CONFERENCE BROCHURE
ASM 2023
Developing a diverse workforce

12 - 14 July 2023
The Eastside Rooms, Woodcock St, Birmingham, UK
Please use this handy floorplan to help you find your way around Eastside Rooms / ASM 2023.
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Welcome to the 2023 Annual Scholarship Meeting, **Developing a Diverse Workforce**.

The ASME Annual Scholarship 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 ASME Gold Medal 2023
- Parallel sessions including presentations by ASME award winners
- Symposia
- What's Your Point?
- e-Poster presentations
- Sessions from our Special Interest Groups
- Pop-Up events
- Relevant exhibitors from all areas of medical education
- Social events, including the Welcome Reception and the joint JASME/TASME social event

We 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*

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**Wi-Fi**

Unlimited, high-speed wi-fi access is available throughout The Eastside Rooms, for all #asme2023 delegates. Please select **The Eastside Rooms** and press **Connect to the internet** - no password is required.

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**Taxis**

We recommend you book taxis through TOA taxis by telephone on 0121 427 8888 or Download their app - search for **“T.O.A Taxis”**
Dr Neera R. Jain  PhD, MS, CRC
Postdoctoral Research Fellow
Centre for Health Education Scholarship - University of British Columbia
Faculty of Medicine, Canada (2022)
Senior Lecturer
Centre for Medical and Health Sciences Education - Waipapa Taumata Rau/The University of Auckland, Aotearoa/New Zealand (2023)

Dr Jain is a researcher, educator, and committed changemaker focused on critical disability studies, anti ableism, and qualitative methodologies in medical education, with a wider interest in advancing justice in the field. She co-edited Equal Access for Students with Disabilities: The Guide for Health Science and Professional Education (Springer Publishing, 2020) and co-authored the AAMC special report, Accessibility, Inclusion, and Action in Medical Education: Lived Experiences of Learners and Physicians with Disabilities (2018). Weaving together perspectives of students with disabilities and school officials, Dr Jain’s award-winning doctoral thesis, Negotiating the capability imperative: Enacting disability inclusion in medical education (2020), explores the limits of an accommodation-focused approach to disability inclusion and imagines a transformational alternative that is inclusive by design.

Dr Jain began her career in vocational rehabilitation at Health South New England Rehabilitation Hospital and at NYU Rusk Institute of Rehabilitation Medicine. She then transitioned to higher education disability inclusion, leading disability services for students in health science education programs at Columbia University in the City of New York and the University of California, San Francisco. In Aotearoa, she managed Auckland Disability Law, a free legal service for disabled people and their whānau.

(Userableism to advance justice in medical education and practice)
Ableism is increasingly appended to lists of “isms” we must resist in our work, but critical engagement with the concept in our field is nascent. Nonetheless, disability inclusion in medical education is gaining international attention. Disability rights provisions join imperatives to diversity, equity, and inclusion to prompt this advancement. Disabled learners and physicians continue to report startling experiences of mistreatment and express a need to cover their disabilities to advance in medicine. Current efforts have been insufficient to shift conditions. Further engagement with ableism may illuminate why.

Drawing from her research and practice in medical education, disability studies scholarship, and international health professions education literature, Dr Jain will unveil ableism to illustrate how it operates in medical education spaces. She will argue that we must reckon with ableism and its deeply-entrenched roots in medical education and practice to advance justice in the field.
Dr Duncan Shrewsbury (they/them), is a queer GP in Brighton, UK, and Reader (associate professor) in Clinical Education and Primary Care at Brighton and Sussex Medical School. Duncan is the lead for medical education research and academic GP training, and the deputy lead for curriculum development within the medical school. Alongside Professor Rupert Payne, Duncan is co-chair of the Society for Academic Primary Care.

‘Queer as folk: inclusive pedagogies and practices in healthcare’

Health inequalities disproportionately affect marginalised communities across the world, and persist despite efforts to address factors contributing to inequity. Communities are often marginalised as a consequence of a particular characteristic, such as: sexuality, gender identity, experience of disability, or ethnicity. LGBTQ+ communities have poorer health outcomes compared to the general population. This is partly due to minority stress and differential healthcare access. Difficulties experienced by LGBTQ+ patients also echo difficulties experienced by LGBTQ+ healthcare professionals.

Regulators of education in healthcare professions rightly promote the development of practitioners who espouse values of inclusivity in the work that they do. Translating these recommendations into pedagogical and clinical practice is a process that remains a challenge for those working in this space. This talk will explore lessons learned from working to address the inequalities faced by LGBTQ+ people in medical education and practice. Drawing on a range of critical perspectives and models, this talk will explore ways of conceptualising, understanding and unpicking factors that frustrate or facilitate inclusive practices in clinical education and care.
Adam is Academic Director on the Clinical Psychology Professional Doctorate and the Faculty’s first Associate Dean for Inclusive Education and Engagement. Adam’s work focuses on helping university staff and healthcare practitioners to deal with the emotional and relational challenges of the work, to improve student outcomes and professional practice. This approach is exemplified in his Higher Education Anti-Racism Training (HEART), which asks higher education professionals to commit to a transformative programme of group-work and action. In line with his creative approach to pedagogy, Adam was shortlisted for the Times Higher Education Awards ‘Most Innovative Teacher of the Year 2022’. Adam’s leadership in teaching and learning, outstanding contribution to student outcomes and the teaching profession in HE has been recognised with a National Teaching Fellowship and Principal Fellowship of AdvanceHE.

‘Pigeon Holes and Johari Windows: Rehumanising Ethnicity Categorisation in Healthcare’

Categorisation is just what we do in healthcare. It allows for definitions to be shared, so that conditions can be targeted and treatments, standardised. It allows for concepts and constructs to become testable objects of research. And, with the increasing push for diversity and inclusion, it allows for disparities to be identified, to evidence progress and enable accountability.

But could these distinctions be doing as much harm as good? In the field of inclusive education much of my work is focused on awarding gaps and differential attainment – which show differences in the proportions of ‘good’ degrees (and other indices of educational attainment and progress) awarded to some groups of students and trainees compared to others. As much as I am dependent on group categorisations to see this unfairness, I am aware of the way in which negative, reductive associations could be being reinforced in my mind – and thereby practice.

Using ethnic categorisation in particular, I am going to look at this unwelcome impact in more detail – and what we can do about it.
Sally is Deputy Head of School Education and Admissions Tutor at the University of Southampton where she works with students and staff in the Faculty of Medicine to deliver excellent student experience, with a focus on equity, belonging and social accountability. Sally has held a variety of teaching and coordinating roles across all undergraduate programmes, with her main contribution in the Widening Participation (WP) to medicine BM6 programme. Since its inception in 2002, Sally has both taught and developed the curriculum and was the BM6 programme lead from 2012-2020. Sally received the National Teaching Fellow award in 2019 in recognition of her work in widening participation and student support. She also leads a Medical Education research group that includes external collaborations, PhD students, MMedSc students and BMedSc students, and focuses on WP and the student experience. As a member of the Medical Schools Council Selection Alliance (MSCSA) and elected member of the MSCSA executive board since 2014, Sally has been involved in successful change management initiatives, developing national policy relating to selection and widening participation. Sally co-wrote the current indicators of best practice in the use of contextual admissions and leads the national data monitoring group for MSCSA board.

'A Class Apart?'

Sally will be drawing on over 20 years’ experience of teaching widening participation students and what she has learnt from them about the challenges and barriers they face studying for one of the most elite professions. She will explore the richness these students bring to the medical school and university as well as to the profession, including how they highlight the need for change in both educational and professional environments. Using the students’ own words, she will walk you through their experiences from entering medical school, through key transition points to graduation and entering the profession. She will cover topics such as undertaking paid employment, competing interests and responsibilities, drivers for choice, sense of belonging and views on what constitutes success Using findings from research undertaken by her students and wider research group, she will consider the impact of the student deficit discourse, often associated with students from widening participation backgrounds, and the need for institutional responsibility in changing
Keynote Speakers

Professor Vishna Devi V Nadarajah
Deputy Vice-Chancellor, Institutional Development and International Professor of Human Biology at the International Medical University

Professor Vishna Devi V Nadarajah is currently the Deputy Vice-Chancellor, Institutional Development and International Professor of Human Biology at the International Medical University. Prior to this appointment, she held the positions of Pro Vice-Chancellor, Institutional Development and International (2020-2022), Pro Vice-Chancellor, Education (2018-2019) and Dean of Learning and Teaching (2014-2017). She graduated with a First-Class Honours degree in Biochemistry from the University of Malaya (1994) and obtained her PhD at the University of Cambridge in the field of microbial biochemistry (2000). She also received her Masters in Health Professions Education from Maastricht University (2014). Her leadership portfolio at IMU includes the strategic development of academic programmes, growth and diversification of international partnerships, enhancement educational activities via technology enhancing learning, talent and continuous professional development.

Professor Vishna is actively involved and globally recognized for her advocacy for medical and health professions education. She is passionate about faculty and professional staff development, and prioritizes inclusion especially for the advancement of scholarship. She has published and presented research papers in both biomedical sciences and medical education; and supervises research students and reviews for indexed and international journals. She is currently a Board member of the AMEE (An International Association for Health Professions Education) ASPIRE Awards of Excellence, the Deputy Editor of the pre-eminent journal Medical Education, Core leadership and founding member of Mentors Across Borders and Advisory Board Member of several other international HPE journals and organisations. She was awarded the Malaysian Women’s Weekly (2012), Great Women of Our Time award for her contribution in Science and Technology in Malaysia and in 2018, was awarded the National Outstanding Educator Award (university category), awarded by Private Education Cooperation Malaysia. She was recently nominated and appointed as Visiting Professor at the University of Surrey, United Kingdom, Faculty of Health and Medical Sciences.

Her areas of research in health professions education is in Faculty Development, Assessment and Innovative Teaching-Learning methods. Professor Vishna has shared her experience and expertise in health professions’ education via invitations to speak at conferences, conducting faculty development workshops, guest faculty and collaborative research, appreciating that she has also learnt much from these collaborative sessions with other educators.

