Annual Scientific Meeting
2017 Conference Booklet

Diversity in medical education:
about people, for people, by people

21st - 23rd June
University of Exeter, Exeter
Welcome

Dear Delegates

Welcome to the 2017 Annual Scientific Meeting, Diversity in medical education: about people, for people, by people, 21-23 June. 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 ASM Steering Group which has responded to delegate feedback from this conference over the last few of 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
• Parallel sessions, including presentations from the successful applicants for the joint ASME/GMC Excellent Medical Education Awards
• Poster presentations
• The awarding of the Sir John Ellis Student prize
• Sessions from our Special Interest Groups
• Relevant exhibitors from all areas of medical education
• Social events, including the Welcome Reception and Annual Dinner

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

Jenny Ogg
Operations Manager

Visitor wifi
How to connect to the wireless network
1. Ensure Wi-Fi is enabled on your device
2. Search the available wireless networks and select UoE_Guest
3. You will be asked to provide the following details:
   Your name and email address
4. Please tick the terms of use box
5. Click register, you will receive a confirmation receipt
Dr Saleem Razack

Saleem Razack is a practicing pediatric critical care physician at the Montreal Children’s Hospital, and is the inaugural Director of the Social Accountability and Community Engagement Office, and core member of the Centre for Medical Education, both at McGill University in Montreal, Canada. His research focuses on diversity and equity issues in health professions education, with two recent ongoing projects being critical discourse analyses of the student selection process to medicine, and of interprofessional education initiatives in health professions education.

Dr Mei Ling Young

Dr Mei Ling Young is the Deputy Vice-Chancellor, International & Engagement at the International Medical University (IMU), Kuala Lumpur, Malaysia and an Executive Director of IMU Education Sdn. Bhd.

She completed her undergraduate and postgraduate studies in the University of Auckland, (BA, MA [Hons in Geography]) and the Australian National University (PhD in Demography) respectively. Her field of study is internal migration, structural change and the labour force.

Dr Young joined University Sains Malaysia in 1979 as a lecturer in Development Studies, School of Social Sciences and left in 1985 to set up Sesama Consulting Group Sdn Bhd. She was also an Associate Research Fellow with the Malaysia Institute of Economic Research where she wrote on regional development, manpower planning and private education. In 1991, she established the International Medical College (that became the IMU) with Dr Kamal Salih and the late Dr Saidi Hashim.

She is responsible for developing the credit transfer partnerships with Partner Medical Schools (PMS) from Australasia, North America, United Kingdom and Ireland. The consortium has grown from 5 to 37 Partner Schools which now includes colleges for Chiropractic and renowned Chinese universities for Chinese Medicine. Dr Young played a major role in the growth and development of the IMU since its inception in 1992. Her interest in medical education research is on longitudinal studies on IMU graduates.

Today, IMU has 27 health sciences programmes (undergraduate and postgraduate), produced over 5200 doctors, 3000 pharmacists, over 1000 health sciences graduates, 200 dentists, 400 Master and PhDs working in Malaysia and the rest of the world.
Plenary Speaker Biographies

Professor Jen Cleland

Professor Jennifer Cleland is John Simpson Chair of Medical Education Research, University of Aberdeen, Scotland, and Chair of the Association for the Study of Medical Education (ASME). She is Director of the Scottish Medical Education Research Consortium (SMERC), a collaboration between NHS Education for Scotland and the five Scottish medical schools. She is also Lead for the AMEE Research Committee. She has published over 100 peer-reviewed articles in healthcare education. She co-edited the book “Researching Medical Education” (Wiley, 2015) with Steve Durning (USUHS). Jen’s particular research interests are selection and assessment, and medical careers decision making. Her work spans the continuum of undergraduate, postgraduate and continuing medical education and training, and a breadth of qualitative and quantitative approaches – from large “number crunching” studies to context-dependent ethnographic research.

Dr Colin Melville

As Director of the GMC’s Education and Standards directorate, Colin has lead responsibility for delivering our regulatory duties for all stages of medical education, advising doctors on standards of professional conduct, professional performance and on medical ethics.

Colin joined the Senior Management team in 2017 from his role as the Head of Lancaster Medical School. Colin has a strong background in medical education, having also held senior leadership positions at Warwick Medical School, Hull York Medical School and North Yorkshire East Coast Foundation School.

As a registered doctor, Colin has also worked as a consultant in intensive care medicine and was Medical Director for five years at Tees, East and North Yorkshire Ambulance Services.
Session Descriptors

Wednesday Sessions

Start of Conference Workshops

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 Leadership Development Group (LDG) FLAME short course, Fundamentals of Leadership and Management in Education**

*Lead(s): Prof Judy McKimm and Associate Prof Claire Vogan*

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

This short introductory workshop provides an introduction to some of the key theoretical and practical issues contemporary education leaders face and has been designed around a set of core skills and understandings that leaders and managers in education should possess. These include:

- **Leadership and management**: understanding the differences between leadership and management and key activities required under each of these
- **Leadership and followership**: understanding key leadership and followership frameworks and how these apply to the practice of a healthcare education leader/manager journey.

