CONFERENCE BOOKLET

ASM 2018

Medical Education with a global perspective

11th - 13th July, Sage Gateshead

#asmeasm2018
Welcome to the ASM 2018!

Dear Delegates

Welcome to the 2018 Annual Scientific Meeting, Medical Education with a global perspective. The ASME Annual Scientific Meeting encompasses the continuum of medical education, from undergraduate through postgraduate and continuing medical education.

This conference is a forum for all medical/healthcare educators with undergraduate, postgraduate or CPD responsibilities and interests. It is an opportunity to report and discuss themes, research and initiatives with colleagues from the UK and abroad.

This year’s programme has been developed with the Steering Group which has responded to delegate feedback from this conference over the last few years. The conference continues to offer excellent opportunities for delegates to discuss innovations in medical/healthcare education as well as offering excellent networking opportunities.

THIS YEAR’S PROGRAMME INCLUDES:

- A variety of pre and intra-conference sessions.
- Keynote presentations, including the Lord Cohen Lecture and ASME Gold Medal 2018
- Parallel sessions including presentations by ASME award winners
- Poster presentations
- The awarding of the Sir John Ellis Student prizes for 2018
- Sessions from our Special Interest Groups
- Pop-Up events – New for 2018
- Relevant exhibitors from all areas of medical education
- Social events, including the Welcome Reception and Annual Dinner and the joint JASME/TASME social event

I do hope you enjoy this year’s conference. As always, we value your feedback and will be in touch after the event to ask you to complete a short questionnaire giving your view of this year’s event.

Best wishes

ASME Events Team

Visitor Wi-Fi – How to connect to the wireless network: Search for private network ASMEWIFI, then open an internet browser, the password is ASME2018.
Professor Philip Cotton

Philip (Phil) Cotton is well-known to many in UK medical education. He helped establish The University of Glasgow’s innovative vocational studies programme, was lead for student welfare and was latterly deputy head of the Undergraduate Medical School. He juggled his teaching and learning commitments with research, working as a GP in a deprived area of Glasgow, volunteering as a doctor for Freedom from Torture (Medical Foundation for the Care of Victims of Torture) and studying for an MSc and PhD. During his time at Glasgow, Phil was renowned for supporting students in difficulties and mentoring junior colleagues.

His external roles include being a Council member and International Committee member, and Fellow of the Royal College of General Practitioners. He was a member of ASME’s Executive Board for many years. He is a Methodist Preacher and is the founding chair of a Scottish fair trade organisation, and Board member of several development charities working in Africa.

Phil was seconded from the University of Glasgow to serve as principal of the College of Medicine and Health Sciences in the University of Rwanda. He is now Vice Chancellor of the University of Rwanda and was awarded an OBE for services to education in Rwanda in June 2017. He describes Rwanda’s progress in reconciling its people and developing its economy as ‘one of the most incredible stories in the world’.

Throughout his career, Phil has focused on the welfare and development of others. His contribution to medical education can be summarised by the Nelson Mandela quote: “What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead” (Nelson Mandela Foundation, 2013).

Professor Cotton has been awarded the ASME Gold Medal 2018, and this plenary at the ASM has been kindly sponsored by Elsevier.

Professor David Sklar

Dr. David Sklar is a Professor in the College of Health Solutions and Advisor to the Provost at Arizona State University and Editor in Chief of Academic Medicine. He is also Distinguished Professor and Associate Dean Emeritus at University of New Mexico where he was a Chair of Emergency Medicine, Associate Dean and DIO for Graduate Medical Education and Associate Dean for Clinical Affairs.

Dr. Sklar received his medical degree at Stanford University and did an internal medicine residency at the University of New Mexico and an emergency medicine Fellowship at the University of California in San Francisco. He was on the faculty of the school of medicine at the University of New Mexico for 37 years teaching, providing patient care and doing research.

His main areas of interest in research have concerned injury prevention, medical education, health policy and ethics. He is particularly interested in how medical education can transform the healthcare delivery system to provide better health and lower costs. He has published over 200 hundred articles in the medical literature as author or co-author.