‘Diversity and Inclusion in Health Professions Education: A Lens into the Global South’

For health professions educators and leaders of institutions, diversity and inclusion (DI) initiatives are increasingly recognized as important for graduate work readiness, institutional growth and sustainability. While acknowledging that there will be valuable lessons to be learnt from the differences and similarities in DI implementation from institutions around the globe, the opportunity to learn from others experiences maybe limited for the Global North. One possible reason is the scholarship and discourses around these topics are tilted to the Global North. This presentation will provide a view of diversity and inclusion initiatives in Health Professions Education from a region in the Global South and address areas of similarities and differences for consideration. Strengths, challenges, and opportunities for improvement will be presented in consideration of socio-political changes, digital transformation and the changing landscape in healthcare.
Journal Editors

The Editors of the ASME Journals – Medical Education and The Clinical Teacher – will be with us for our ASM in Birmingham.

ASME Journals The Clinical Teacher and Medical Education: **Expanding Borders and Challenging Minds: Successful Peer Reviewing**
Leads: Dr Aileen Barrett, Dr Vishna Nadarajah and Dr Kevin Eva

ASME Journals The Clinical Teacher and Medical Education: **Writing for publication**
Leads: Dr Aileen Barrett and Professor Karen Mattick

Full details on these sessions are available in the Intra-conference Session section of this document.

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Dr Kevin Eva

**Editor in Chief of the ASME Journal Medical Education**

*Associate Director and Senior Scientist in the Centre for Health Education Scholarship, and Professor and Director of Educational Research and Scholarship in the Department of Medicine, University of British Columbia (Canada).*

Dr Kevin Eva is Associate Director and Senior Scientist in the Centre for Health Education Scholarship, and Professor and Director of Educational Research and Scholarship in the Department of Medicine, at the University of British Columbia. He completed his PhD in Cognitive Psychology (McMaster University) in 2001 and became Editor-in-Chief for the journal *Medical Education* in 2008.

Dr Eva maintains a number of international appointments including Honorary Skou Professor at Aarhus University (Denmark), Honorary Professorial Fellow at the University of Melbourne (Australia), and visiting professor at the University of Bern (Switzerland). He has consulted broadly around the globe including advisory roles for the National Board of Medical Examiners (US) and National Health Services Education (Scotland). He co-founded the Maastricht-Canada Masters of Health Professional Education program and works extensively with the Medical Council of Canada and the College of Physicians and Surgeons of British Columbia.

Dr Eva’s current research interests are broadly defined within the context of research into educational practices within the health professions. They include research into (1) The value and limits of subjectivity as a means of assessing performance, (2) The promotion and assessment of non-academic characteristics in professional practice, (3) The context specific nature of performance, (4) The conceptualization, nature, and use of self-assessment, (5) The psychological processes that impact upon one’s responsiveness to feedback, and (6) The nature of clinical expertise.

Awards for this work include the Karolinska Institutet Prize for Research in Medical Education, an Honorary Fellowship from the Academy of Medical Educators (UK), MILES Award for Mentoring, Innovation, and Leadership in Education Scholarship (Singapore), the President’s Award for Exemplary National Leadership from the Association of Faculties of Medicine in Canada, the Outstanding Achievement Award from the Medical Council of Canada, the Ian Hart Award for Distinguished Contribution to Medical Education (Canada), and the John P. Hubbard award from the National Board of Medical Examiners (USA).
Professor Karen Mattick
Deputy Editor Medical Education

Karen is Professor of Medical Education at the University of Exeter and Deputy Editor for the journal Medical Education. Her previous roles have included Senior Associate Editor at The Clinical Teacher and Director of Awards for ASME. She has published over 100 research articles, first in biomedical science as a Clinical Scientist (public health microbiology/epidemiology) and subsequently in health professions education. Her current research focusses on the work and wellbeing of health professionals, especially during early clinical practice, typically using close-to-practice research methodologies informed by sociocultural theories.

Dr Aileen Barrett
Editor in Chief of the ASME Journal The Clinical Teacher

Originally a physiotherapist, Dr Aileen Barrett completed her PhD in medical education at University College Cork and has a special interest in feedback, workplace-based assessment, faculty development and clinical teaching in health professions. As an education specialist at the Royal College of Physicians of Ireland, she was responsible for the development and review of postgraduate training programme curricula and the design of continuing education programmes and workshops. In 2019 Aileen led the development of Entrustable Professional Activities (EPAs) for GP training in Ireland and the design of workplace-based assessment tools to support GP trainee learning. As a member of EXQUISITE, the European Center of Excellence in Qualitative Inquiry and Study in Training and Education (for health), Aileen has published a number of papers on qualitative research methods and is a research supervisor on the Masters of Health Sciences (Clinical Education) at NUI Galway. She was appointed as Editor-in-Chief of The Clinical Teacher in December 2020.
Friday 14th July 0900-0945hrs
Affinity Suite (Main Auditorium)

‘Intersecting Identities’ - Plenary Speaker Panel
Discussion, recording for a Live Episode of the TASME TiME Podcast

Panel: Professor Vishna Devi V Nadarajah, Dr Duncan Shrewsbury, Dr Neera Jain and Professor Sally Curtis
Session Chairs: Professor Gabrielle Finn and Dr Rob Cullum

Join our plenary speakers for a panel discussion with questions from the floor on the topic of intersecting identities. We will explore how each of our speakers feel intersectionality fits into the discussions we have had all week about developing a diverse workforce and look to the future of diversity in medical education. The discussion will be recorded, and released as a special live edition of the TASME TiME (Talks in Medical Education) podcast in August 2023.
The following pre-conference sessions will run simultaneously between 1000-1115hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.

TASME

An introduction for early career medical educators

Session Lead: Sean Zhou, Trainees in the Association for the Study of Medical Education (TASME), @_SeanZhou
Additional Presenter: Cleone Pardoe

This is a fantastic workshop and introduction to the conference for new and seasoned attendees alike. Meet like minded individuals and get to know fellow educators and researchers at your stage. We will also have more senior members in attendance to help guide you through the content at the conference and help unravel some of the complexities around a career within medical education.

Educational Methods:
This session has had several iterations over the years and has become a staple during the ASME ASM. It is always an interactive session with small group exercises to help stimulate your ideas and creativity within medical education. There will also be ways to highlight and share your research and education experiences with input from senior medical education personnel.

Objectives & Outcomes:
An introduction to the ASME ASM, including content targeted at early career educators
How to start your medical education journey, or take it to the next level
Networking opportunities for near-peers and senior mentors
Integrating sustainable healthcare into the health professions curricula

Session Lead: Renee Ewe, Imperial College London, @ReneeEwe
Additional Presenters: Sophie Mascarenhas, Jaspreet Sangha

Is teaching and learning about sustainable healthcare embedded in your curriculum? Are you confident about what to teach, and how to teach this? If the answer is no, you are not alone. Despite climate change being widely recognised as a health emergency that is impacting healthcare systems globally, healthcare is a huge carbon emitter. If it were a country, it would be the fifth largest carbon emitter[1]. Our future healthcare professionals will need the skills to reduce the environmental impact of healthcare while managing the health consequences of climate change. The General Medical Council and Nursing and Midwifery Council have emphasised the importance of teaching sustainable healthcare principles to students[2,3]. Medical students globally have also called upon medical educators to integrate this into their core teaching[4]. Despite this, sustainable healthcare is still not widely incorporated into health professions curricula.

In this interactive workshop, we will explore the collective challenges we face with integrating sustainability within healthcare curricula and the successes we have had so far. We will also discuss key sustainable healthcare principles to guide new teaching innovations. We will collaboratively develop ideas for teaching activities that participants can implement in their own teaching practices.

References:

Educational Methods:
This session will be underpinned by social constructivist principles[5], with participants encouraged to exchange knowledge with each other and co-create new solutions to scenarios posed by the facilitators. The facilitators comprise of two undergraduate medical students and a GP medical educator.

Mentimeter will be used to understand participants’ experience and confidence with sustainable healthcare education. Participants will work in their table groups to discuss any challenges they or barriers they have faced when teaching sustainable healthcare education. Each group will then feed this back to the larger group to promote discussion and develop a joint understanding of the collective challenges faced.

We will discuss the key principles of sustainable healthcare[2] and invite participants to share their perspectives on these principles and how they may relate to their area of practice.

The facilitators will present examples of sustainable healthcare being weaved into existing teaching sessions. Participants will then work within their table groups to co-create ideas for sustainable healthcare teaching activities within their own area of practice based. Facilitators will prompt each group to consider how they may be able to do this within central teaching or whilst delivering teaching on clinical placements. Facilitators will provide copies of important frameworks and case studies as a starting point for participants’ discussions. Facilitators will circulate around the room to support these discussions. Participants will be encouraged to develop their ideas on flipchart paper and to choose one actionable step to feed back to the wider group.

The facilitators will summarise the session and key take home points. We will encourage participants to build on their
discussions in this session by signposting them to sustainable healthcare education social networks and courses by the Centre for Sustainable Healthcare.

References:

Objectives & Outcomes:

Objectives:
Knowledge:
• Discuss the key principles of sustainable healthcare
• Identify current guidance on sustainability within health professions curricula

Attitudes:
• Understand the importance of sustainable healthcare education within undergraduate health professions’ education
• Openly discuss the barriers educators have faced when integrating sustainability within their teaching

Skills
• Co-create practical opportunities to teach healthcare professions students sustainable healthcare principles

Outcomes:
Following this workshop, participants will be able to:
Knowledge:
• apply their knowledge of key principles of sustainable healthcare

Attitudes:
• appreciate the importance of integrating sustainable healthcare within undergraduate health professions education
• feel empowered to implement sustainable healthcare teaching in their own discipline

Skills:
• create sustainable healthcare learning opportunities within their own scope of practice
Moving from policy to practice to tackle microaggressions

Session Lead: Professor Joanne Harris, University of Buckingham, @jovicharris1
Additional Presenters: Dr Joanne Selway, Dr Jacqueline O’Dowd

The creation of an inclusive work environment that is safe and supportive for all, is key to achieving a diverse workforce. While equality legislation and local policies set out a commitment to address inequalities and remove discrimination, these policies often fail to address the behaviours that lead to covert bias in a workplace. This is often due to effects of the hidden curriculum and competing discourses present in medicine.

It is important to differentiate between microaggressions and incidences of overt discrimination. Microaggressions are everyday, subtle, intentional, or unintentional interactions or behaviours that communicate hostile, derogatory, or negative messages toward a marginalised individual or group. Many people are trying to be complimentary when delivering microaggressions, highlighting the need for an enhanced understanding and culture change in the workplace.