**2 JASME/TASME Joint Educational Networks**

*Lead(s): Rob Cullum, Katherine Stevenson*

- An introduction to the conference, and opportunities available within education to students and trainees alike.
- A chance to network with those of similar interests
- An opportunity to listen to speakers from a wide variety of education backgrounds

Developing your trainee medical education goals and portfolio

*Presenters: Eva Wooding, Rob Cullum, Matt Tuck, Andy Baldwin, Sean Zhou*

This workshop aims to introduce participants to the variety of medical education careers available, including but not limited to: research, post/undergraduate education roles, teaching fellowship and portfolio career. We also aim to introduce participants to JASME and TASME, and the opportunities this affords them to develop themselves and their trainee-level medical education portfolio at both a national and local branch level. Participants will have the opportunity to review the career trajectories of a range of individuals and to form long and short-term goals for their own medical education journey.
3 Educator Development Committee (EDC) Presenting skills for new presenters – A personal development opportunity for the novice presenter

Lead(s): Simon Gay

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 health professionals, particularly those interested in research who need to explain their work to others.

Often in the clinical environment when young clinicians rehearse their presentation their supervisors 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”.

4 Education Research Committee (ERC) / British Educational Research Association (BERA) – Cost, Value and Quality in Professional Education

Lead(s): Karen Mattick, Viv Baumfield, Jeremy Brown, Susan Jamieson

Medical educators and teacher educators have much to learn from each other. In addition, both fields have much to learn about the economics of education. In this workshop, we will share our experience gained through a British Education Research Association (BERA) Research Commission into “Cost, Value and Quality in Professional Education” (https://www.bera.ac.uk/event/understanding-cost-value-and-quality-in-professional-education). This award was made to the University of Exeter’s Centre for Research in Professional Learning in November 2015 and has enabled medical educators and teacher educators to learn with, from and about each other. The workshop will start with an introduction to issues of cost, value and quality in professional education; continue with some case studies from medical and teacher education; and finish with the audience considering how an understanding of these issues might inform their own practice and/or research.
5 Raising the profile of educators in a medical school

Lead(s): Dr Elizabeth Miles, Dr Anne-Marie Reid

The perceived relative worth of research, clinical and teaching staff in the UK has seen something of a recent shift as the details of the Teaching Excellence Framework (TEF) (available at www.gov.uk/government/publications) have become apparent, but what does that mean for the individual educator, particularly, what mechanisms exist for raising profiles and for recognising and rewarding excellent practice? A recent study and review (Fung and Gordon, 2016) investigated the area of recognition of, and regard for, educators and educational leaders in research-intensive institutions and asked what changes could be undertaken to benefit both individuals and institutions.

This workshop focuses on the professional development of educators in a medical school, and calls upon the lessons learnt in designing and implementing a bespoke, accredited professional development provision, looking in particular at how evaluation of the provision can be employed to contribute to outcomes at multiple institutional and individual levels.

Workshop attendees will first discuss the challenges associated with reward and recognition of staff in the area of medical and biomedical science education and will generate a set of aspects to address, in particular relating to the profile of educators. They will then consider the potential role of the key process of evaluation in this area. Following a brief review of current literature, for example, Kneale et al., 2016, and best practice in the evaluation of staff (faculty) development in medical education, delegates will discuss ways in which evaluation can be employed to generate data that will be valuable for both individuals and their institution.

The workshop will conclude by drawing together both elements, enabling attendees to generate proposals for employing evaluation as a constructive element in developing and enhancing recognition and reward provision and raising the profile of educators in their institutions.

6 Developing shared standards for assessing professional behaviour in medical undergraduates, and developing interventions for students breaching professional standards

Lead(s): Judith Ibison, Nicoletta Fossatti

St George’s (SGUL) has implemented a summative professionalism assessment in medical undergraduates since 2007. Assuring uniform standards for professional behaviour, at different stages of their training, is challenging. Furthermore, developing appropriate interventions for unprofessional behaviour is complex: requiring consideration of student behavioural trajectory; nature of behavioural breach; student insight; context and any mitigation.

SGUL has five years’ experience of systematically making such judgements in clinical students: triangulating information from students, clinical assessors and external independent advisors to make reliable judgements.

The aim of the workshop is to develop discussion of stage specific standards of professional behaviour for students, and management of common professional breaches, in medical student undergraduates.

0-15 mins: Introduction: Programmatic assessment of professional behaviour from the start of the medical programme to graduation.

16-35 mins: Small Group Work. Case vignettes varying in severity of breach, stage of student, and trajectory will be shared between small groups, for discussion of pass/fail standards.

36-50 mins: Discussion of management of case vignettes. Do we have shared standards between universities for managing professionalism breaches?

51-75: Introduction to remediation: Audio visual presentation on theoretical approaches to remediation, in medical students exhibiting poor professional behaviour.

75-90: Group discussion of the potential remediation options, and monitoring for students in the case vignettes, with consideration of required resource.
7 Education for person-centred care: From policy to practice

Lead(s): Clare Morris, Prof Annie Cushing

A person-centred approach to care has the potential to improve health outcomes, enhance patient experience and reduce the cost of services. In person-centred care patients are equal partners in the planning, development and delivery of care and active participants in the management of their health and well-being. In medical education then, a person-centred approach takes us from working with patients as ‘passive participants’ to where people are actively involved and engaged in the design, delivery and evaluation of medical education and training.