He served in the Senate Finance Committee as part of an RWJF Health Policy Fellowship in 2011 and 2012 and worked on the Affordable Care Act, physician payment and graduate medical education. Upon completion of the fellowship, he was chosen as Editor in Chief of Academic Medicine, the leading journal in health professions education.
**Professor Deborah Helitzer**

Deborah Helitzer is a professor and Dean of the College of Health Solutions at Arizona State University (ASU). Prof Helitzer’s research has focused on health outcome improvements through interventions in communities and in clinical settings. She has collaborated with researchers studying diabetes, injury prevention, teen pregnancy prevention, cancer and obesity prevention.

Prior to joining ASU in August 2017, Prof Helitzer was the Founding Dean of the College of Population Health at the University of New Mexico, where she led the development and implementation of the nation’s first undergraduate degree in population health. Since 2009, Prof Helitzer has also focused her attention on mentor and career development among women faculty in academic medical centers. She has been an author on more than 80 publications, 3 books and 8 book chapters and has led or significantly contributed to over $65 million of population health research.

As a collaborator, Prof Helitzer is nationally renowned for her expertise in theory, measurement, logic models, intervention design and evaluation, childhood adversity, health literacy, and patient-provider communication. She earned her Doctor of Science in international health from The Johns Hopkins University School of Public Health and a B.A. in communications from Washington University.

**Professor Susan van Schalkwyk**

Susan van Schalkwyk, MPhil, PhD., is Professor in Health Professions Education and Director of the Centre for Health Professions Education (CHPE) in the Faculty of Medicine and Health Sciences (FMHS) at Stellenbosch University.

Apart from providing strategic leadership for the CHPE, she is involved in the supervision of Master’s and PhD students, as well as faculty development activities focused on enabling the professional learning of academics in their teaching role.

Her research interests cover a range of topics related to teaching and learning, with a specific focus on postgraduate studies.

She is a founding member of the Bellagio Global Health Education Initiative, an interdisciplinary, multinational effort to advance global health education worldwide. She is currently a member of the AMEE Research Committee, on the editorial board of MedEdPublish, and an associate editor for The Clinical Teacher and the African Journal of Health Professions Education. She has recently been appointed to the AMEE ASPIRE-to-Excellence International Board. In 2016, she received a National Research Foundation rating and has authored or co-authored more than 60 peer-reviewed articles and book chapters.

**Doctor Abi Deivanayagam**

Abi is a junior doctor, currently an Academic Foundation trainee in Global Health at Newcastle upon Tyne Hospitals. Abi graduated from Newcastle University medical school in July 2017 and intercalated at UCL with a Master’s in Philosophy, Politics and Economics of Health in 2016.

She is passionate about ensuring that all medical students are prepared to be the global doctors with the social responsibility that is required in today’s globalised world.

Most of Abi’s experience is working within student organisations on global health policy and advocacy. During medical school, Abi was part of Medsin-UK (now known as Students for Global Health), a student-led organisation that aims to tackle global health inequity through education, advocacy and community action.

Abi is currently undertaking research surrounding global health education within the Newcastle curriculum.
Session Descriptors

Wednesday Sessions 1000 – 1200 hrs

Start of Conference Workshops/sessions
The following intra-conference sessions will run simultaneously between 1000 and 1200 hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.

1
Barbour Room West

Leadership Development Group FLAME:
Fundamentals of Leadership and Management in Education
Lead(s): Prof Judy McKimm, Prof Paul Jones

Educational organisations, teams and initiatives require effective leadership and management if they are to survive, thrive and adapt to internal and external changes and pressures. The concept of leadership has changed over time to its current conception as a dynamic, relational process which involves individuals, groups and teams, organisations and systems engaging in a range of leadership, management and followership activities.

This workshop brings a contemporary perspective to leadership in health professions’ education and provides participants with key theories, concepts, tools and techniques to understand and develop their own leadership style and approach as well as that of others.

This workshop provides an introduction to key aspects of leadership and management for healthcare educators who wish to develop a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders.