The first step in addressing microaggressions is to provide individuals with the skills to recognize when a microaggression has occurred and address these behaviours. In many cases, this will involve education and an enhanced awareness of unconscious biases. In this workshop, participants will discuss types of microaggression and share good practice of how to address the underlying culture of tolerance of microaggressions. The workshop will additionally draw on learning from empirical data gathered from students at two UK medical schools and explore the coping mechanisms they are using to deal with microaggressions.

Much of the learning comes from the participants themselves, through thought-provoking activities and cross-table conversations, including their own questions, experiences, or challenges. Participants will brainstorm practical strategies and actions to raise awareness of microaggressions, making it harder for covert discrimination to exist surreptitiously within a working or learning environment.

Educational Methods:
• Polling via mobile polling app
• Brainstorm
• Think Group Share – postcard reflections
• Buzz group session
• Discussion of case studies
• Final thoughts via mobile phone app to develop word cloud

Objectives & Outcomes:
Knowledge
• Understand what we mean by the term microaggression and differentiate from incidences of overt discrimination (e.g., sexism, racism, classism and homophobia)
• Recognise when it is appropriate to raise and escalate concerns through informal communication with colleagues and through formal clinical governance and monitoring systems about undermining
• Understand how effective interpersonal relationships can build an inclusive environment
• Develop an understanding of messages delivered by different discourses in medicine
Attitudes

• Recognise the potential impact of participants own attitudes, values, beliefs, perceptions and personal biases (which may be unconscious) on individuals and groups
• Develop a commitment to equality, diversity, and inclusion

Skills

• Identify microaggressions and differentiate from overt discrimination
• Highlight the effects of microaggressions on marginalised groups
• Identify personal strategies to address microaggressions
• Act appropriately, with an inclusive approach, towards individuals and groups
• Develop an ability to challenge accepted wisdoms
• Apply critical reflexivity to one’s own actions and those of others
Pre-Conference Sessions
Wednesday 12th July, 1000-1115hrs

Perspectives on Professionalism: A collaborative exploration of what professionalism is and means in a contemporary and diverse healthcare settings

Session Lead: Dr Joseph Hartland, Bristol Medical School, @HartlandJoseph
Additional Presenters: Dr Duncan Shrewsbury, Dr Viktoria Goddard

The concept of professionalism dominates healthcare education and the lives of healthcare students and practitioners across the world; yet there remains no single universally agreed definition nor framework (Goddard and Brockbank 2022). The challenges caused by this lack of consensus are reflected in debates about what constitutes “unprofessional behaviour”, taking place between healthcare professionals across social media and increasingly in academic output that recognises that current definitions of professionalism are both outdated and arguably no-longer fit for purpose. Many such conversations surround the dichotomy that exists when socially marginalised students and staff have their identities perceived as being in conflict with traditional models of professionalism.

The workshop discussion will explore a number of themes linked to debates on professionalism, its codification and the nurturing of it in medical students – including application of dress codes, social media use and more broadly notions of “expected behaviours”. Participants will be invited to discuss challenges experienced within their own contexts of both teaching about, and applying the definitions of, professionalism to their students.

This workshop is part of a collaborative UK action-learning scholarship project, aiming to shape new academic discourse and explore in-depth perspectives on professionalism with participants. We propose to identify moments of consensus while discussing perspectives on professionalism from different contexts, by repeating the workshop across various national and international meetings.

Participants are asked to consider the following questions before the workshop:

• What challenges does the term “professionalism” pose for different student and staff groups in your context, and why?
• How do you use the guidance on professionalism available to you? (This might be from your national regulator, from local healthcare settings or even locally produced guidance within your own School)
• How might a consensus on professionalism that is inclusive/welcoming of the diversity of the workforce be reached?

Educational Methods:
Participants should come to the workshop prepared to share their own experiences of working with the concept of professionalism in both education and healthcare settings.

The workshop will begin with a short presentation by the facilitators, framing the current literature debating inconsistent and problematic definitions of professionalism. Participants will then use their prepared reflections to partake in discussions framed around a World Café format, with facilitators encouraging respectful and fluid participant-led debates. The intention is to stimulate social learning and reflection, with multiple modalities available for participants to record their thinking. Consent will be taken to use the both IT (padlet style discussion boards) and low tech records (table cloth notations) to inform research for the action-learning scholarship project and feedback to participants who attend to supplement their post-workshop reflections.

Objectives & Outcomes:
Participants will:
• Develop knowledge of the current debates about how professionalism is defined in healthcare.
• Begin to critically reflect and interrogate the dominant definitions of professionalism that they work with
• Consider the challenges these pose within their own teaching and working contexts
Presentation skills for new presenters (An ASME EDC Workshop)

Session Lead: Dr Catherine Bennett, University of Warwick and ASME EDC Chair, @DrCathBenn

Presenting to a large audience at a national conference can be challenging, particularly for first timers! Effective oral communication is a crucial skill for all health professionals, particularly educators and those interested in research who need to explain their work to others. When developing and rehearing a presentation, it's easy to 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 and at all those who would like the opportunity to contribute to the discussion of effective presentation skills. A small number of volunteers will run through their presentations “in real time” and receive feedback from the panel – members of ASME’s Educator Development Committee (EDC) – 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”.

If you would like to request a presentation slot, please email the Educator Development Committee (EDC) Chair (edc@asme.org.uk) prior to the ASM with a copy of your abstract, indicating whether you are a first-time presenter.

Educational Methods:

Potential participants are invited to email the Educator Development Committee (EDC) Chair (edc@asme.org.uk) prior to the ASM with their abstract to request a presentation slot, indicating whether they are a first-time presenter.

Each selected volunteer presenter will be allocated a total of 20 minutes for presentation and feedback from the panel and from peers.

It will not be possible for all who attend this workshop to be allocated a personal presentation slot (priority will be given to first time ASME presenters) but everyone will be able to learn from those presenting, listen to and contribute to feedback and participate in the interactive group discussion.

Objectives & Outcomes:

Objectives:

• Allow new presenters the opportunity to receive feedback on their presentation skills before their ASM presentation slot, and enable all participants to consider what makes an effective conference presentation and contribute to the feedback discussion.

Outcomes:

• Consider what makes an effective conference presentation.
• Presenters will receive specific feedback and encouragement to enhance the “real” presentation.
• Learn how voice, physical presence and behaviour during presentation are received by the audience.
• Improve confidence with audience interaction.
Sexual violence and educating clinicians: An evaluation of workshops for medical students. What next?

Session Lead: Dr Sabena Jameel, University of Birmingham, @SabenaJ
Additional Presenters: Dr Sophie King-Hill, Darya Ibrahim

The burden of sexual discrimination, harassment and violence in society and in medicine is vast. These incidents are gender-based, common and often under-reported. The ramifications affect patients, healthcare staff, bystanders and students indiscriminately. Studies have revealed that doctors personally experience, witness and were accused of sexual abuse, harassment and misconduct [2]. Half did not report the behaviour. Junior doctors were more likely to be affected.

Awareness about the unacceptability of this behaviour is increasing but many feel poorly equipped to recognise, react and report such incidents. Every third year MBChB Medical Student at our medical school was required to attend a workshop on sexual violence. The educators came from a multi-disciplinary group of academics from across the University. The goal was to have candid conversations that were embedded within professional and university regulations and explore how students navigate particular case studies. These were designed to get learners to think about the victim, bystander, care-giver, potential perpetrator and, crucially, their positionality in relation to reporting.

During the workshops pre and post preparedness data was collated. The intention was to derive recommendations to develop this work.

This session will outline the current culture in relation to misogyny, VAWG, harassment and reporting in medicine. Linking this to students experience and throughout their career. What is needed for culture shift will be explored and the barrier to this will be examined. The learning from undertaking these workshops will be outlined. Clear themes arose from these workshops [3]. The session aims to get delegates to share their own experiences in their educational institutions with a view to sharing good ideas and lessons learnt. Delegates will leave with a better idea of how they might translate these workshops into their own contexts and issues surrounding combatting this very real and damaging issue.

Educational Methods:

Educational Methods – Constructivist approach (Context-Collaboration), small group discussions extended to wider group for themes. Engendering a safe space for open and frank discussion.
Interactive learning methods – Case study based Slido polling, small group work – creative note taking, feedback to larger group 2 minute task as a group. Q&A time.

Objectives & Outcomes:

• During the course of the session the facilitators will outline the scale of the problem, and in particular, in the context of medical education.
• During the course of the session the collective insight of the group in relation to knowledge about sexual violence, harassment and discrimination in medical education will be anonymously polled. This will identify particular areas of learning need and faculty development.
• The session will describe a workshop, designed by a multi-disciplinary team that was presented to all Y3 Medical Students at a large UK Medical School. Delegates will be given opportunity to reflect on the session, describing what they think was done well and what they might do differently.
• Data will be presented to the delegates about the preparedness and post workshop impact from the medical students. The data will be critically reflected upon as a group.
To conclude, the session will end by asking delegates how they might design their own sexual violence workshop in their own teaching contexts. Discussion what resources and support they would need to operationalise this.

For most delegates the session will increase their knowledge in understanding the nature, prevalence and challenges in tackling sexual violence, discrimination and harassment. Delegates will learn from the experiences of the facilitators and contextualise the lessons. An attitude of proactive intervention in addressing sexism and misogyny will be promoted. This workshop hopes to equip delegates with skills and practical tools to have the courage to tackle this in their own milieu.
Support initiatives for medical students and trainees with ADHD and Autism.

Session Lead: Professor Pamela Hagan, University Of Nottingham, @P44Pam
Additional Presenter: Beth Hill

Background:
Work has been done recently to understand the challenges and barriers of neurodivergence while studying and training in medicine. A substantial proportion of our medical student and trainee population have diagnosed or undiagnosed Autism, ADHD, or other form of neurodiversity. The challenges faced at medical school, in training and in practice are poorly understood (Bury et al 2021). Evidence on how to support neurodiverse doctors is also limited (Robinson D 2022).

Last year our initial workshop on this topic explored some of the issues and lived experiences and provided a forum for learning and discussion.

This second interactive workshop will move the agenda forward by creating a space to share what the community have developed, share what practical initiatives have been developed and explore faculty training materials and resources.