Whilst the GMC (GMC 2011, 2013) emphasises the importance of working in partnership with patients, Promoting Excellence (GMC, 2016) largely positions them as recipients of care, predominantly to be kept ‘safe’. This workshop provides an opportunity to explore ways to move beyond patient participation to patient involvement and meaningful engagement in healthcare education.

In the workshop we will look at the ways in which curriculum design can foster person-centred approaches to care. We will discuss approaches to teaching, learning and assessment that actively draw upon the lived experiences of patients and offer contemporary examples of patient and public involvement and engagement in medical education.

This will be a highly interactive session that draws on the experiences, initiatives and innovations of participants and facilitators.

8 Experiences and approaches to supporting widening participation students in their early professional development

Lead(s): Dr Sally Curtis, Dr Jeremy Rowland, Linda Turner

This workshop aims to bring together attendees’ experiences and examples of best practice in helping widening participation (WP) students develop a sense of professionalism. Students from underrepresented backgrounds often do not benefit from the same social capital as traditional medical students, e.g. they are less likely to have exposure to professional role models in their family and community, life-long learning. Not only can this present a barrier to accessing higher education but also in progression through university. Therefore, medical schools need to consider how they support WP students to help them overcome this potential obstacle to developing a sense of professionalism.

This workshop will be delivered in 3 parts:

Part 1 - Group work to identifying workshop participants’ experiences of:
- WP students’ early professional development
- Challenges in supporting students during their professional development
- Successful approaches to supporting students

Part 2 - Feedback from the groups and collation of the main themes from the 3 discussion points. Sharing and disseminating good practice from the collated information.

Part 3 - Offering additional approaches to supporting early professional development from the workshop presenters who all teach professionalism on an established WP programme. These approaches include alternating observational placements and classroom-based learning; a multi-dimensional approach to reflective practice; student inclusivity sessions, and self and peer-evaluations.

All feedback and teaching approaches that are discussed in this session will be collated and distributed to the participants following the workshop.
9 Differential attainment: Understanding variations in exam performance  

Lead(s): Peter Bowie, Debbie Wright, Kiran Grewal, Fauzan Palekar

The issue of variations in exam performance between certain groups of doctors is longstanding. In 2015, the UK General Medical Council reported significant differences in exam pass rates between groups of doctors across all medical specialties covering more than 100 different exams. Royal colleges (MRCGP and MRCP(UK)) have also interrogated their own data and found statistically significant differences in performances between UK and overseas doctors (Ismail & Roberts, 2013, Dewhurst et al, 2007). Following this, an external review of the Royal College of Psychiatrists exam data showed differences in exam performance between graduates of UK and overseas medical schools, male and female, white and non-white, and postgraduate training programmes.

The factors that can lead to differential attainment are complex and varied. Whilst differential attainment is not limited to exams or only to the medical profession, it is clear that education and assessment providers must strive for fairness and equality of opportunity in terms of gender, ethnicity and country of qualification in the examination process.

This workshop is to seek to understand and address the surrounding issues and possible underlying reasons for differing pass rates between different cohorts of exam candidates. The workshop will investigate barriers that affect exam performance and identify interventions in reducing differential attainment. The aim of the workshop is to explore interventions identified in medical education literature, and provide examples of good practice as identified within the MRCPsych examination process, whilst ensuring quality and patient safety.

10 Opportunities and Challenges to developing a curricula that nurtures Professional Identity for developing Medical Professionalism  

Lead(s): Pirashanthie Vivekananda-Schmidt

Professional identity is the degree to which an individual identifies with his or her professional group. Professional identity is recognized to be important for the development of professionalism and preparedness for practice (Dornan et al., 2007). Creuss et al. (2016)’s recent article for example argues that identity formation should be considered in the assessment of professionalism and professional behaviours; and its development should be supported. Other published literature also indicates that curricular features can influence professional identity development (Vivekananda-Schmidt et al., 2015). Furthermore, educational literature and higher education policy formation indicates an overlap between identity development and perceived sense of belongingness in the learning environment; belongingness is feeling part of a group, team or setting such as the school or the workplace (Cohen and Garcia, 2008). Even though, higher education literature recognizes a relationship between these concepts, there is very little work to explore the role of belongingness in student performance within medical education; and how this may contribute to the development of professional identity. This workshop explores

(1) How the concepts of professional identity and belongingness are related; 
(2) The evidence base for the co-dependency of belongingness, professional identity and professionalism; 
(3) How to ensure the medical curricula are conducive to nurturing the development of professional identity.
Wednesday Sessions (continued) & Thursday sessions 1100 – 1300

**Mindfulness in Medical Education**

**1200 - 1300 SR1**

Lead(s): Dr Helen Bintley, Ruth Sugden

We will be giving a brief presentation of the work we do in our respective institutions and compare the two studies to analyse reasons for the variation in success and identify the advantages and disadvantages of using Mindfulness scales in research.

We will encourage participants to share work they have done/are doing and we’ll look at the uptake of the courses at the 2 institutions asking why they differed so widely. All students feel that mindfulness per se should be available to them at medical school but were divided as to how it should be delivered.