2

Career Pathways in Medical Education
Lead(s): Riana Patel, Sean Zhou, Ryan Devlin and Dr Andrew Baldwin

As in previous years, JASME and TASME are joining resources to run our pathways workshop at the ASM 2018. The career pathway in medical education is often convoluted and without established frameworks or traditional positions at the end of it. Unlike a medical speciality, it is almost never a straight line and often a companion to training rather than the sole focus. For more junior attendees of the ASME ASM, whom the future of medical education rests upon, it can be confusing to navigate the various opportunities presented to them, and we hope to alleviate some of this through description of cases from those at different stages of involvement with medical education and take apart some of the difficult terminology surrounding it. Trainees have little exposure to this type of support in training programmes, so this workshop will act as a valuable forum to listen, discuss and form their own career action plans.

This will be a great opportunity to introduce and familiarise newer attendees to the structure of ASME as an organisation, and also help further our networks and communications agenda.
Education Research Committee:
Support for Budding Researchers
**Lead(s): Eliot Rees, Clare Morris**

Are you thinking about starting a new research project, or have you ‘hit the buffers’ on an existing research project? Looking for some help or inspiration? Experienced members of ASME’s Education Research Committee (ERC) are offering this interactive session to provide support for new ‘meded’ researchers, or those planning to try new directions or methods. You can bring specific questions or issues about your (intended) project to the session and discuss these with researchers and peers who have experience in different fields of educational research.

Educator Development Committee:
Presenting skills for presenters - a personal development opportunity
**Lead(s): Dr Simon Gay, Dr Mark Lillicrap**

Presenting to a large audience at a national conference is challenging, particularly for first timers – and we have all been there!

Effective oral communication is a crucial skill for all educators, particularly those interested in research who need to explain their work to others.

Often when giving feedback about presentations, colleagues concentrate on the content and message of the presentation and overlook the personal style and communications skills of the presenter.

Very few people naturally possess outstanding presentation skills from the outset. Most presenters are anxious about their presentation skills and about handling any questions posed by the “expert” audience. However, practice and receiving specific feedback can improve performance.

This workshop is aimed at those presenting this year at the ASME ASM who would like the opportunity to rehearse. It is expected that you will run through your presentation “in real time” and receive feedback from the panel and from the audience in true constructive educational style!

We are here to help and support you so that you can develop additional confidence in the delivery of your work prior to the “real thing”.

Community of Practice for Course Leads in Masters Programmes in Clinical/Medical Education
**Lead(s): Prof Nick Cooper**

This is the 4th annual workshop for leads of masters programmes in education throughout the UK and Ireland.

The workshop will explore the needs and common issues of participants to facilitate developing a community of practice and a future SIG within ASME.
Session Descriptors

Thursday Morning Sessions 1045 – 1215 hrs

The following intra-conference sessions will run simultaneously between 1045 and 1215 hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.

1

Junior Association for the Study of Medical Education:
Feedback and Debriefing in The Clinical Environment
Lead(s): Dr Sean Zhou, Ryan Devlin and Riana Patel

Despite being an important part of the learning process, feedback in the clinical environment is a skill often performed ad hoc, and can be a particularly challenging skill for junior doctors and medical students alike. Having an understanding of basic feedback and debriefing theory will help guide appropriate and timely application of feedback that is beneficial to the learner but also the trainer. We hope to provide an overview of recent educational theory surrounding feedback, including application from simulation debriefing theory. The session is also designed to give attendees a supportive environment to practice applying these models.

As always, we aim to make this an interactive workshop, with discussion and brainstorming activities for attendees to engage with. In this way, attendees should leave with not only a theoretical understanding of feedback, but a practical understanding of how to apply their newly learnt or developed knowledge and skills in order to inform practice in their clinical and educational environment.

2

Trainees in the Association for the Study of Medical Education:
Teaching Innovation and Excellence (TIE) Award – Prize Session

The key aims of the prize are to:

- Recognise innovation in current teaching practices
- To encourage sustainable teaching practices through sharing teaching experiences
- Provide a platform for ASM attendees to present their own innovative teaching practices
- To promote educational excellence

This annual prize recognises those who demonstrate talent and ingenuity in medical education. Applications were shortlisted on the basis of their innovative thinking, insight, commitment and level of engagement. Each shortlisted candidate demonstrated exceptional evidence of planning and success in their project.