The workshop will enable participants to learn about what is happening currently, what adjustments are being supported and to gain support in implementing other successful initiatives. All information will be captured and will contribute to a resource toolkit to be shared via MEDISS ASME and the wider education community.

Reference(s)

Educational Methods:
- This is an experiential interactive workshop with the expectation of participation.
- There will also be the opportunity to explore and take part in some Faculty development training that has been created.
- Participants will be in groups for specific tasks and feedback activities.
- Time will be allowed for debate and networking.
- Round tables and chairs for group discussion and activities.

Objectives & Outcomes:
Objectives:
- To build on the learning gained from a previous workshop (ASME 2022) to increase the understanding of challenges faced by our medical students and trainees with autism/ASD.
- To showcase and share initiatives developed and adjustments made.
- To add to resources for the development of a toolkit for dissemination to the wider medical education community via MEDISS.
Breaking down barriers and strengthening impact: Embedding equality, diversity and inclusivity within Health Professions Education research

Session Lead: Dr Amaya Ellawala, Education Research Committee, @ERC ASME
Additional Presenters: Dr Stephanie Bull, Nabilah Mayat

When we think about the research that we conduct – does it include a diverse range of voices? Does it accurately reflect the intricacies of our study contexts?

Through our research processes, we may inadvertently fail to acknowledge contextual and systemic barriers that limit participation. It is imperative that we recognise these barriers and acknowledge how research could be made more equitable, diverse and inclusive. Considering how we can embed equality, diversity and inclusivity (EDI) at each stage of the research process is an important first step towards creating research that is more meaningful.

In this interactive workshop we will explore practical steps in embedding EDI considerations in health professions education (HPE) research. We will look at this from two perspectives – the research process and the research team. The workshop will involve discussion, collaboration, and the opportunity for participants to consider how EDI could be embedded within their own practices.

The workshop team are members of the Education Research Committee and education researchers. The workshop will provide the opportunity to share challenges, successes and resources useful for improving EDI within health professions research. We hope that each participant will leave the session having identified one actionable step that they will take forward into their own practice.

Educational Methods:

The workshop will be structured with a series of questions and prompts for the audience to consider. Working in small groups, the participants will be able to share experiences, ask questions, and discuss ideas.

Prior to the workshop participants will be asked to complete a short Implicit Association Test (https://implicit.harvard.edu/implicit/Study?tid=-1) that evaluates whether participants implicitly associate good research with countries of high-income, with countries of low-income or whether it makes no difference. We will not ask participants to disclose their results. However, we will discuss implications of this test and how we can improve related practice.

The next stage of the workshop will be structured around 1) steps in the research process 2) the research team. Facilitators will provide one example of an EDI challenge and a solution that they have considered in relation to each area as an example. Participant groups will then be asked to work with this model to discuss additional challenges and develop solutions. This will culminate in a larger group discussion where ideas are shared and documented.

In the final stages of the workshop participants will create one actionable step that they will take forward. We are taking this approach as we think that each of us can take small steps to improve EDI in our practice.

Objectives & Outcomes:

By the end of the workshop, participants should be able to:

- Reflect on their own cultural, contextual, and implicit biases
- Locate and evaluate sources of information about increasing inclusion and accessibility in research
- Identify an actionable step towards incorporating EDI approaches within their research
Designing and running effective ward simulation by junior doctors in undergraduate medical education

**Session Lead:** Dr Mustafa Hussein Ajlan Al-Jarshawi, Mid & South Essex NHS Foundation Trust, Broomfield Teaching Hospital, @mustafaAjlan  
**Additional Presenters:** Dr Katie Allen, Dr Mike/Mikaela Rose, Dr Lorraine Pinto

The transition from medical student to doctor is the most tumultuous time in any doctor’s career. The new doctor, although having been on clinical placements previously, now has unprecedented responsibility and is expected to quickly integrate into the dynamic multidisciplinary team (MDT). It has been noticed that some of the current teaching methods on clinical placements focus on single cases in a linear fashion and do not prepare students for the stressful, time-pressured, multidisciplinary environment of the hospital ward where conflicting priorities commonly arise and many scenarios are encountered for the first time. In this context, ward simulations can allow students to put into practice all their technical and non-technical skills as part of a ward team tackling a mounting workload.

Please come along and join us in this workshop where we will take you through consistently highly praised exemplary ward simulation run by our clinical teaching fellows team at Mid & South Essex NHS Foundation Trust (Broomfield Hospital) for final year students at Anglia Ruskin University (Chelmsford) and Queen Mary’s University of London. We will share, with live demonstrations, the best practice and evidence-based strategies underpinning ward simulation design in contemporary clinical education with tasks that allow for workload to be progressively increased for example as tasks are generated by the ward round, patient condition fluctuates and assessment and treatment is needed, other members of the MDT have questions or require assistance and complications arise along the way.

**Educational Methods:**
We will use introductory presentation slides and group activities to deliver workshop content aimed to achieve intended outcome 1 (see above).

To meet intended outcomes 2 and 3 of the workshop, we will run our in-house designed version of ward simulation for participants in this workshop to demonstrate to participants the knowledge and skills required in tailoring case scenarios from clinical practice for ward simulation with the particular learning focus of improving students’ teamwork, task sharing, efficiency, organisation, prioritisation and communication skills. In addition, we will also work with the participants on defining the key required behaviours and non-technical skills from facilitators in ward simulations and apply them. To conclude with, we will also share, in second round of team-based group activities & discussions, our evidence-based top tips for maximal engagement of students in reflective practice at debriefing session post ward simulation.

**Objectives & Outcomes:**
By the end of this workshop, participants should be able to:

- Outline the educational theory and principles of simulation and ward simulation in undergraduate medical education.
- Plan and run ward simulation that introduces human factors and stress performance models in ward simulation and show how students can practise the entire sequence of identifying, planning, managing and resolving ward-based problems in these simulation, an aspect that is lost when each is taught in isolation.
- Write up and use case scenarios for ward simulations with realistic tasks that bring students a step closer to the cumulative demand nature of foundation doctor job and their consequently competing priorities on wards in the modern NHS.
Ethics in practice: Using authentic patient stories to develop experiential learning initiatives

**Session Lead:** Dr Kate Owen, Warwick Medical School, @KateOwe97816129  
**Additional Presenters:** Dr Theresa Martin, Dr James Munro

Lived experience has a fundamental role in medical education but may appear as an added extra to illustrate a point or add interest to an educational activity. Ethics teaching often involves case examples, but rarely considers the lived experience of the patient. With complex cases in the media where doctors and carers very publicly disagree, supporting students and trainees to understand the patient's view is of increasing importance.

This workshop will encourage participants to explore the range and quality of on-line patient-authored stories about their care experiences & work in small groups to develop new learning sessions starting from the narratives provided. We will be using stories & their responses from Care Opinion, a social enterprise which is contracted provider of patient feedback with over 500 NHS organisations.

We will identify 5 ethical areas then break into small groups. Each group will be given a small selection of patient stories and encouraged to identify learning areas using narrative attentiveness, then develop these into a creative and student-centred learning activity.

Each group will share their ideas. We hope that all participants will take away ideas which they can transplant into their educational practice.

We will finish with a demonstration of a project where virtual reality has been used as a tool to bring a story to life.

**Educational Methods:**
- Narrative inquiry approach to patient stories
- Group tasks including developing creative approaches to learning sessions
- Group presentation
- VR demonstration

**Objectives & Outcomes:**

**Participants will:**
- Reflect on experiences of patients relating to ethical issues in practice
- Gain an increased awareness of the range and quality of patient-authored on-line stories & their potential for learning
- Experience designing an educational event based on lived experience
- Share developed resources within the group to take away to put into practice
- Appreciate and value the unique contribution of patient stories in ethics teaching
Expanding Borders and Challenging Minds: Successful Peer Reviewing

 Leads: Dr Aileen Barrett, Dr Vishna Nadarajah and Dr Kevin Eva

Becoming a peer reviewer is simultaneously an act of altruism and of self-interest. Altruistically, it provides an opportunity to contribute to the advancement of knowledge and rigour in health professional education while shaping the direction of the field and supporting colleagues in the development of their scholarly efforts. At the same time, peer reviewing allows reviewers to stay up-to-date with the latest research, expanding their own knowledge, while also enhancing their writing, critical thinking and consultation skills. Peer review is also critical in ensuring that a piece of work is viewed through diverse lenses.

This workshop will be aimed at equipping participants with the skills and knowledge necessary to become effective peer reviewers. Through interactive activities and discussions, participants will learn about the peer review process, different forms of peer review, and best practices. They will also gain practical experience in critiquing and providing constructive feedback by evaluating conference abstracts.

Workshop participants will be asked to consider the following questions and issues:

- How does one get started as a peer reviewer?
- What supports are available?
- What ethical considerations should I keep in mind?
- How can peer review help equity, diversity, and inclusion efforts?
- Can I become a peer reviewer if I haven’t published? The role of mentored peer reviews

By the end of the workshop, participants will have a better understanding of how to critically evaluate academic writing and be able to contribute to the advancement of health professional education through thoughtful and insightful peer review.
Levelling the field in Admissions: Making the most of virtual learning for Medicine Applicants

Session Lead: Dr Dawn Jackson, University of Birmingham, @dawnjacksonk
Additional Presenters: Dr Clare Ray, Dr Louise Hammersley

Medical schools require applicants to have a realistic understanding of a career in medicine. Direct observation of healthcare (such as shadowing a doctor at their place of work) is not attainable for everyone (1), and access to these opportunities is typically influenced by school and socio-demographic background (2, 3). However, clinical work experience has been associated with greater success in obtaining a place at medical school (4). In response to this, virtual work experience platforms have begun to emerge as a potential solution for those unable to access direct clinical work experience. In 2019, the Royal College of General Practitioners launched a virtual GP work experience, ‘Observe GP’, and the University of Birmingham was a partner institution from the outset (5). Over the past 3 years, we have been providing support for applicants on our widening participation programme; supporting them to get the most from engaging with this platform.

The application process can be stressful for applicants, and risks an ever-increasing pressure to participate in a range of activities. Despite the multiple activities undertaken, some of these have limited or variable association with success in securing a place at medical school (5). Key to our work experience support has been the provision of a group learning session before and after applicants engage with the virtual learning they encounter on the work experience platform. In the past 3 years, we have evolved our workshops to incorporate support for reflective practice, practise of communication skills, exposure to clinical skills and the involvement of our medical students in supporting our efforts to improve the socio-demographic diversity of the medical school. In this workshop, we wish to share our learning, and discuss innovative ideas to get the most from virtual work experience.