We will then lead a discussion around engagement and student health and wellbeing and possible future directions for research in this area will be postulated.

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**Thursday Sessions**

The following intra conference sessions will run simultaneously between 1100 and 1300 hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.

1. **JASME: Evidence synthesis in medical education**

   **SR1**

   Lead(s): Eliot Rees, Andrew Baldwin

   - A workshop on meta-analysis and systematic reviews within medical education
   - An opportunity to discuss with experts in the field regarding evidence synthesis
   - A chance to discuss your own project and debate with others interested in evidence synthesis

2. **TASME: Making time to teach**

   **SR2**

   Lead(s): Helen Thursby, Rohit Chitkara

   This workshop is aimed towards trainees and medical students who are interested in how to better incorporate teaching into a busy clinical job.

   Working in small groups with facilitators from the TASME committee, we will reflect on being taught ourselves and what were ‘good’ and ‘bad’ learning opportunities. We will then use this as inspiration to develop ideas for how we can better facilitate teaching into our job roles.

   This will be an opportunity to share ideas and success stories as well as build on new ideas and help you develop them into something substantial.

   Finally we will bring this all together and look at how we present the teaching we have done to best promote ourselves on our CVs and for future application processes.

   Ideal for: medical students, junior doctors/trainees
ERC: Best Original Research Paper Award (BORPA) 2017

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

For the second year, ASME’s Education Research Committee (ERC) has invited applications for the Best Outstanding 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.

Programme:

Time
11.00 Welcome & explanation of criteria for judging presentations.
Dr Anne-Marie Reid / Dr Susan Jamieson

BORPA Finalists (papers in alphabetical order of surname)
20 minutes talk and 10 minutes Q&A per paper

11.15-11.45 “Why not you?”: Discourses of widening access on UK medical school websites
K Alexander, J Cleland, T Fahey Palma, S Nicholson

11.45-12.15 Patient perspectives on how to better teach and evaluate diversity education in medical and healthcare institutions: “Knowing one’s ‘self’ is the key to knowing others”
R George, M O’Reilly, N Dogra

12.15-12.45 Medical Aspirations, Parenthood and Work-Life Balance: Experiences of Doctors in Training
C Leitner, MC McNeill, AJ Allan, K Mattick

12.45-12.55 Voting: Attendees vote individually for winner and runner-up; ERC collect voting papers for counting; winner announced later in conference.
Dr Anne-Marie Reid / Dr Susan Jamieson

12.55 Close Dr Anne-Marie Reid / Dr Susan Jamieson

EDC: Promoting Excellence - how can medical educators help adaptation to the new standards in their organisation, locality and workplace

Lead(s): Mark Lillicrap

“Promoting excellence” the GMC’s new standards for medical education and training came into force on 1st January 2016. Large organisations and small, individual workplaces can both struggle with the change management required when new sets of guidance or standards are brought in to being.

This workshop is designed to explore what educators can do to assist organisations, localities and individual workplaces adapt to the new standards.

TEL: Getting to grips with social media to become a more social practitioner

Lead(s): Joe Nicholls

In complex and rapidly advancing knowledge domains such as medicine and healthcare the people we are able to connect with are just as important as what we know. The ability to interface effectively with knowledgeable others through social media is becoming central to how we learn and facilitate the learning of others. As educators it is important that we seek to develop the necessary knowledge, skills and attitudes (digital literacies) to be able to do this well. This workshop will present people with a nuts and bolts introduction to digital tools and digital practices needed to engage in a networked and social approaches to learning and teaching. On completion of the workshop participants will have in their grasp a toolkit and a set of tasks that will enable them to establish a digital presence as the basis for engaging in a more open, sharing and connected approach to lifelong learning.
6 Developing Learners’ Skills in Social Diversity, Power Dynamics and Privilege Awareness in Health Professions Education

Lead(s): Saleem Razack

In this interactive workshop, participants will discuss and critically examine models of diversity education in health professions programmes. There are a plethora of approaches to developing health professions students’ skills in caring for patients from diverse populations, from “sensitivity-building” to “enhancing cross-cultural communication skills”, to paradigms that focus on systemic discrimination and marginalization (“cultural safety”). What is the “best” way to teach “culture”? What are the pitfalls and blind spots in different approaches? Is there a “wrong” way to teach diversity? Through guided discussions and interactive exercises, participants will critically examine the discourses, curricular philosophies, and ideologies that underpin different approaches, and will consider their own contexts of health professions education in developing diversity education best practices.

7 Postgraduate Medical Education – Breaking myths and learning from diverse sources

Lead(s): Clare Van Hamel

Angus Waddell talks about Organisational Culture and considers if we can learn from a third world environment?

Scarlett McNally will look at the topic of Unconscious Bias and how to tackle this to reduce bullying and sub-optimal performance!

Yvette Pyne covers the subject area of Mature doctors and how not everything improves with age.

Alan Ryan considers Technology and how to embrace new learning methods.