Candidates will give a ten minute presentation on their innovation or demonstration of their skill. There will be five minutes for questions from the panel and audience. This will be judged on the basis of quality and relevance of the project, and whether it demonstrates consideration of sustainability.

The Finalists:
Sateesh Arja: “Standardised Patient”
Adam Bonfield: “Teach Me Paediatrics”
Thomas Judd: “Virti education platform”

Announcement of TIE Prize Winner 2018
Education Research Committee:
Best Original Research Paper Award 2018

**Lead(s): Dr Anne-Marie Reid, Prof Susan Jamieson**

ASME’s Education Research Committee (ERC) has invited applications for the Best Original Research Paper Award (BORPA).

This session gives the shortlisted applicants a chance to present their paper, followed by a chaired question-and-answer session.

The aim of this event is to showcase high-quality medical education research, to recognise the presenters, and to enthuse and inspire delegates.

**Time**  
**Programme:**

10.45  Welcome & explanation of criteria for judging presentations.  
Dr Anne-Marie Reid / Prof Susan Jamieson  
BORPA Finalists  
15 minutes talk and 5 minutes Q&A per paper

11.00-11.20  Re-thinking professional identity: Introducing ‘inter-professional responsibility’ as a lever for effective inter-professional education  
V Joynes

11.20-11.40  Medical students’ motivation to respond to professionalism lapses of peers and faculty  
M Mak-van der Vossen

11.40-12.00  Integrating a novel assessment of discharge summary writing into a final-year medical student curriculum: an evaluation of process and outcome  
E O’Hare

12.00-12.10  Voting: Attendees vote individually for winner and runner-up; ERC collect voting papers for counting; winner announced later in conference.  
Dr Anne-Marie Reid / Prof Susan Jamieson

12.10  Close  
Dr Anne-Marie Reid / Prof Susan Jamieson

Educator Development Committee: Grow your own faculty–supporting trainees to facilitate undergraduate education

**Lead(s): Dr Mark Lillicrap, Dr Richard Thomson and Dr James Fisher**

Trainees are increasingly recruited to help deliver undergraduate teaching programmes in the UK and new teaching roles have evolved. As well as providing a valued teaching resource, the experience is also beneficial for the trainees, enabling them to develop professional identity and acquire skills that meet the requirements of postgraduate training programmes.

Different models are used around the country – Out Of Programme experiences, full and part-time Teaching Fellows, weekly teaching programmes, paid and unpaid opportunities, linkage with postgraduate educational opportunities (certificates, HEA accreditation) and involvement with TASME.

This workshop will offer attendees an opportunity to share their perspectives and consider how these teaching roles can be structured to provide trainees and students with the best experiences. We will invite you to consider the benefits and challenges that arise from an increasing reliance on junior faculty. Furthermore, we will explore together what ASME can provide centrally to facilitate trainee educator development locally.
Mindfulness in Medical Education: Should mindfulness have a place in the medical curriculum in the UK?

Lead(s): Dr Helen Bintley

This workshop is designed to challenge peoples’ misconceptions about mindfulness and its use in medical education. Through debate and group activities, the workshop will guide the participants through current thinking about this subject and onto innovative ways to include mindfulness into medical education in the future.

Everyone is encouraged to attend as we want to bring together lots of perspectives to discuss and debate this issue. We also aim to work towards a better understanding of the challenges facing those who use mindfulness in their curriculum in order to consider solutions to these challenges.

MASTERCLASS with Professor David Sklar: Optimising journal submissions on the topic of medical education innovations based on an editor’s experience

Lead(s): Prof David Sklar

The workshop will explore the review process of Innovation Reports submitted to Academic Medicine to highlight key elements of an Innovative Program Description & Evaluation and how the review process can sharpen our understanding of how to present innovations in health professions education.

The workshop will be interactive and we will expect participants to review an Innovation Report submission to Academic Medicine and to discuss their opinions as part of a group review process.