*The RCGP Membership Programme Officer has provided permission for this workshop

References

Educational Methods:
• Short lecture content to introduce background research:
• Outlining the rationale for the introduction of virtual work experience
• Short lecture content to introduce the RCGP Observe GP platform (as an example of a virtual work experience platform)
Group discussion:
- Opportunity for the audience to undertake group learning activities that we have embedded in our workshops to support applicant engagement
- Opportunity for the audience to share their experiences of supporting virtual learning, welcoming experiences across disciplines and environments
- Individual reflection: time for individuals to personally reflect on their own engagement with online material, and what they may want to take back to their workplace/learners

Objectives & Outcomes:
We aim to encourage participants to recognise the benefits of providing support for applicants to make the most of virtual work experience opportunities. We also aim to provide some options and tools for how such support might be provided, whilst encouraging participants to tailor these ideas to their environment.

Participants will experience:
- Gain knowledge of the Observe GP platform, and the key elements included in this virtual work experience platform
- Increased awareness of the benefits of embedded workshop support to enhance applicant engagement with virtual platforms
- Learn from challenges and successes in the implementation of work experience support workshops at the University of Birmingham (related to both in-person and online learning)
- Reflect on their own institutions and practice in engagement with online material: as individual learners, and in the planning of institutional approaches to widening participation support
- Recognise the limitations of virtual work experience, and provoke a broader discussion on improving socio-demographic diversity in medical schools
- In addition to the roles of academic staff in facilitating our workshops, we will introduce opportunities to consider how to involve undergraduate and clinical staff
- We aim to encourage participants to recognise the benefits of providing support for applicants to make the most of virtual work experience opportunities. We also aim to provide some options and tools for how such support might be provided, whilst encouraging participants to tailor these ideas to their environment
Love and Break Up Letter Methodology (LBM): Using LBM as a creative and innovative approach to research

Session Lead: Dr William Laughey, Hull York Medical School, @billaughey
Additional Presenters: Dr Megan Brown, Professor Gabrielle Finn

Love and Break Up Letter Methodology (LBM) is an innovative approach to medical education research with great potential to cast new light on issues and challenges within the field (1). LBM is an approach to qualitative research where participants are issued with a creative writing prompt, encouraging them to write both a love and a breakup letter to the subject of one’s research. The method offers a novel way of exploring participant experience that encourages candid opinion (2). The approach is flexible and can be used as a discussion prompt within focus groups, an elicitation device within individual interviews, and as a form of open-text question to elicit rich responses within a questionnaire. The method originates in user experience research (UX), and we co-developed this approach for medical education with the experience of a researcher from Google. In this workshop, we will share our personal experiences of using LBM to research medical student empathy, and perceptions on widening participation programmes, and offer practical tips on when and how to use LBM. Participants will have the opportunity to write love and break up letters themselves (on the topic of the conference they’re attending!), to offer insight into the approach.

References

Educational Methods:
The session will take the form of an interactive seminar, in which participants will be able to discuss and ask questions of the workshop facilitators, and other workshop participants. The session will begin with participants sharing their experiences of creative qualitative research methods, and an overview of the love and break up letter methodology. Participants will have the opportunity to write a love and break up letter of their own to the conference, gaining insight into the process of LBM, and reflecting and sharing on their experience as a participant in the approach. We will facilitate small group discussions on how LBM could be used to research a variety of topics, and adapted for a variety of approaches within medical education. There is no pre-requisites for attending this workshop – all, regardless of stage of training or prior experience, are welcome.

Objectives & Outcomes:
By the end of the workshop, participants will be able to:
• Describe the core principles of love and break up methodology and appreciate research challenges it can help combat within medical education
• Create love and break up letters addressed to the conference “Dear ASME ASM 2023, I love you because...”, “Dear ASME ASM 2023, I am breaking up with you because...”
• Discuss how love and break up letter methodology could be used within participants’ existing research interests or preferred research method
Practical application of a refined Threshold Concept Framework for medical education

Session Lead: Dr Helen Jones, Warwick Medical School, University of Warwick, Additional Presenters: Professor Lucy Hammond

The threshold concept framework (TCF) was first described nearly 20 years ago, but its application in the field of medical education has recently seen a significant growth of interest with a diverse range of literature published on the subject. The transformative nature of threshold concepts (TCs) offers potential for the design of learning experiences and curricula across the medical education continuum. Recent work in medical education has extended conceptualisations of TCs to recognise ongoing liminal states across the whole medical education continuum (Jones & Hammond, 2022). A major criticism of the TCF is the question of how it can be applied in practice. This workshop will introduce participants to our further refined conceptualisation of the TCF for Medical Education and provide practical steps as to how this can be applied and used in the development of medical education curricula and practice. Workshop participants will use interactive and participatory approaches to identify ‘stuck places’ in their own students’ learning and curriculum and explore ways to support students to navigate these issues through applying the refined framework. This workshop is suitable for educators across the medical education continuum from undergraduate, postgraduate and continuing medical education.

Educational Methods:

Session plan:
• Introduction (10 mins): Introduce participants to background of TCF and refined conceptualisation for medical education. Resources: PowerPoint.
• Identification of ‘stuck places’ (20 mins): Discussion in small groups of where participants recognise that learners get stuck in their curriculum. Resources: Handouts with prompt questions and space to make notes.
• Application of refined TCF to the medical education continuum (10 mins): Introduce participants to principles of applying framework, including to an example of a TCF that presents at different points in the medical education continuum (e.g., recognising and managing uncertainty). Resources: PowerPoint.
• Ways to support student learning through stuck places using the refined TCF (40 mins): Discussion in small groups of ways that student learning could be supported in prepared examples and/or their own examples, followed by feedback and whole group discussion. Resources: Handouts with prompt questions and space to make notes, example cases.
• Developing the framework (10 mins): Discussion with whole group about how the refined TCF for medical education could be further developed.
• Feedback (after the session): Feedback on session and refined TCF. Resources: Online feedback form, QR code on handouts.

Objectives & Outcomes:
• Identify ‘stuck places’ for learners in own medical education curriculum.
• Apply the refined TCF for medical education as a lens for reviewing curricula across the medical education continuum.
• Propose ways to support student development and transition through the stuck places to achieve transformative learning.
• Engage in critical discourse on the framework/conceptualisation to further develop it.
Supporting disabled and neurodivergent students and practitioners – an open discussion

Session Lead: Dr Cleone Pardoe, Leeds Teaching Hospitals NHS Trust, @cleonepardoe
Additional Presenters: Dr Sophie Edler-Buggy

Supporting disabled and neurodivergent students, trainees, doctors and medical educators is key to “future-proofing” and developing a diverse, representative work force and educational community. At Leeds Teaching Hospitals Trust, we have developed a working group to review, reflect on and make space for the necessary conversations, in an attempt to meet the needs of our student population. We present our experience of supporting disabled and neurodivergent undergraduate students at Leeds Teaching Hospitals Trust, as well as drawing upon our personal experiences of being disabled and neurodivergent medical educators.

We will present examples of the baseline standards for teaching that we have developed in Leeds as well as challenges that we have faced, specifically around disclosure and liaison with other interested parties.

In an initial group discussion, we will guide you to consider the ways in which simple changes can be made to teaching materials, language and environment to improve accessibility, inclusivity and the experience of learning and teaching for all. We hope to draw upon the breadth of knowledge and experience within the audience to collate practical wisdom and share and disseminate good practice and innovation on what can be amplified and extrapolated between different settings.

The second breakout section will involve joining a group of your choice to discuss the challenges felt by individuals with specific disabilities within a variety of clinical and non-clinical learning environments. We will consider the possibilities of specific adjustments that can be made on an individual and environmental level and discuss the pros and cons of developing departmental “menus” of reasonable adjustments.

Educational Methods:
During the workshop we will use a variety of methods to deliver the session. Initially the session will be didactic to introduce the topic and structure. This will be supported by PowerPoint. We will discuss principles of disability and neurodiversity in the workplace and for students. With this, we will introduce the current language being used and potential pitfalls. We will promote a safe and open learning environment, as we recognise delegates may have a variety of experience in this rapidly developing field. We want everyone to feel welcome and able to contribute.

The second section will involve breakout groups which will encourage participation and we will use a Padlet (online platform) as a live resource to gather the ideas being generated from the group discussions. This will guide the focus for the rest of the session. This resource will be available for reference after the workshop as well as a means of sharing collaborative ideas. We will have three facilitators for the session to promote small group discussion amongst breakout groups.

The third section will create breakout groups based on particular work environments (e.g. undergraduate, postgraduate, clinical, university etc.) for delegates to self-assign based on experience and interest. We hope this will spark discussion about the provision of reasonable adjustments within that setting.

We will have a final summary and debrief, which we hope will leave delegates feeling confident and empowered to continue these conversations outside the ASME conference. We will make ourselves available at the end of the session if delegates feel they require further information or support.
Objectives & Outcomes:

• To provide information about our own experiences of supporting disabled and neurodivergent students and explore the standards set for inclusive practice at Leeds Teaching Hospitals Trust, and consider how these might be applicable to delegates in their working environments.

• To create a shared resource of ideas and experiences of innovative ways of supporting disabled and neurodivergent students and clinical practitioners.