8 Challenges of Embedding Diversity Issues into the Medical Curriculum

Lead(s): Margot Turner, Dr Aarti Bansal, Dr Rebecca Farrington

National regulatory bodies across the world recommend that diversity issues are embedded in medical curricula and assessment; however there has been little guidance on how this might be achieved. Research has shown there is a lot of disparity between courses, and academics in this field often feel isolated. There is a definite need to prepare all health care students to better meet the needs of diverse populations and to develop a community of practice in order to effectively sustain and develop the curriculum. It is important to develop activities that encourage staff and students to explore their own dynamic multicultural identity and examine their norms, biases, assumptions and prejudices.

This workshop has been devised by four academics from three different medical schools who are part of the diversity network DIMAH (Diversity in Medicine and Healthcare). This experiential workshop will allow participants to discuss opportunities and challenges in teaching, learning or assessment and to share their own practice. A variety of exercises and a brief presentation on the experiences of the facilitators will promote constructive discussion. Delegates will work on producing scenarios for teaching and learning. Participants will be given a small resource pack to take away and anything created during the session will be disseminated to the whole group afterwards.

Outcomes

- Identify common prejudices and stereotypes that might affect patient safety and communication with colleagues.
- Explore the cultural sensibility model and how to help students develop ‘respectful curiosity’.
- Discuss ways to embed diversity issues into curricula.
- Critique a scenario for use in teaching or assessment.
- Create a new scenario for use in teaching or assessment. Resources resulting from the exercises will be disseminated after the workshop.
9 The UK Medical Education Database (UKMED) – what is it and how can it be utilised?  

Lead(s): Jon Dowell, Daniel Smith

The UK Medical Education Database (UKMED) is now available for researchers to use. It includes data on all those who entered medical school in the UK from 2007 to 2014 including: demographic variables, selection tests and school achievements, foundation programme applications, and postgraduate outcomes (NTS, ARCPs and some membership results). Full details are available at www.ukmed.ac.uk.

This workshop will seek to explain and explore UKMED’s research potential. Two annual calls for proposals are planned with data provided free of charge. As standard identifiers are used (e.g. GMC number and UCAS Person ID) linking to additional researcher held data is also possible.

This workshop will review the available data against the career trajectories of medical student and trainee doctors, the available fields and the known limitations. We will cover how to approach submitting a research application. This will include:

- Use of online tool to explore the available data
- The application process, including examples
- Requirements for including additional data
- Potential new ways of using UKMED.

Attendees will work in groups to consider relevant studies, develop UKMED extracts to answer specific research questions and review the application process.

10 Team-Based Learning in Medical and Healthcare Education

Lead(s): Danny McLaughlin, Marina Sawdon, Simon Tweddell, Shihab Khogali

TBL is a distinctive educational approach that has been used across a range of curricula world-wide. Developed by Larry Michaelsen of the University of Central Missouri, TBL is a form of collaborative learning that uses a specific sequence of individual work, group work and immediate feedback. It has been shown to improve students’ engagement with course material, increase their capacity for problem-solving and develop their team working skills, all of which are essential in medical and healthcare education.

Forget your previous experiences of group work or team working; TBL is very different!

Students work in permanent teams with diverse resources and there are 3 main stages to TBL:

1. Pre-class Readiness: guided independent individual learning; students are given guidance as to what material they should study before coming to class.
2. In-class Readiness Assurance Process; students undertake a short test, based on the guided pre-class independent learning. This is a 2-stage process, with a test being done by individual students, followed by the same test done by teams. A mini-lecture will follow, if need be
3. In-class Application Exercises; teams apply concepts they learned about to solve real-world problems.

At key points during the module/unit, students are asked to evaluate the performance of their peers and provide them with constructive feedback.

An evaluation of TBL at Durham University showed that TBL scores correlated highly with their examination scores. In addition, key messages from students’ free text comments were: that TBL was well organized, that the application exercises allowed students to apply their learning to important aspects of medical practice, that feedback was received in a timely fashion, and that TBL had supported students’ learning overall.

This workshop will introduce participants to the TBL approach and provide them with opportunities to discuss TBL experiences with educators from three UK Universities.
11 Get inside their smartphones and you get inside their heads!  

Lead(s): Tom Branigan, Dr Daire-Sean Gibbons, Luke Conway

Look up at your Get inside their smartphones and you get inside their heads! students. How many dimly lit faces do you see staring down at something glowing beneath the table? The smartphone has taken over, and with ready access to the world's collective knowledge, it is a formidable competitor for your student's attention.

Know your enemy! This workshop will bring you up to speed with the latest online tools, information repositories and interactive apps. By the time you leave, you will be able to direct your students to the apps you want them to use.

But that's not all. This workshop will demonstrate the ease with which you can design and develop your own app, for either your class, your institution or the wider medical world.

When your three hundred students are busy checking your app, you might reconsider letting them use them in class from now on!

12 New directions in the format of knowledge-based examinations: Challenging the consensus  

Lead(s): Prof Phil Smith, Prof Kevin Eva, Dr Amir Sam, Dr Kath Woolf

Knowledge-based assessments in UK undergraduate and postgraduate examinations use very similar question formats, and there now is a broad consensus that single-best answer style questions represent the best way at present to test candidates’ knowledge of their curriculum.