AoME@ASME: The senior medical educator: developing and clarifying professional standards for educational leaders

Lead(s): Julie Browne, Jacky Hayden, Members of AoME Council

Fostering and developing the medical education leaders of the future requires a clear professional framework that encapsulates the unique set of skills, values and knowledge required by those who hold positions of influence in the field.

This workshop will be of interest to medical and healthcare educators in any discipline or speciality and at any stage of their career. It will continue the work of the Academy of Medical Educators around the development of professional standards by generating ideas, attempting to define more closely what it means to be a leader in medical education, and establishing a consensus on the relative importance of various skills, values and behaviours.

Using a consensus-building approach, delegates will produce a number of suggestions, which will then be discussed in more detail, considered within smaller groups and subsequently ranked to create a final list.
8 F1t to Practice?

Lead(s): Dr Clare van Hamel, Dr Rosie Gallagher

Presentation of qualitative and quantitative longitudinal research around preparedness of medical graduates to start work as F1 doctors. Data will include a reflection on gender and ethnic differences with regard to self-reported confidence in different areas of practice.

Discussion will follow presentation of the research to explore the challenges which F1s face as they transition from medical school. Delegates will be asked to contribute ideas/best practice solutions which could be adopted to help our new colleague’s transition into the NHS more confidently.

Placement Supervision Group (PSG) data from the historical e-portfolio data will be presented to demonstrate how this tool can be used to independently identify those trainees who might be requiring additional support.
The following intra-conference sessions will run simultaneously between 1600 and 1800 hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.

**MASTERCLASS with Professor Philip Cotton: “I really want to help, but don’t know what to do”: reaching out to other medical schools**

Exploring what we can offer as a community of medical educators globally. No pre-judgements allowed. Practical, moral and possibly even financial support is possible but specifically curricular resources, external examiners, elective opportunities, scholarships, and adjunct positions are a great start. Above all, you simply need to share a common vision for the quality of medical education throughout the world. Let us see what we can do together.

**MASTERCLASS with Professor Deborah Helitzer: Career Development for Early-Career Women: What do I need to succeed?**

This workshop will help women to appreciate the need for new skills to enhance their career development and provide them the opportunity to try new ways of approaching familiar situations. Skills may include: having difficult discussions, negotiating a salary increase, putting together an elevator speech, and asking to be sponsored for a leadership role. Participants will also describe their leadership style and consider how this style will affect the kinds of leadership roles that they aspire to.

This workshop is only appropriate for women who are in the early or mid-career stages.

**Technology Enhanced Learning: Enhancing learning in class with the right tools outside: Hands-on with core digital teaching tools**

*Lead(s): Tim Vincent, Dr Kat Butcher, Dominic Alder, Dr Jane Williams*

There are a dizzying number of digital tools and technologies for supporting learning inside and outside the lecture/class that impact our practice as medical educators. How do you navigate your way through these? Which ones do you focus on? This workshop offers a no-nonsense opportunity to: gain oversight of key terms and tools that medical educators should be aware of in this area; and to gain real hands-on experience with some digital tools to impact your own teaching and learners. This is for all non-techies and novices of any age and stage of teaching career seeking clarification and inspiration.
Educator Development Committee: Innovative, Interesting and Prize winning work

Lead(s): Prof Colin Macdougall, Dr Mark Lillicrap

The ASME Education Development Committee (EDC) exists to support and promote the evidence informed professional development of the community of medical educators. https://www.asme.org.uk/committees-and-groups/educator-dev-cttee.html

This session combines presentations from:

- The winners of the Education Innovation Award 2017
- Educator Development Award Winners 2016 & 2017
- Plus the two presentations judged the most interesting and innovative in the conference.

Come along to learn, be enlightened and perhaps enthused to apply for an EDC award next year.

