from School, a degree, the workplace, or even as you move through your MBChB. There is no magic formula, and you need to find the best approach that works for you!

You will get sessions in years 1 and 2 on study skills, these will introduce you to a wide variety of techniques, try a variety and see what suits you best! I'd recommend choosing one way and sticking to it for at least a week, if it's not working, then think about switching. No matter what your method is, my advice is a 4 step approach:

1. Look over the topic before you go to each class – this can be to look at the slides, or perhaps read the relevant chapter in a textbook.
2. When you attend a class, actively listen and take notes / draw pictures / annotate slides.
3. After the class, supplement your notes/flashcards/slides with information from other sources, e.g. videos/books/online whilst the topic is fresh.
4. Spaced repetition – go back over your notes/flashcards regularly – don't leave everything till the week before the exam!

Remember!

- You got into medical school – that means you are good enough to be here! Don't fall foul to imposter syndrome.
- You are learning for your career as a clinician, not just to pass an exam. It's not really about grades – it's about showing you are competent to care for patients.
- Learning is an active and physical process; you are changing your brain by creating new synapses when you learn.
- Studying is not a competitive sport – don't compare yourself to others!
- Consistency and efficiency are key – you need to develop these through practice, persistence, and reflection.
- Balance – all work and no play makes the MBChB even harder, so take those breaks, get outside, see your friends, eat the cake, then get back to the books!
- Sleep is when you make your memories – get into good habits early, and don't stay up all night cramming!
- Ask for help if you need it!



DR NATALIE COURTNEY

Study Techniques - A Useful Insight

It's the start of a new academic term, and I know that studying for exams is the last thing that you want to think about. I can already hear you screaming 'I'm just back, give me a break!'. However, starting early and planning is key!

Planning a weekly timetable to schedule work, play and rest is so important. Making sure you can fit in your study time around lectures, labs, part-time jobs, and hobbies can be difficult but creating structure will help you to manage your time and be as productive as possible. You should take time to consider what, when, and how you are going to study to ensure your study time is useful and helps you to learn. There is some science behind this, and a great book that I would recommend, as it builds on some of the points I make below, is 'Ace That Test: Student's Guide to Learning Better'.

Retrieval practice

Often, we get so focused at trying to learn information and making sure that we have read/ written all of our notes that we forget to check exactly what we know and, importantly, what we don't know. By identifying areas that we lack knowledge in, we can revisit these and try to further our understanding.

Recalling the information that we know is called 'Retrieval Practice', which can take many different forms including using flashcards, quizzes, or writing out information, but importantly it is all without the help of notes.

Ever wondered why we try to encourage you as much as possible to not use your notes during PBL feedback? Did you think we were just trying to be mean?! Far from it! Ultimately, we want to help you and by introducing retrieval practice each week, we hope that you will be able to learn and develop throughout the year.

Spaced Practice

Just because you were able to retrieve information once, doesn't mean that you'll never forget it! Revisiting content across the year and using retrieval practice again to identify what you still do and don't know, will help to solidify knowledge. Spacing out when you study content across weeks will help you to ensure that you are able to revisit topics.

Reflection

It is also so important to remember to reflect, reflect, reflect! This is something you will do throughout your degree and future career. Remember that it is okay if your technique for studying isn't working as long as you admit this and change to try and find a method that does work. Importantly, there is no one-size-fits-all when it comes to studying and what works for you might not work for everyone. So don't try to follow the crowd, be honest with yourself and ask for help when you feel you need it!



1. Reference

2. Sumeracki, M., Nebel, C., Kuepper-Tetzl, C., & Kaminske, A. N. (2023). *Ace that test: A student's guide to learning better*. Routledge.