Developments in new technology, particularly smartphones, have led to challenges to this consensus. Furthermore it is no longer clear whether traditional knowledge-based assessments (whether computer-based testing or with pencil and paper)—requiring candidates to memorize, recall and to apply information before choosing from predetermined options—still represents the best way to assess medical knowledge and application of knowledge. Future assessments may focus more on the ability to find and apply knowledge ('open book') and the ability to generate answers rather than choosing from options.

The workshop will follow three themes:
- Open-book examinations: can candidates keep their phone at their fingertips?
- Very short answer questions: can we assess knowledge without the cues?
- Challenging traditional ‘best of five’: can we manage with fewer options?


Lead(s): Derek Gallen, John Jenkins, Julie Browne

Interest in the scholarship, research, delivery and evaluation of UK Healthcare education has expanded greatly over the last 50 years. This has led to the formation of several organisations which have catalysed many positive advances in the field. It has become apparent that while each organisation continues to have a distinctive voice there are areas of significant overlap that are not capitalised on or positively exploited. Healthcare education also needs a strong and united voice if it is to have the necessary influence at a national level to provide evidence for and secure the priority and resourcing required to further develop the systems of education and training across the healthcare professions, which will be essential in order to achieve a vision for the UK. We believe this can be facilitated and supported by closer relationships between all such organisations, and the regulators of the relevant professions.

This interactive workshop will explore the rationale for the development of a federation of healthcare education, discuss the drivers and barriers to such a move and openly seek the views and input of the participants. This is part of a wider consultation to all organisations involved in the delivery of healthcare education on the proposal.
Thursday Sessions (continued)

14 AoME@ASME: Developing career pathways in medical education  SR12

Lead(s): Julie Brown, James Read, Christopher Holland

Career progress in the field of clinical education is rarely clear and straightforward. The aim of this session is to promote and enhance careers in medical, dental and veterinary education.

We will look at the ways in which individuals can harness formal and informal networks, engage in scholarship, and seek out structures and career pathways to help them develop a rewarding and worthwhile career in an exciting but still professionalizing field.

Facilitators and delegates will share practical experiences, insights and advice on developing careers in medical, dental and veterinary education leadership, management, research and practice. We will outline some of the ways in which medical, dental and veterinary educators can achieve recognition for their skills and commitment, and will assist delegates to produce their own career plans.

Getting Published Medical Education and The Clinical Teacher  SRs 1 & 2

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 outside of the main workshop activity should register their interest on the separate form that will be provided at registration.
2 Psychometrics: All you ever wanted to know about Boards of Examiners but were afraid to ask

Lead(s): John Cookson

Boards of Examiners in medical schools have members from various backgrounds. Some have considerable expertise in assessment acquired over many years. Others may be professional psychometricians. Many however are content experts with relatively little assessment expertise outside their own subject. Others are external examiners selected as often for their subject expertise as for their knowledge of assessments.

The workshop will therefore be of interest to those who sit on examination boards and their supporting committees but who do not have extensive knowledge of assessment, including psychometrics, and also to actual or prospective external examiners.

3 TEL Creating simple and effective e-learning quickly and easily

Lead(s): Jane Williams, Kat Butcher

It's easier and quicker than ever to produce and add the benefits of e-learning to your teaching repertoire. This 2 hour workshop will give you the skills to confidently develop effective online interactive resources without having to master complex computer code or technology. Using free to use technology, the TEL SIG team will take you through the steps of creating an e-learning resource.

Backed by educational principles and evidence-based practice, this practical hands on workshop will ignite your enthusiasm for e-learning and open up opportunities for both learner and teacher. Learners now expect e-learning to be part of their education and training, and whether you have dabbled with e-learning and want to explore more about the subject or are a complete novice, the experienced TEL SIG team will equip you with the knowledge and skills to include e-learning in your teaching with confidence.

Come and join us and enjoy the digital world in an easy, super accessible way

4 Lights…..Camera….. ACTION

Lead(s): Raj Parikh, Kate Wardle, Natasha James, Shelley Gajree

Cinema is a complex entity representing simultaneously an art form, powerful industry and social phenomenon. It has been argued that no art form can pervade the consciousness to the same extent as cinema and as educators we must diversify our teaching methods to satisfy our “millennial learners”. We invite you to spend two hours “at the movies” with us to explore its role in medical education over some popcorn with fellow film enthusiasts.

This workshop will be an interactive experience where we provide an overview on how film can be used by educators as both a resource for teaching and assessment purposes. We will examine how it supports adult learning theory by promotion of experiential learning and fostering collective reflection using film clips.

We will also provide advice on how to use film to get to the “hard to reach places” of the curriculum. Increasingly the patients we look after are medically complex and thus have complex patient journeys and stories to tell. Film allows us to illustrate the effect of devastating diagnoses or coping with the loss of a child or independence in a way that no other medium does. It also allows us to reflect upon and challenge our preconceptions/perceptions of patients and their lives.
5 Life Sciences in an integrated medical curriculum

Lead(s): Iain Keenan, Barbara Jennings

Integration of the Life Sciences into medical curricula is a key requirement in order that effective links can be made between relevant underlying theory and clinical practice. While several discipline-specific core curricula which focus on concepts, competencies and learning outcomes have been produced [1-4], limited attention has been given to the development of research-led and evidence-based teaching approaches in Life Sciences education. In this workshop, we aim to encourage a conversation among medical educators with regard to innovative, engaging and effective ways to support medical students in their study of the Life Sciences including gross anatomy and microanatomy, embryology, genetics, microbiology, pharmacology, physiology, histology and pathology.