• Encourage an open attitude to approaching difficult conversations about the language and ethos of discussing and supporting those with disability and neurodiversity.
Supporting quality and educational capacity for the range of professionals in primary and community care

Session Lead: Dr Rachel Roberts, Medical Education Leaders UK, @Rachel_Roberts0
Additional Presenters: Dr Simon Frazer

Share principles to develop education for the range of professionals in primary care
Exemplify the accreditation processes for educators and environments at scale and for a range of professions
Consider how this helps us to develop educational capacity, quality and get to hard to reach places such as deprived areas who have not previously been training environments
Assist in empowering multi professional education

Educational Methods:
Brief introductions of the work to date and it’s governance with regulators – slides and speaker – 10 minutes
Case studies presented (10 minutes)
Work on tables – 8-10 per table, (15 minutes), to consider
  • Pros and cons of seamless recognition of educators across all professional groups
  • Pros and cons of ability to recognise at scale and innovative environments such as primary care networks, care homes etc
  • Possible themes applicable to other educational sectors and groups
  • Feedback, discussion points and learning (20 minutes)

Objectives & Outcomes:
Attendees will understand:
  • These new England-wide processes, and how this links with and develops from traditional postgraduate medical training
  • The connection of this work with regulators, council of Deans and medical training
  • Understand the stage of progress in their region or country, and how to get involved to support, benefit from or develop the offer
  • Understand whether principles of this work are applicable to secondary care and undergraduate medical training for a multi professional experience and approach
The Paradigm Games

Session Lead: Dr Sarah Allsop, University of Bristol, @sarah_a_bristol, @sarah_sociology
Additional Presenters: Dr Sarah Mclaughlin, Dr Steve Jennings

Have you ever considered the philosophical standpoint under which you undertake your work as an academic? How do your beliefs and experiences influence and affect your teaching or research practices? This 90-minute session will reflect our experiential journeys into the language and philosophy of qualitative research and share how gaining a better understanding of the research paradigm can improve the quality of pedagogy both teaching and research. The session will explore concepts of aims, axiology, ontology, epistemology, rhetoric, and methodology and get participants to explore their own views and values in the context of the scholarship of learning and teaching. The session will acknowledge that the concept of the research paradigm can be challenging, and will be useful particularly to early career researchers, and those newly working in a previously unexperienced research field.

Educational Methods:
The session will use interactive techniques throughout the session, including gamification, quiz-questioning and haptic tasks as well as overview presentations. Participants will be encouraged to think reflectively about their own practice and to engage in discussion in groups. Participants will be offered the opportunity to move around the room to work with others with similar projects/ideas or to engage in conversations with those working in different areas to visualise and learn from those differences. Links to additional resources and references on paradigm will be shared electronically via a padlet. Questions will be encouraged throughout the session and can be submitted through the padlet.

Objectives & Outcomes:
Participants are recommended to attend the session with a specific research project/idea in mind to use and explore during the session.
During this session participants will:
• Unpack the nature of a research paradigm.
• Explore the philosophical concepts used in qualitative research.
• Consider the component parts of research philosophy in the context of their own ongoing projects/scholarship.
• Participants will be provided with an interactive worksheet during the session and would be welcome to bring a laptop or pen and paper to make additional notes as well as being encouraged to use a padlet online tool.
The Strength of Self Compassion: The Science and Practice

Session Lead: Mr Michael Atkinson, University of Sunderland, MiME Co-chair
Additional Presenters: Co-contributor: Dr Vidarshi Karunaratne, KCL, MiME Co-chair

There is evidence to suggest self compassion practices can increase resilience, mindfulness, self compassion and compassion towards others as well as reduce negative states such as perceived stress, depression, secondary trauma and burnout. This workshop will explore some of the science behind self compassion and introduce both mindfulness and self compassion and related practices to the audience.

Educational Methods:
The session will be partly didactic and partly experiential. There will be opportunities to practice self compassion and related practices. We will also utilize think-pair-share strategies, small group work, and whole group discussion to encourage participation and learning.

Objectives & Outcomes:
• To gain an understanding of some of the evidence base supporting self compassion and related practices.
• To have direct experience of self compassion and related practices
• How to integrate such practices into the working day
Addressing Misogyny and Sexism in Undergraduate and Postgraduate Medical Education

Session Lead: Dr Rob Cullum, Midlands’ Charter Collaborative, @RCullum91
Additional Presenters: Miss Dasha Ibrahim, Dr Olivia Coldicutt

In this highly interactive workshop we will be using recent research into the experiences of misogyny and sexism amongst medical students and postgraduate doctors in training to explore how we, as educators, can address this ongoing problem.

By following the journey of two learners (one student and one postgraduate doctor in training), the workshop will allow participants to work through case studies to explore approaches to support learners experiencing a micro-aggression. This will include understanding experiences of learners in the moment, reporting an incident, addressing reports with perpetrators, and looking at the bigger picture strategically.

Finally, participants will have the opportunity to consider some best practice case studies of approaches currently being used to address misogyny and sexism in medical education.

Educational Methods:
During the workshop, initially there will be an overview presentation during which recent research about experiences of learners of misogyny and sexism across the medical education continuum will be explored.

Following this, tables of participants will be asked to consider the journey of two different learners – one undergraduate and one postgraduate through an incident of a sexist micro-aggression. They will consider the situation where the micro-aggression occurs, the approach the learner takes to report it, how the report is addressed with the perpetrator, and how the learner is supported.

Finally, participants will share back their thoughts and reflections on these cases, before case study examples of good practice in this topic, applied to the cases. This will allow participants to have a wide range of ideas to reflect on and take away to their own practice.

Objectives & Outcomes:
Aim:
This workshop will provide attendees the opportunity to consider how better to support learners experiencing sexist micro-aggressions by presenting a general overview of learner experiences of sexism and misogyny in the UK and then facilitating discussion of two learner journeys through an experience of micro-aggression. Finally participants will be able to explore current best practice case studies in supporting learners across the spectrum of medical education.

Objectives:
• To highlight current research into experiences of misogyny and sexism across the medical education continuum
• To facilitate discussion of approaches to support learners experiencing misogyny and sexism and to address this with perpetrators
• To support attendees to consider current best practice in this area and reflect on changes they might make in their own sphere of influence
Outcomes:
• Following this workshop attendees will be able to:
  • Demonstrate awareness of current research into experiences of misogyny and sexism across the medical education continuum
  • Understand approaches to support learners experiencing misogyny and sexism and addressing this with perpetrators
  • Identify areas of good practice in this topic area and reflect on how they might implement some within their sphere of influence

Building and leading large-scale programmes of clinical education research

Session Lead: Dr Nicola Brennan, University Of Plymouth, @NicolaMBrennan
Additional Presenter: Professor Gill Vance, Dr Aileen Barrett, Professor Gabrielle Finn and Dr Megan Brown

As an early career clinical education researcher you will be encouraged to develop your own programme of research that can be sustained over a period of time and that captures your energy and enthusiasm. A programme of research is an area of high interest and passion to the person developing it. It is designed to build knowledge over time that can contribute to improved outcomes in clinical education and, ultimately patient care. Theoretically grounded research using rigorous research methodologies with clear pathways to impact are essential features of a successful programme of research. Using a step-by-step approach this workshop will help you to think about building your own programme of research as well as providing practical advice on leading large-scale programmes of research. The workshop will draw on the organizer’s experiences of leading programmes of clinical education research funded by the National Institute for Health Research Health Services and Delivery Programme.

Educational Methods:
Small group work

Objectives & Outcomes:
By the end of this workshop you will:
• Be aware of the different aspects required for developing a successful, impactful programme of research in clinical education
• Have identified what area(s) you will need to develop in order to further your own ideas for a programme of research
• Have learned from the experiences of principal investigators on leading large-scale programmes of research
Building Diversity, Equity, and Inclusivity into the Medical Sciences Curriculum

Session Lead: Professor Neil Osheroff, Vanderbilt University School of Medicine; IAMSE
Additional Presenter: Professor Zhi Xiong Chen

To develop a future workforce that is diverse, culturally prepared, and equity minded, it is critical to build issues of diversity, equity, and inclusion (DEI) into the medical curriculum. It is important to begin this process as early as possible, which means embedding DEI into pre-clerkship courses, and continuing it throughout the medical curricula. If DEI topics are truly to resonate with students, they cannot be reserved for clinical courses and workplace learning. Thus, it is imperative to embed topics such as social determinants of health, inclusivity, and equity into medical science courses. How can this be achieved in an ever-crowded curriculum, jostling for space with other important interdisciplinary topics, and often appearing to be disconnected from medical sciences? This workshop will address these questions. It will provide practical examples of how DEI topics can be incorporated purposefully throughout the curriculum, side-by-side with the learning of medical sciences, and end with a discussion on current and potential obstacles and how we can hopefully overcome them.

The workshop will begin with an interactive large group session that explores DEI from an international perspective. It will then describe approaches for incorporating DEI into medical science courses across the curriculum.

Four activities will follow:

- Participants will discuss how DEI is being embedded into their curricula.
- Attendees will work in small groups to discuss different strategies for integrating DEI with medical science materials in a variety of curricular settings. Participants will share strategies and themes that they identified.
- Participants will discuss how DEI may change in the future and how these changes may affect the roles of faculty. This will be followed by a report back to the large group.
- Participants will develop individual action plans for the application and implementation of new strategies at their institutions.

Educational Methods:
The workshop will utilize interactive large group discussions as well as directed small group interactive learning.

Objectives & Outcomes:
This interactive workshop will provide educators with practical information and tools to help them foster the integration of DEI into the medical sciences curricula at their institutions. It is targeted at curricular leaders, course directors, and administrators who have responsibilities for designing medical student experiences. We believe that faculty involved in all aspects of the curriculum will benefit. After completing this workshop, participants will be able to:

- Describe approaches for explicitly incorporating DEI and medical science topics across the medical curriculum.
- Compare and contrast the use of multiple strategies for integrating DEI topics into medical science courses.
- Develop an action plan to implement newly acquired strategies at their home institutions.
Harnessing story-telling to learn from underserved populations: opening eyes, hearts and minds

Session Lead: Dr James Fisher, Newcastle University
Additional Presenters: Dr Nony Mordi, Dr Richard Thomson

Story telling is human nature. Yet in medical training there is often a focus on students learning to synthesise a person’s rich, sometimes messy story about their life, into a flat, aseptic, clinical account of a patient’s symptoms. Whilst this approach may help learners handle the complexity of symptomatology, it risks losing sight of the story’s central character, as the person is transmogrified into ‘the patient’. This may underpin the recognised attrition in empathy seen during undergraduate medical programmes.

Stories, be they written, visual or spoken, are a powerful way to learn. Rita Charon, general internist, literary scholar, and originator of the field of narrative medicine, described it as “a commitment to understanding patients’ lives, caring for the caregivers and giving voice to the suffering”. We contend that narrative medicine can be a catalyst for truly meaningful learning about underserved populations and health inequality, be it racism, ageism, gender bias and sexism, hetero-normism, colonialism or stigmatised medical conditions.