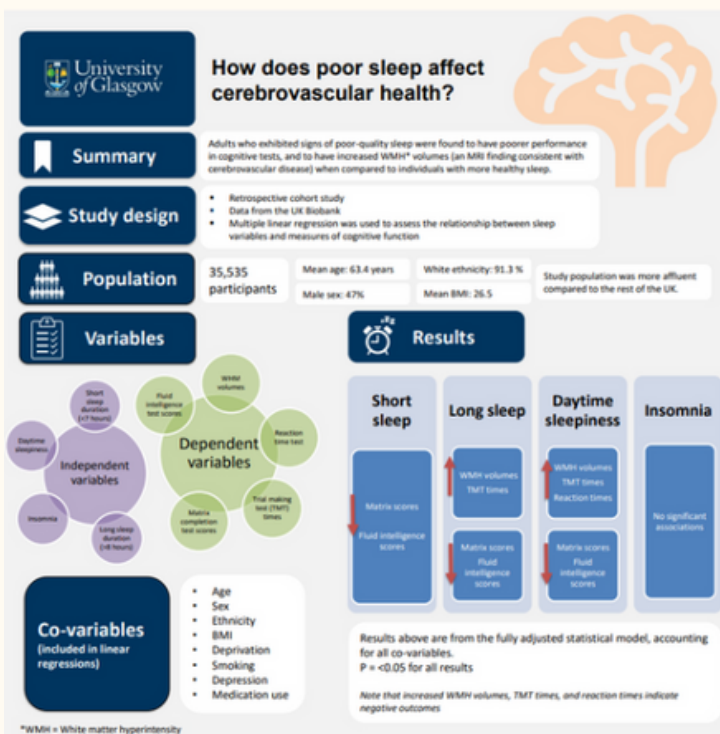
COMPETITION TIME

Visual Abstracts

With the huge success last year, Surgo is bringing back the Visual Abstract competition!

What is a visual abstract?

A visual abstract is a novel way of presenting research. It is a small graphic that gives a brief overview of the research question, methods, and conclusions of the project. In essence, it is an eye-catching summary of the research you have carried out. Below is last years winning submission as an example:



Up to 5 visual abstracts will be published in each issue of Surgo, each winning £20. At the end of the year, the best one is selected for the top prize of £100

What do I need to submit?

- Your written abstract (introduction, methods, results, conclusion (250 words))
- Your visual abstract
- The name of one project supervisor
- The date of submission to the competition

Good luck!

DENVER CORREIA

Classroom to Clinic: Universities Need to Support The Next Generation of Clinical Academics

The General Medical Council's current version of Outcomes for Doctors sets out three key areas of expertise for tomorrow's doctors: professional values & behaviours, professional skills, and professional knowledge. (1) Each of these competencies further develops into numerous core skills every student should attain at medical school.

While the learning outcomes set under Clinical Research & Scholarship (part of Outcome 3: Professional Knowledge) could usually be attained through numerous instances across a typical medical school curriculum, opportunities to put research skills into practice have remained relatively competitive and scarce.

This represents an emerging challenge across the career spectrum, particularly in the UK as the Medical Schools Council warns that the NHS Long Term Workforce Plan 2031-32 could be jeopardised if the number of clinical academics is not maintained.(2) Facilitated by the impacts of an aging workforce alongside years of underinvestment – NHS trusts and medical schools need to work quickly to address barriers in training and retaining the next generation of clinical academics.(3)

Clinical Academics are the foundation of the future of medical schools. However, much more must be done to introduce, facilitate, and encourage medical students to consider the option of training as a clinical academic. Investing in opportunities for medical students to get involved in research and teaching early on in their medical career, could be a solution not just to tackle this future workforce challenge but also to offer better career prospects.

This is supported by evidence from research on matched-cohort studies conducted in Australia & New Zealand demonstrating an encouraging statistic independent of academic confounding variables. (4,5) Medical students who published research in medical student journals were significantly more likely to be associated with higher degree attainment, PubMed® indexed publications and in some cases, more likely to enter surgical training or their chosen specialty.

1.1.General Medical Council: Outcomes for Graduates 2018 (2020). London, United Kingdom: General Medical Council.

2.2.Wilkinson, E. (2023). NHS workforce plan is broadly welcomed by medical colleges, but questions remain over implementation. *BMJ*, p1535.