The workshop facilitators are guest co-editors of the recent Spring 2017 AMEE MedEdPublish themed edition “Life Sciences within an integrated curriculum” [5]. Short presentations by the facilitators will summarize the recent literature and provide practical tips based on their personal experiences, published descriptions and evaluations of innovative educational practices to support the learning of Life Sciences within medical curricula.

Topics of particular focus and interest will include research-led and evidence-based strategies to develop interdisciplinary teaching and assessment within Life Sciences curricula; approaches which encourage active learning and peer collaboration; innovative methods including the use of creative and artistic learning techniques; technology-enhanced learning and utilization of social media in learning and teaching.

This workshop will be of great interest and value to a broad audience including both Life Sciences instructors and undergraduate students, in addition to curriculum planners, postgraduate deans, and representatives of professional bodies who oversee postgraduate medical training.

6 Equality and Diversity in healthcare teaching: Supporting LGBT

Lead(s): Ellie Hothersall and Susie Schofield

Sexual orientation and gender reassignment are two of the protected characteristics covered by the UK equality legislation. Outcomes for graduates (2015) reminds us specifically how respect of all patients, colleagues and others regardless of their age, colour, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, or social or economic status. It goes on to also remind us how we must recognize the rights and the equal value of all people and how opportunities for some people may be restricted by others’ perceptions.

Dundee medical have undertaken significant collaboration work with LGBT Youth Scotland as part of the medical school’s application for a Foundation award. Using input from LGBT+ students and local / national bodies this workshop allows participants the time to explore terminology, thoughts and attitudes that are currently in place with respect to LGBT+ student and health issues as well as running through a tried and tested workshop that can be adapted for your own students and staff.

7 Promoting resilience: latest fad or realistic educational target?

Lead(s): Andrew Teodorczuk, Richard Thomson

Promoting resilience amongst students is topical at present in the medical education community (Howe et al., 2012). This is due to the high levels of burn out amongst students and trainees and associated impact on student health and patient outcomes (Dyrbuye and Shanafelt, 2016). Furthermore, the financial toll to individuals and society is high.

Within this workshop we will explore what we mean by resilience and nest approaches to promote resilience within the broader literature on reducing burn out.
We will explore delegates’ assumptions and understandings of what resilience is, what approaches might work to promote it and have been tried in their local settings. The relative contribution of tackling resilience in isolation will be debated.

Following on from this two different approaches to promoting resilience will be outlined and critiqued. These approaches include use of Balint groups (Roberts, 2012) and use of simulation with reflective writing to foster affective learning. They are derived from the international experience of the facilitators. We will briefly outline other approaches to promoting resilience from the literature to help upskill delegates in the latest evidence based interventions.

In the final part of the workshop, by means of a small group snowball exercise, delegates will identify approaches to overcome difficulties in their own teaching settings with regards to promoting resilience. These solutions will be presented to the wider group for further critique.

We will encourage delegates to implement their approaches and a postcard with a resilience pledge will be sent out to the delegate at a later date to help sustain the approach and increase the impact of the workshop.

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8 National Association of Clinical Tutors (NACT): Supporting the Educator - the new NACT UK guidelines

Lead(s): Liz Spencer, Andrew Whallett

**Background:** This workshop will explore the reasons why those involved in teaching and assessing medical students and trainees find themselves in trouble. It is often the most diligent and courageous educator who gets challenged by their learners and reported to senior faculty.

**Intended Outcomes**
To enhance the understanding of how faculty and hospitals can support educators who find themselves in trouble.

**Structure**
The new NACT UK guidelines will be shared with those attending and applied in small groups to some scenarios. It is hoped that these guidelines will be introduced into faculty development programmes

**Who should attend:** This is relevant for all educational leaders, medical trainers and those involved in faculty development. The context will be postgraduate but the principles would be relevant to those involved in undergraduate education.

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9 Community for Course Leads Masters Programmes in Clinical/Medical Education

Lead(s): Nick Cooper EDC ASME, Lesley Pugsley ASME

Annual meeting for Course Leads responsible for education programmes will build on the last 2 years Meetings to share good practice, innovations, assessment concepts and a database for external examiners. The group will discuss the potential of setting up a Special Interest Group (SIG) within ASME.

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10 JASME: Leadership in peer teaching

Lead(s): Rosie Patterson, Sean Zhou

- Learn how to effectively lead your own teaching group
- To obtain a grasp of basic leadership skills
- To explore some of the ethical, and practical issues when creating events and leading groups
### 11 ERC: Research network meeting 1445-1545  SR11

Lead(s): Prof Bob McKinley

In this one-hour session, representatives from ERC Networks in different parts of the UK (Ireland, London, Midlands, North-West, Scotland, South-West) will provide brief updates on their progress towards establishing the Network; events and resources in their region; and any barriers or issues they have encountered. The ERC very much welcomes established or aspiring medical education researchers from these or other areas. In particular, if you are from another region, come along and be inspired as to how you can establish a Network in your area!!