**Time**  
**Programme:**

1600-1605  Welcome  
Prof Colin Macdougall, Dr Mark Lillicrap (Committee Chair & Deputy Chair)

1605-1645  Education Innovation Award Winners 2017  
(2 x 10 minutes each)

- “Virtual Immersive Clinical Simulation”  
  Vidhi Taylor-Jones, Paul Duvall

- “Not just a medical student – an inspirational and empowering medical education video series”  
  Nadine Abbas

Q&A session

1645-1725  Educator Development Award Winners 2016 and 2017  
(2 x 10 minutes each)

- “Lego – Serious Play in medical education”  
  Clare Thomson

- “Thin blue line: policing, empathy and whistle-blow learning”  
  Fredrick T Pender

Q&A session

1725-1755  Abstract presentations – Innovative and interesting work  
(2 x 10 minutes each)

- “Cultural variation in attitudes to collusion in end of life care: a survey of medical students in Malaysia and the UK”  
  Sophie Holmes

- “Sparkling Moments: Using graphic medicine to enhance appreciative enquiry in case based discussions”  
  Niro Amin

Q&A session

Session Chairs: Prof Colin Macdougall & Dr Mark Lillicrap

1755-1800  Wrap up and close
Session Descriptors

Education Research Committee: Medical education research in a global context

Lead(s): Dr Lisa Dikomitis

All too often we focus on local medical education issues, and relevant research, when there may be global research issues that would resonate with us and provide potential for collaboration. This workshop will focus on some such issues, and how they might apply to our contexts.

The workshop will start with a roundtable discussion to map out the experience and expertise among participants. The workshop will be facilitated by Dr Lisa Dikomitis (Keele University) who is a social anthropologist and is engaged in a number of global health research projects. She will use insights and material from her MRC-AHRC funded SOLACE project (www.solace-research.com), Newton-funded iPRIME project (https://www.keele.ac.uk/pchs/research/globalhealth/currentprojects/), both with components around medical education in the Philippines and working as healthcare professionals in underserved, rural and isolated areas. Dr Dikomitis is also engaged in other global health research projects in Pakistan and Cyprus.

Workshop activities will include: (1) Diamond of Global Medical Education Research, (2) reflection exercise around funding and dissemination, (3) working with visual data from the SOLACE project to brainstorm around issues, (4) problematising ‘us’ and ‘them’ in global medical education research and (5) discussing essential competencies in global health research for medical trainees (using White et al 2017).

The workshop will end by exchanging contact details to further a network of global health researchers in medical education.


Should education be fun? Exploring the use of educational games to stimulate learning in medical education

Lead(s): Dr Philip Davies, Dr Abigail Samuels

Children experience much of their early learning through play and social interaction. As they grow up learning becomes more structured and adult learning is traditionally more formal. The use of games for adult education can be seen as childish and, by this association, be unsuitable for adult learners.

Is there any evidence that we should still use games as part of adult education and specifically in medical education?

Over the last four years Gloucestershire Academy have developed a growing number of games to help undergraduate medical students learn, ranging from simple card and board games to more complex technological games. This workshop will present an overview of this work and the evidence supporting the use of games in medical education. There will be an opportunity to play the games we have developed. From our experience, we will give ideas on how to structure games and avoid pitfalls in design to maximise learning. There will also be an opportunity to design your own game and trial it on other members of the workshop.
Using drama in healthcare education

Lead(s): Professor John Spencer, Alex Elliott

The role of humanities in the education and training of healthcare professionals is well accepted. There is an extensive literature on the topic, focussing predominantly on the use of literature and art to promote reflection and discussion. However, relatively little has been written about the use of drama.

‘Operating Theatre’ (OT) is a small Tyneside-based theatre company which provides ‘bespoke theatrical experiences that can transform the way people think about health and wellbeing’. Formed over 15 years ago, OT delivers plays, monologues, theatre-based workshops, training films and educational events, working with a wide variety of organisations and professional groups. One distinctive aspect of OT’s work has been the delivery of 4 short plays during the first two years of Newcastle’s undergraduate medical curriculum (two in each year). These are used to launch cases and/or address specific topics, for example medical error. Student perceptions about the contribution made by these performances to their education have been generally very positive.

This interactive workshop will be facilitated by members of Operating Theatre, and will draw on participants’ own experiences to explore ways in which drama might be used in healthcare professional curricula, the ultimate aim being to inspire and encourage participants to consider using drama in their own educational setting.