3.3.Rimmer, A. (2024). Ageing workforce is putting future of medical education and research at risk, warns Medical Schools Council. *BMJ*, q815.

4.4.Al-Busaidi, I. S., Wells, C. I., & Wilkinson, T. J. (2019). Publication in a medical student journal predicts short- and long-term academic success: a matched-cohort study. *BMC Medical Education*, 19(1).

5.5.Wilton, A., & Pananwala, H. (2022). Publication in the Australian medical student journal is associated with future academic success: a matched-cohort study. *BMC Medical Education*, 22(1)

DENVER CORREIA

Classroom to Clinic: Universities Need to Support The Next Generation of Clinical Academics

However, getting involved in clinical research as a medical student remains challenging. Lack of opportunities, competitive funding calls, and fewer supervisors willing to take on the burden of training students are only some of the many barriers students currently face in getting involved. Recent results from a survey by the University of Glasgow's Medical School demonstrated reassuring enthusiasm for a career in clinical research/teaching among a small sample size of 55 students.

Commenting on these findings, Professor Iain McInnes, Head of the College of Medical, Veterinary and Life Sciences, said '... supporting clinical academics at all stages of their career is a top priority for our college and this survey shows that the pipeline for the future of academia is in good health indeed!'

On the balance, the need of the hour must now focus on retaining this enthusiasm by investing in opportunities and offering pathways to ensure medical students can actively engage in academia. Several steps including enhancing funding, fostering stronger mentorship and networking opportunities, promoting interdisciplinary collaboration, and recognizing research efforts by medical students can go a long way in pursuing students to consider a rewarding career in clinical academia.



EDI & WAMS SOCIETIES

Society Spotlight

A welcome from your Equality, Diversity and Inclusion Student Associates!

The newly formed MBChB Student Equality, Diversity and Inclusion Representative Group (pictured with Professor Malcolm Shepherd, Head of School) is composed of students from all years of the MBChB who are working to:

- Promote knowledge and understanding of EDI within the school.

- Work alongside the UMS EDI Implementation Working Group to plan and organize events.

- Support each other to identify and develop priorities for the school in EDI matters.

The group is keen to make positive changes to the school in terms of policies and supporting all students. Keep your eyes peeled for details of our upcoming events, and we will be putting out a call for new MBChB1 students to join the group. - Dr Sharon Sneddon

The new WAMS group is actively promoting a range of events for the coming academic year and has a strong social presence (@guwideningaccess; Glasgow University Widening Access to Medicine Student Society or via wamss.gu@gmail.com); the society plans to run a mentorship program and various educational and social events to which everyone is welcome. Study skills are a top priority for the group, so keep an eye out for their ads on big TV screens at the Wolfson entrance and also via the School of Medicine, Dentistry and Nursing Outreach and Widening Participation webpage. The SoMDN WP page has lots of useful information for current and future students, and hosts staff-student co-created resources (e.g., note-taking or how to approach coursework, etc). These resources are tailored to your level and can give you the tips and knowledge you require - we hope you will find these useful and of an appropriate level. We look forward to seeing you at these events! - Prof Nana Sartania



A Conversation with Prof Frank Sullivan

Tell us a little about your time as a student at Glasgow University.

I thoroughly enjoyed my time as a student, but probably worked a little too hard. Work is only work if you have to do it and I found learning about how the body functioned endlessly fascinating! As I was the oldest of 5 children, whose father had died when I was 15, failing wasn't an option. I remember getting 37% in Anatomy in MB2 but managed to pull myself up and awarded the Hunter medal in Anatomy at the end of the year. I particularly enjoyed working in a more advanced clinical setting as part of the medical team during my electives to Cleveland (one of 10 student "ex-terns" to help plug holiday gaps in Surgery) and Gambia (MRC-funded experience investigating mosquito-related parasitic infections). I developed a greater appreciation of the BBC World Service during these excursions since neither 1970s rust-belt America nor Western Africa had much interest in the UK and the internet was a decade away.