### 12 EDC: Pick and mix – innovative, interesting and prizewinning work 1445-1545  SR12

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

The ASME Education development Committee (EDC) exists to support and promote the professional development of teachers, trainers and learners in medical education. Our pick and mix session combines the best in innovation – presentations from the winners of the Educator Innovation Awards 2016 – and 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.

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<td>14.45</td>
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| 14.45-15.10 | **Educator Innovator Award Winners 2016**  
(2 x 10 minutes each)                                         |
| 15.10-15.35 | **Abstract presentations - Innovative and interesting work**  
(2 x 10 minutes each)                                         |
| 15.35-15.45 | **Update from the Psychometrics and Technology Enhanced Learning Special Interest Groups (SiGs)** |
| 15.45  | Close                                                                     |

**Programme:**

**Welcome**

Professor Colin Macdougall, Chair EDC

**Educator Innovator Award Winners 2016**

(2 x 10 minutes each)

- **“Take Away Body Parts”**
  
  C Smith, BSMS

- **“If storytelling is central to human meaning, why, in the research world, is there not more storytelling?”**
  
  L Delgaty, Newcastle

Q&A session

**Abstract presentations - Innovative and interesting work**

(2 x 10 minutes each)

- **‘Trainee perceptions of what makes a good clinical placement: a Q-sort analysis’**
  
  J Hampton, Cardiff University

- **‘Patient involvement and public engagement in UK medical education - a qualitative case-based study’**
  
  A Berlin, UCL

Q&A session

Session Chair: Professor Colin Macdougall & Dr Mark Lillicrap

**Update from the Psychometrics and Technology Enhanced Learning Special Interest Groups (SiGs)**

**Close**

Professor Colin Macdougall
13 TASME: Teaching Innovation and Excellence (TiE) Award – Prize Session

Lead(s): Dr Russell Senanayake

This annual prize recognizes those with 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. During the judging the winner of the TASME Bursary for Professional Development will be announced.

Programme:

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<td>Dr Russell Senanayake, TASME Career Group Awards Representative</td>
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<td><strong>TiE Finalists</strong> (papers in alphabetical order of surname) (10 minutes presentation time &amp; 2 minutes Q&amp;A)</td>
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<td>Matthew Brown, Adam McDermott, Rhian Sheppeard, Imogen Swart-Wilson, Peter Sykes</td>
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<td>Ankur Khajuria</td>
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<td>Dr. Lesley Curry</td>
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<td>Announcement of TiE Prize Winner 2017</td>
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Escape Room at ASME ASM 2017 – Gloucestershire Academy

Lead(s): Phil Davies

**Clinical Escape Room**

Learning clinical skills and human factors in a fun environment

Live escape rooms have become an increasingly popular entertainment over the last few years, attracting teams who enjoy puzzle solving against time to “escape” from a locked room. To be successful in escaping, teams use many of the non-technical or human factor skills now deemed so important for excellent patient care and increased safety.

Building on research into the use of educational games, the University of Bristol (Gloucestershire Academy) has developed a number of clinically themed escape rooms for undergraduate medical students to develop their human factor skills.

Rather than talking about our experience, we think the best way to learn about this novel teaching tool is to take part! So if you would like to know more about the room why not put together a team and try to escape before you get locked in?

Sessions will run every 20 minutes.

We will share our experiences so far and are happy to supply details of how to set up your own escape room.

There will also be a prize for the fastest escape!
**Social Events**

**WELCOME RECEPTION and Celebration of 60 Years of ASME**

**Exeter Castle (The Ballroom) - Wednesday 21st June 18.00-19.30**

The Welcome Reception will take place in the stunning ballroom at Exeter Castle.

http://www.exetercastle.co.uk/pages/contact/

Exeter Castle
Castle Street
Exeter
EX4 3PU

Entry to the Welcome Reception is included in all Whole Conference registrations and registrations including the Wednesday. Drinks and canapes will be served between 18.00-19.30

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**ANNUAL DINNER**

**Thursday 22nd June 19.30-22.30**

The annual dinner will take place on the University Campus, in Reed Hall.

Reed Hall
University of Exeter
Streatham Campus
Northcote House
Exeter EX4 4QJ

You will find Reed Hall marked as number 14 on the Streatham Campus Map. The evening will commence with pre-dinner drinks and nibbles at 19.30 followed at 20.00 with a delicious 3 course gala dinner, inclusive of 2 glasses of wine, or soft drink alternatives.

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**JASME/TASME SOCIAL**

**ON THE WATERFRONT, 4 – 9 Southern Warehouse, The Quay, Exeter, EX2 4AP**

**Wednesday 21st June 20.30 – 22.45pm**

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**List of Exhibitors**

- Academy of Medical Education (AOME)
- Adam, Rouilly Ltd
- Altus Assessments Inc.
- Anatomage Italy s.r.l.
- Association for Medical Education in Europe (AMEE)
- Cardiff University
- ExamSoft
- General Medical Council
- John Wiley & Sons Ltd
- LiftUpp Ltd
- Maxinity Software Ltd
- Medical Education & The Clinical Teacher
- MedHand International
- Oxford University Press
- University of Edinburgh
Diversity in medical education:
about people, for people, by people