Addressing these areas is an absolute priority. There is a pressing need to normalise diversity, to embed concepts of social justice and accountability within curricula[1] and to produce graduates who are culturally competent and better able to understand and serve the needs of the diverse populations they serve.

In this workshop we aim to distil the key concepts of narrative medicine in a user-friendly way and will draw on the collective experience and expertise of delegates to aid its implementation at the coal-face of teaching practice.

Reference

Educational Methods:
This workshop will rely on a mixture of small-group teaching techniques. Didactic content will be limited, and restricted to a brief ‘theory burst’, presenting a user-friendly summary of the theory and evidence that underpins the use of story-telling in education practice. For the majority of this workshop participants will work in small groups with discussion supported by facilitators. Tasks will be constructed to promote equity in participants’ contribution (e.g. snowball exercise). Prompts for discussion will include an online video (Heider and Simmel’s 1944 animation), framed photographs of notable people/stories in medical history and authentic clinical materials that present a patient’s story in differing formats. A collaborative exercise will be undertaken to generate a collection of resources suitable for use in teaching in this area. With participants’ consent, this list of suggested resources (with no participant information recorded) will be used to form part of a future written submission to The Clinical Teacher Journal’s ‘toolbox’ series.

Objectives & Outcomes:
In this workshop, participants will:
• Experience, through interactive tasks, how humans cannot help but find stories in the everyday.
• Discuss how teachers can help learners to understand how different people experience the world differently.
• Work collaboratively to identify potential resources that can be used to reveal the experiences of, and foster connections with, people ‘othered’ by healthcare systems.
Inclusion in the curriculum: tools, toolbox and toolkit

**Session Lead:** Dr Yvonne Mbaki, University of Nottingham

**Additional Presenters:** Dr Rakesh Patel

A number of global events over the last 18-24 months have highlighted that not everyone is equally affected by them, and those most affected, may also not have equal access to the same opportunities to manage or cope with them. In the context of medical education, the global pandemic affected some students more than others. Certain groups experienced particular difficulty accessing both formalised teaching activities delivered as part of the planned curriculum, as well as extracurricular and social activities informally organized outside the classroom.

We developed a toolkit to increase access and participation in the curriculum, comprising multimedia-rich narratives from students and staff about their experience of equality, diversity and inclusion. Faculty-wide case studies were drawn from different multi-professional and disciplinary backgrounds to ensure the widest representation of medical science educators. We now want to share this toolkit with others as we move from local implementation to national and international dissemination.

The rationale for this workshop is therefore to support participants increase inclusion in their curricula. Acknowledging students are diverse and from different backgrounds, the aim is to help medical science educators identify ways to make teaching content and curricula more inclusive, including sharing a toolkit co-developed by learners and educators.

**Educational Methods:**

Lecture: Introduction. Brief overview describing the rationale and purpose of the focus session with examples of policy drivers for increasing inclusion within medical science curricula from a UK higher education context.

Small group discussion: ‘What does an inclusive curriculum mean to you’ and ‘why does increasing inclusion in the curriculum matter?’

Demonstration: Description of the journey and toolkit ‘walk through’ developed as a collaborative co-designed endeavour between students and staff within the Faculty of Medicine and Health Sciences, University of Nottingham (UK). The purpose of this demonstration will be to showcase the provision of a supportive resource for medical science educators and learners to use as part of their efforts in developing a more inclusive curriculum within their practice.

Small group discussion: Discussion on drivers and barriers that help or hinder the implementation of an inclusive curriculum.

**Reflection:**

Sharing learning with considerations of translating this to practice.

**Objectives & Outcomes:**

- Our intended objectives and outcomes for the participants attending the workshop will be to:
  - Recall the drivers for increasing inclusion in the curricula, with specific attention on making teaching content and assessment more inclusive for all learners
  - Critically reflect over a definition of what an inclusive curriculum means in practice
  - Identify drivers and barriers that may help or hinder the implementation of an inclusive curriculum
  - Share a toolkit co-designed by learners and medical science educators for embedding inclusion into the curriculum
  - Provide an opportunity for reflection on the application of learning to current practice
Join us for presentations of shortlisted prize winners of our annual TASME Teaching Innovation and Excellence Prize (TIE). This is always an excellent session to hear about the latest and hottest innovations in education. After years of COVID, many of us have had to respond and change the way we deliver teaching, and this has led to dynamic shifts in how we teach and think about teaching. Get ideas for your next project, be inspired by innovations that you could apply to your practice, and enjoy some truly high quality talks that are created to impress our judges.

Educational Methods:
There will be a series of presentations, and the candidates are aware they need to deliver a high quality talk to grab the interest of both judges and attendees. There will be plenty of time for questions and interactions which often happens given how innovations and new technologies tend to stimulate discussion.

Objectives & Outcomes:
• To experience the highest quality of teaching innovation over the last year
• Be a part of experiencing the TASME TIE Prize
• Get ideas for change in education practice, or research ideas and find future collaborators

2023 Finalists
Dr Maria Ahmad, FY1, West Hertfordshire Hospitals NHS Trust
Dr Conor Boylan, FY2, Sheffield Teaching Hospitals NHS Foundation Trust
Dr Neil Thakrar, Clinical Teaching Fellow, Leicester Medical School
Teaching and learning within multidisciplinary teams – strategies for success

Session Lead: Dr Sonia Bussey, Newcastle University, UK, @SoniaBussey

This workshop is aimed at teachers, educationalists and learners who would like to explore the benefits and challenges of teaching and learning in teams derived from a wide variety of professional backgrounds. Practical strategies for getting the best out of working within a mixed team will be explored, and there will be an opportunity for participants to share good practice and develop action plans for particular dilemmas.

Educational Methods:
Large group presentation, think-pair-share activity, small group discussions, summative interactive plenary.

Objectives & Outcomes:
By the end of this session, participants will:
• Have an overview of some key benefits and challenges of working with others from different professions in a teaching and learning environment.
• Have considered practical strategies for getting the best out of multidisciplinary team working.
• Have had the opportunity to share their perceptions and experiences of working in multidisciplinary educational teams.
Intra-conference Sessions
Thursday 13th July, 1600-1730hrs

The Promise, Pitfalls and Practicalities of Introducing Immersive Technology to Medical Education

Sessions Leads(s): Mrs Terese Bird, Leicester Medical School and Mr Tim Vincent; TEL SIG Chair & Brighton & Sussex Medical School

This workshop has been developed and supported by the ASME TEL SIG

The prevalence of immersive technologies (360-degree video, VR and AR) in the medical education and training sphere is increasing rapidly, expanding the potential for capitalising on their pedagogical advantages but also introducing disadvantages. As with many ‘early stage’ technologies, there is a challenge for educators needing to get hands-on experience of these tools to explore their prospective learning affordances yet being limited by prohibitive cost and/or low availability. As experience has shown, popular technologies can grow more quickly than the opportunities available for robust pedagogical evaluation and research with the risk of wasted resource, inadvertent increase of exclusion, and detrimental net benefit to learners. It is vital that the medical education community engage with evaluation, share their experiences, and promote robust scholarship so we can work together to promote a beneficial, inclusive and diverse learning environment.

This workshop will provide fellow educators with the opportunity to hear about real life examples of immersive technologies in different education settings including delivery of simulation-based education (SBE) to Foundation Doctors, pre-course SBE for undergraduates, and training in trauma and orthopaedics management. Participants will have the opportunity to try out different immersive tools for themselves, gaining hands-on experience. The workshop provides a forum for attendees to share experiences, discuss the possibilities and pitfalls, and explore scholarship methodologies in this emerging area.

This workshop is for anyone who is new to the world of immersive technologies in learning who wish to explore them in real life. It is also for those who are already exploring them and can share their experiences with their fellow educators to benefit all participants.

Educational Methods:
The workshop will use a presentation format followed by task-based practical exploration of example tools and technologies then discussion among the whole group to maximise shared learning.

Objectives & Outcomes:
The objectives of this workshop include to:

• Increase knowledge and understanding of how immersive technologies can be applied in real education and training situations;
• Gain hands-on experience of example technologies and tools to develop understanding of their potential for application in other settings;
• Increase awareness of potential advantages, limitations, and dangers when using immersive technologies in education;
• Increase connections with fellow educators working in this area to strengthen the network of scholarship and benefit learners.
Hello my name is…

Session Lead: Pluto Play Productions

‘Hello my name is…’, a play inspired by the life and work of the late Dr Kate Granger, explores the dynamic realities of human interaction in health and social care. Dr Granger’s insistence that individuals whose business it is to deliver health care should always introduce themselves to their patients by saying, “hello, my name is…” It was a powerful call for dignity and identity in healthcare, born of her own experiences as a cancer sufferer and patient.

Amidst the shock and heartbreak of her own experience, Kate’s outlook was transformed when a hospital porter introduced himself with simple sensitivity: “Hello, my name is Brian…” Kate felt her self-worth rising and a campaign that would find global acceptance was born.

Commissioned by St Gemma's Hospice in Leeds, where Kate died on their 11th Wedding Anniversary, ‘Hello My Name Is…’ takes a close look at the lives of Kate and her husband Chris. Through the use of humour and pathos, they made a compelling case for a simple but transformative approach to the delivery of essential health care services.
A Review of Entry-Level Medical Education Roles (ELMERs) in the United Kingdom

Session Lead: Dr Lisa-Jayne Edwards, Academy of Medical Educators, @lja_ed
Additional Presenters: Dr David Hettle

Entry-Level Medical Education Roles (ELMERs) refer to first-time roles occupied by doctors with the primary responsibility to provide teaching; it is estimated that there are hundreds of ELMERs (Ker et al, 2018) and have been cited as “the future of medical education”. Anecdotal evidence suggests that there is considerable disparity between roles across the UK and between institutions; this impacts upon the ELMER post-holder, the learners and the profession as a whole. In the first review of its extent, The Academy of Medical Educators (AoME) is currently investigating the current landscape ELMERs in the UK so that this disparity can be identified and addressed.

The review is taking place two phases:

**Phase 1:** Using an inductive approach, a review of written job adverts, job descriptions and person specifications covering a 12-month period (June 2021 to May 2022) to determine the scope of ELMER definitions and practice.

**Phase 2:** A series of interviews/focus groups with current and recent ELMER post-holders to explore and contextualise the findings from Phase 1.