Outside of Medicine, I played football (Royalist of course against the Western!) and went climbing. As the Urgent Action UK co-ordinator with Amnesty International, I petitioned senior lawyers and politicians to stop Franco from garotting his political prisoners.

Tell us a little of your career and why you chose the specialty you did.

I had passed the MRCP and was contemplating Oncology as a career when I realized increased exposure to General Practice would be essential to becoming a better Oncologist. It was only supposed to be a year, but I really enjoyed General Practice! I thought I was good at it and it could combine with Academia to allow me to contribute to patient health care at both the population and personal level.

Can you share some of the highlights of your career (so far)?

My career trajectory as an academic GP has been varied, taking me all over the world. I started as a GP in Blantyre (for 15 years), where best practices and processes were put into place (eg.. ISO9000) to deliver the highest standard of care to our patients. I may be immodest on behalf of our practice team, but I think our clinical care was equal to anywhere in the world, including Harley Street. I carried those lessons with me into the practices I worked in for the rest of my career as academic opportunities took me away from Lanarkshire to other practices.



A Conversation with Prof Frank Sullivan

Next, I was Professor of Research and Development in GP in Dundee and Primary Care (NHS Tayside), then led as Director of Scottish School of Primary Care. I moved to Toronto as the inaugural Gordin F. Cheesbrough Research Chair and Director of Practice-Based Research Network and then back to Scotland as Professor of Primary Care Medicine and Director of Research at the School of Medicine (St Andrews). Of course, not to forget my spell as The Physician for the entire population of Seychelles.

I am very proud to receive the Inaugural BMJ Research Paper of the Year Award (2009, Early treatment with prednisolone or acyclovir in Bell's Palsy NEJM 2008; 359:1317-29).



What plans have you for the future?

I am working to get St Andrews' medical school 5-year SCOTCOM MBChB program up and running in the community over the next 3-4 years. I plan to continue to support young academics in their research and work. I am currently working on a £10M Doctoral Training Programme with the EU's Marie Curie scheme.

What would you say to your medical student self?

Enjoy medical school and don't work too hard. During the course, you will begin to understand how things go wrong in the body, how to detect that and using the mental image you have to try and help people.

What would you say to the medical students today?

While you are understandably preoccupied with passing medical school exams, do look at senior colleagues and think about where you could make your biggest contribution. This may be in scientific endeavors or clinical service for your local community rather than the wider world. Everyone has different talents. Do not get stuck in something you may not be great at e.g. someone may not be great at robotic surgery but could be excellent at listening. There is a branch of medicine just for you to make that special contribution: you just need to recognize your own strengths. Not many people have the privilege to do that, but WE CAN as doctors. So use that privilege well.

It's okay not to be okay

University brings change and challenge which can sometimes be difficult to adapt to. It is perfectly normal to feel overwhelmed at university but, if you're feeling down, or just want someone to talk to it's important to reach out and get help. The University's counseling and psychological services offer a range of self-help resources. More information can be found at:

<https://www.gla.ac.uk/myglasgow/counseling/self-help>

Recommended apps and websites

Calm: Calm is one of the top-rated apps for sleep and meditation. Getting a good night's sleep helps lower stress and anxiety as well as boosting your mood:
<https://www.calm.com>

Headspace: Meditation is an effective way to improve focus, reduce stress, and increase sleep quality. If you are new to meditation, the Headspace app is a great way to start with numerous different guided meditations taking you step by step through the meditation process:
<https://www.headspace.com/headspace-meditation-app>

Living life to the full: Work through free online courses aimed at reducing stress, and improving mood and resilience. Living life to the full is a great resource:
<https://l1ttf.com>

Useful Numbers

Breathing Space - 0800 83 85 87 -

Monday-Thursday 6pm to 2am

Friday 6pm-Monday 6am

A free, confidential, phone and web-chat service for anyone in Scotland over the age of 16 experiencing low mood, depression or anxiety

Glasgow Students' Nightline - 0141 334 9516

Monday-Friday 7pm-7am

A confidential telephone, text, and online listening and information service run by trained students for the students of Glasgow University, Glasgow Caledonian University, and Strathclyde University.