NACT: Understanding Quality in Medical Education- a practical workshop

Lead(s): Linda Hacking, Stephen Lord

This interactive, case-based workshop style session will look at a number of methods of examining the quality of education and training provision in a local faculty; regional programme; organisation; and cross-disciplinary learning initiative.
9 Getting Published: Medical Education and The Clinical Teacher Journals Editors Workshop

Lead(s): Prof Jill Thistlethwaite, Prof Kevin Eva

Writing for publication – Main workshop

Writing for publication in health professions education is an important skill, essential in developing an evidence base of practice, for broad dissemination of findings and raising the quality of healthcare education. Peer-review is a defining component of scholarly practice and proof of writing success is often a requirement for promotion when applying for funding and providing evidence of professional impact. However, for both novice and experts alike, writing for publication can be a challenging experience as competition for publication is fierce and the standards in the field continue to rise.

In this workshop journal editors share their experiences and knowledge of the field of publishing. They will aim to provide authors (or potential authors) with a better understanding of what makes a good paper, where the common pitfalls lie with respect to writing and submitting papers, and what goes on ‘behind the scenes’ of the publication process. The potential benefits of unravelling some of the mysteries of the submission and review process include an increased understanding of what it takes to publish in medical education journals specifically and the scientific literature more broadly.

Workshop participants will be asked to consider the following questions and issues: (1) What problems are commonly encountered? (2) What makes a good paper? Why do papers get accepted or rejected? (3) What happens to a paper during the review process? (4) Issues of style; (5) Ethical aspects of publication.

Writing for publication – Individual discussions with an editor

The facilitators appreciate that delegates’ needs, in respect of writing for publication, may vary and will therefore also be offering the opportunity for delegates to engage in individual discussions with an editor to run concurrently with the main workshop. The topics for the discussion will be delegate-led and might include consultation on prospective writing; writing that is in development, or general advice on authorship.

Any delegate wishing to meet with one of the editors during the workshop for a one-to-one discussion away from the main presentation should register their interest on the separate form that will be provided at registration.
Social Events

New Members Welcome

All new ASME members are welcome to join us for a reception, Wednesday 11th July, 17:45-18:15, to meet the ASME team and fellow new members.

Venue: Main Lobby, Level 0, The Sage.

Welcome Reception

It is our pleasure to offer you a welcome drink and canapes reception at The Sage Gateshead, Wednesday 11th July, 18:15-19:45.

Venue: Main Lobby, Level 0, The Sage.

Entry is included in all 3-day conference registrations and registrations including Wednesday 11th July.

A complimentary drink will be served and a cash bar available thereafter.

JASME/TASME SOCIAL

Turtle Bay in Newcastle, next to The Gate, Wednesday 11th July, 19:30

Turtle Bay Newcastle
117 Newgate Street
Newcastle
NE1 5RZ

Google Map: https://goo.gl/maps/z7S1SywtkZv

Annual Dinner

This year’s annual dinner will take place at The Biscuit Factory, the UK’s largest independent contemporary art, craft & design gallery housed in a former Victorian warehouse and set in the heart of Newcastle’s cultural quarter.

The evening will commence in the Art Gallery from 19:30 – 20:00 with pre-dinner sparkling wine or a bottle of lager, and canapes followed by a delicious 3 course dinner (plated starter, main & dessert buffet style),

Inclusive of a half bottle wine per person served during the meal, followed by tea or coffee served with dessert.

Venue: The Biscuit Factory - Thursday 12th July, 19.30 – 23:00
16 Stoddart Street, Newcastle upon Tyne, NE2 1AN

Please note that this is a pre-booked event - if you are unsure if you are attending please ask a member of the ASME team who will check if you have registered.
### Exhibitors

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Thanks to Wiley for supporting our welcome reception

Thanks to Elsevier for supporting our Gold Medal Award 2018

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**See you in Glasgow**

**ASME Annual Scientific Meeting 2019**

Sustainability, Transformation and Innovation in Medical Education

Dates: 3rd - 5th July 2019 • Venue: SEC, Exhibition Way, Glasgow G3 8YW

#asmeasm2019