Glasgow & Clyde Rape Crisis - 08088 00 00 14

11am-2pm Monday - Friday

Provides support for women and girls who have experienced rape, sexual assault or sexual abuse.

Samaritans - 116 123

24hrs

A helpline offering emotional support for anyone feeling down, distressed or struggling to cope



PROFESSOR CINDY CHEW

Tail Lights

A big welcome back to Glasgow Medical School everyone! I trust everyone has had a chillaxing summer and are now raring to get stuck into the 2024/5 Academic year. An especially big “Welcome!” to all the new students starting their first year with us. We are very happy and congratulate you heartily on joining the friendliest medical school in the 2nd best city in the world to live (Timeout, 2023).

I am excited to work with the new Surgo Editor-In-Chief, Daanyaal Ashraf, to bring you interesting, inspirational, educational reads and competitions throughout the year.

New this year will be a “Surgo Vision: Capturing the Art of Medicine” competition. William Osler said, “Medicine is a Science of Uncertainty and an Art of Probability”. Please consider submitting and sharing your Art (any media or form) with the readership of Surgo – an internationally accessible platform. We will consider publishing up to 5 images, with each artist winning £20 and international fame – priceless! We kick off this series with a piece by Heather Mulvany (MB4).



This photo was taken on a Canon A-1 film camera on a 10-hour-long cross-country train in New York. I love its inception theme and enjoy how the lighting appears in the shot. I like that you can see the next exit doorway off in the distance giving the illusion that the train is never ending, much like this long journey felt! I hope you love it as much as I do - Heather Mulvany

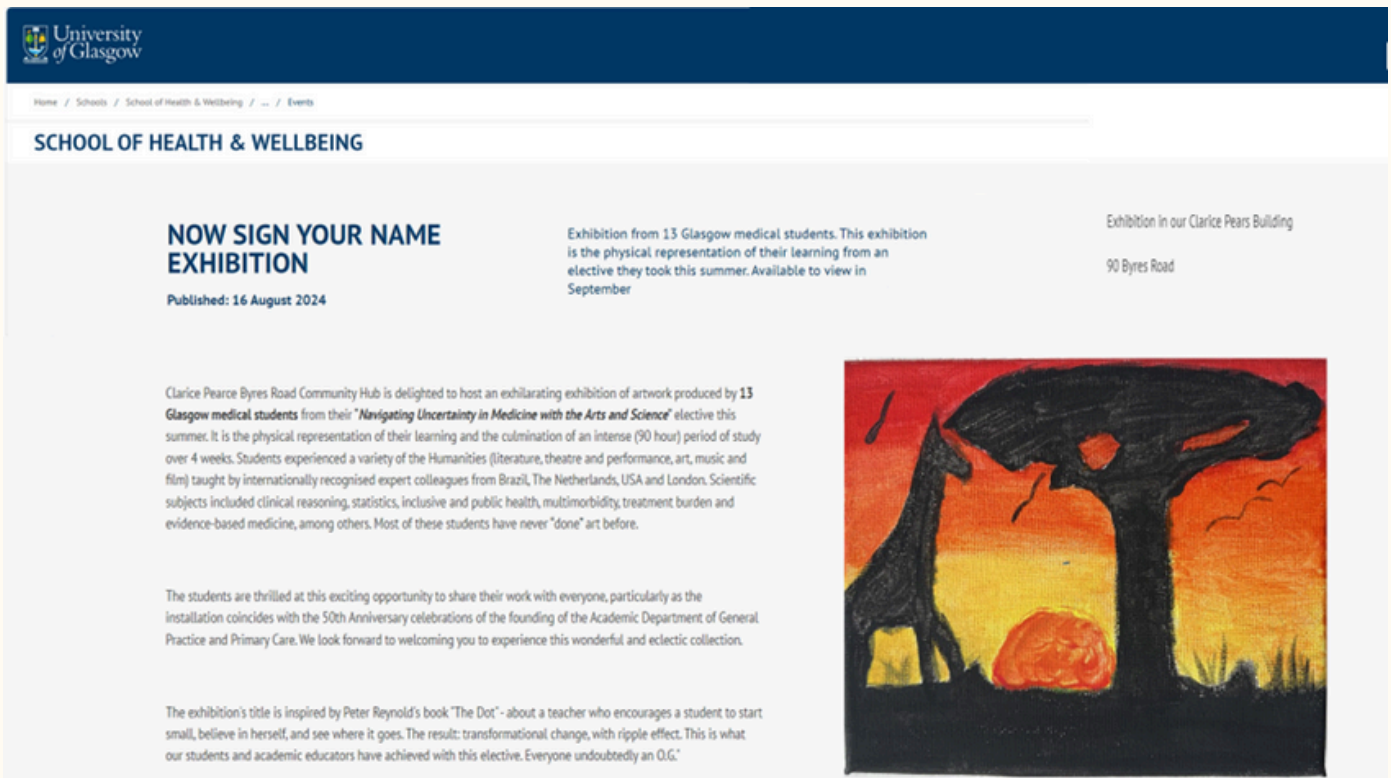
PROFESSOR CINDY CHEW

Tail Lights

We shall be continuing with our popular and prize-winning “Visual Abstract competition” – where the top 5 entries win £20 and are published with each issue of Surgo. An overall winner is selected at the end of the year to win £100. So get cracking on your SSCs, audits, and elective projects – not only might it win you some cash for a nice meal, but it is now legitimate CV fodder as Surgo is open access and discoverable (DOI and ISSN).

This brings me neatly to share the exhibition currently on display at the Clarice Pears’ Byres Road Community Hub. This showcases the amazing talent of some of your fellow medical students and maybe inspire you to pick up your camera, pencil or paintbrushes to unleash your creativity onto the world.

I hope you enjoy this issue, which features an interview with Professor Frank Sullivan, Glasgow Alumnus and a piece on how to study. Until the next Tail lights!



The screenshot shows a website page for the University of Glasgow. At the top left is the University of Glasgow logo. Below it is a breadcrumb trail: Home / Schools / School of Health & Wellbeing / ... / Events. The main heading is "SCHOOL OF HEALTH & WELLBEING". The central content area has a title "NOW SIGN YOUR NAME EXHIBITION" with a sub-heading "Published: 16 August 2024". To the right of the title is a short description: "Exhibition from 13 Glasgow medical students. This exhibition is the physical representation of their learning from an elective they took this summer. Available to view in September". Further right, it says "Exhibition in our Clarice Pears Building 90 Byres Road". Below the title is a paragraph of text: "Clarice Pearce Byres Road Community Hub is delighted to host an exhilarating exhibition of artwork produced by 13 Glasgow medical students from their 'Navigating Uncertainty in Medicine with the Arts and Science' elective this summer. It is the physical representation of their learning and the culmination of an intense (90 hour) period of study over 4 weeks. Students experienced a variety of the Humanities (literature, theatre and performance, art, music and film) taught by internationally recognised expert colleagues from Brazil, The Netherlands, USA and London. Scientific subjects included clinical reasoning, statistics, inclusive and public health, multimorbidity, treatment burden and evidence-based medicine, among others. Most of these students have never 'done' art before." Below this is another paragraph: "The students are thrilled at this exciting opportunity to share their work with everyone, particularly as the installation coincides with the 50th Anniversary celebrations of the founding of the Academic Department of General Practice and Primary Care. We look forward to welcoming you to experience this wonderful and eclectic collection." At the bottom left, there is a final paragraph: "The exhibition's title is inspired by Peter Reynolds's book 'The Dot' - about a teacher who encourages a student to start small, believe in herself, and see where it goes. The result: transformational change, with ripple effect. This is what our students and academic educators have achieved with this elective. Everyone undoubtedly an O.G." On the right side of the page, there is a painting of a large, dark tree silhouette against a bright orange and yellow sunset sky. A red sun is visible behind the tree's trunk.