This is a prospective abstract: we hope to present our findings from Phase 1 of our review alongside a more detailed methodology for qualitative study in Phase 2.

We hope that our findings will reveal the current scope of ELMER recruitment practice, responsibilities, available opportunities/funding and salary.

The Academy of Medical Educators would like to invite key stakeholders to attend this session, so as to communicate what is known about ELMERs in the UK before facilitating a discussion regarding the implications of our findings further.

We hope that discussions amongst experts in this session will help inform next steps in defining and quality-assuring ELMERs for not only the post-holder, but for learners and the profession at large.

Educational Methods:

We hope to engage the audience with interactive presentation, facilitated discussion and open Q&A.

We will be glad to utilise any available in the interactive conference app.

Objectives & Outcomes:

We would like to:

- Communicate our findings to key stakeholders
- Facilitate discussion around the implications of this review
- Drive consideration of how ELMERs are defined and quality-assured in the UK
Co-production and patient involvement: How do we get it right?

Session Lead: Dr Elizabeth Susan Anderson, University of Leicester, Medical School, @Liz_Anderson

Additional Presenters: Dr Amber-Bennett-Weston, Dr Kate Owen

Along with all health and social care professional curricula, medical schools are expected to involve patients and carers to share their lived experiences. 1 Recent reviews highlight that while medical schools are making progress, there is still a lack of theoretical evidence about best practice and how to sustain and value patients as true partners in faculty. 2,3 We still know very little about how to form a diverse patient community within a healthcare school that is supported, integrated, and valued.

The workshop aims to enable all participants to debate and discuss how to create and sustain patient involvement that is meaningful for patients, students, academics and clinical staff. We will discuss the following questions: 1) How does your school involve patients and carers in curriculum design, delivery and assessment? 2) Are you guided by the Spectrum of Involvement? 3) What biases and pre-conceptions do we hold about patient involvement? Patients and students will be welcomed to take part in the session.

The overall outcomes will result in a publication sharing the work of a range of medical schools, acknowledging participants’ input.

References:

Educational Methods:
Participants will be helped to construct new knowledge and to reflect on their understandings as follows:

• Introduction (10 minutes): The team will briefly share findings from a PhD study which has explored the views of patients/carers, faculty and students on involvement. We will briefly share the patient and carer work at Leicester and Warwick medical schools. The team will acknowledge that despite excellent progress we are all learning together about what works well and why.

• Group work (60 minutes with 20 minute rotations). Participants will be asked to work in a Café style approach rotating around three tables on which there will be posters with the main workshop questions for participants to complete. There will be patients and/or carers with students at every table along with a workshop lead who will stimulate group interactivity and ensure thoughts are recorded. Patients will be able to share their stories of what it feels like to be involved in healthcare education and students of what it is like to attend learning sessions led by patients.

The three questions are:

• How does your school involve patients and carers in curriculum design, delivery and assessment?
• Considering the aspirations of the Spectrum of Involvement – does this resonate with you?
• What biases and pre-conceptions do we hold about patient involvement?
Summary:
• Workshop participants will then come together to share the main findings (20 minutes)

Objectives & Outcomes:
Aim:
• To debate and discuss how to create and sustain patient involvement that is valued by patients, academic and clinical staff and students.
Objectives:
• To explore how medical schools involve patients and carers
• To debate guidance literature such as the Spectrum of Involvement
• To examine our biases and pre-conceptions about patient involvement
Outcomes:
• Participants will receive summaries of the debates and discussions
• To publish the groups discussions as workshop findings in a relevant journal and through ASME acknowledging the groups input
• Participants will forward their knowledge on recent research on partnership working with patients. Through debate and discussion participants will have an opportunity to reflect on their attitudes towards involvement, while learning new skills from each other on best practice

Intra-conference Sessions
Friday 14th July, 1015-1215hrs

Research Paper Award 2023 Finalists
Session Chair: Dr Anita Laidlaw
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.

1015hrs Welcome & explanation of criteria for judging presentations, introduction of the panel.
(15 minutes talk and 10 minutes Q&A per paper)
1020hrs You may think that the consultants are great, and they know everything, but they don’t: exploring how new Emergency Medicine consultants experience uncertainty.
Anna Collini, KCL @drcollini
1045hrs Experiences of patient death: voices of new graduate doctors in the COVID-19 pandemic
Emma Farrington, Newcastle University
1110hrs (L)earning: exploring the value of paid roles for medical students
Johnny Callaghan and Katrina Freimane, Queens University Belfast @KatrinaFreimane @JohnnyCa11aghan
1135-1150hrs Panel discussion; winner announced at the end of the session and in close of conference
1200hrs Close
Widening participation for the doctors of tomorrow. Maximising the impact of a medicine with foundation year program

Session Lead: Dr Andy Cook, Leicester University Medical School
Additional Presenters: Dr Sam Adcock

This workshop is aimed at anyone interested in widening participation to medicine through ‘medicine with foundation’ programmes.
This interactive session will encourage attendees to share experiences and explore how medicine with foundation programs can best help prepare students from widening participation backgrounds, for medical programs and their future lives as the doctors of tomorrow.
We will consider a number of areas relevant to foundation programs including ‘selecting’, ‘belonging’, ‘equipping’, and ‘content’, exploring – what is needed, what is wanted, and what is possible in each area, and does it really matter?
The session will also include opportunities for attendees to discuss potential future developments and possible collaborative working between institutions.

Educational Methods:

Format of session:
Short presentation, followed by interactive discussions in ‘world café’ style small groups, followed by plenary session for group feedback.

Timeline:
15 minutes – presentation to introduce the topic and background of widening participation programmes to medicine, describe the elements of the Foundation to medicine program at Leicester Medical School, and hear from an ex-foundation program student about their experience of the program.
45 minutes – four small group discussions each with a different topic focus. Topics for discussion will be:
‘Selecting’ – factors influencing ‘successful’ recruitment of students into foundation year programs
‘Belonging’ – factors influencing foundation student’s sense of belonging, identity and support
‘Equipping’ – factors influencing student learning, maximising potential, and student progression
‘Content’ – what is needed, what is wanted, what is possible, and does it really matter?
20 minutes – plenary where each group will have 5mins each to present a summary of ideas

Objectives & Outcomes:
Participants will:
• Gain an understanding of the components of current foundation programs
• Consider factors contributing to ‘design’ and ‘success’ of a foundation year program
• Explore ideas and opportunities for further development of programs
• Consider opportunities for collaborative working between institutions
Writing for publication

Session Leads: Dr Aileen Barrett and Professor Karen Mattick

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. Submission to 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 knowledge of the field of publishing and tricks of the trade for maximizing the likelihood of publication success. They will aim to provide a glimpse of what goes on ‘behind the scenes’ of the publication process in an effort to unravel some of the mysteries of peer review and increase understanding of what it takes to publish in health professional education journals specifically, relative to the broader scientific literature.

Workshop participants will be asked to consider the following questions and issues:

• What problems are commonly encountered?
• What makes a good paper? Why do papers get accepted or rejected?
• What happens to a paper during the review process?
• Ethical aspects of publication.

Through this they will gain knowledge regarding what health professional education research journal Editors are looking for, how to maximize the chance of publication success, and strategies for writing clearly.
We have various symposia scheduled throughout the conference: please see below for more info
You can sign up to attend these sessions on the day they are being held, on a first come, first served basis.

Expanding Admissions Diversity Efforts to include Disability

**Keywords:** Admissions, EDI, Assessment, Disability, Technical Standards

**Theme:** Admissions

**Symposium Chair:** Dr Lisa Meeks, University of Michigan @meekslisa

**Additional Contributors:** Ms Grace Clifford, Dr Erene Stergiopoulos

The medical profession is challenged to produce a workforce that is representative of the population, including the 20% of people worldwide with disabilities, yet medical school recruitment efforts rarely include students with disabilities. Indeed, students with disabilities are deterred from applying to medical school by nebulous technical admissions standards for admission; highly ableist medical model of disability that narrowly defines and limits ideas about who is qualified and capable of practicing medicine; and a dearth of mentors and specialized disability advisors who understand how to properly determine clinical accommodations. This panel of leaders will address 5 of the largest barriers for students with disabilities. Using a case-based review, each panelist will discuss a distinct roadblock to admissions and simultaneously present mechanisms for removing these barriers.

**Barriers include:**

- Discriminatory and outdated technical standards.
- Poor messaging and clarity about how to request accommodations.
- Ableism and bias in the admissions decisions.
- Poor understanding of performance of learners with disabilities.
- Poor understanding about the value of disability inclusion.

In order to truly practice disability inclusion, medical schools must first dismantle the first barrier to medical education—admissions; these barriers are partially grounded in long-standing, systematic and attitudinal beliefs about disability. Strengthening admissions for students with disabilities, understanding disability as a unique and necessary contributor to a diverse and inclusive workforce, and valuing the contributions of lived experience of disability are first steps towards a more inclusive physician workforce.

The following items will be covered with the presenter’s name in parenthesis. (Lisa Meeks); Poor messaging and clarity about how to request accommodations. (Grace Clifford); Ableism and bias in the admissions decisions; Poor understanding of performance of learners with disabilities. (Lisa Meeks); Poor understanding about the value of disability inclusion. (Erene Stergiopoulos)
Gearing up for the CPSA – a toolkit for delivery

Keywords: CPSA, Validity, Reliability, Training, MLA

Theme: Assessment

Symposium Chair: Dr Sam Thenabadu, King’s College London @4hrEmergencydoc

Additional Contributors: Dr Helen Oram, King’s College London; Dr Vikki O’Neill, Queen’s University Belfast; Dr Kathy Cullen, Queen’s University Belfast

UK medical schools are currently liaising with the GMC to quality assure their Clinical and Professional Skills Assessment (CPSA). They must demonstrate compliance with the CPSA requirements before the end of 2023.

This Symposium is a CPSA Delivery Toolkit, designed to support schools in the preparation, logistics, content and analysis of clinical assessments.

The symposium will have a very practical focus. The presenters will discuss station topic selection, sampling from the Medical Licensing Assessment (MLA) content map, quality assurance and equality, diversity and inclusion. There will be tips to ensure consistency across multiple sites and resources to help maximise station reliability and validity. We will consider how to prepare your students, simulated patients, examiners and administration and invigilation team. The essentials of CPSA psychometrics and student-focused feedback will be outlined clearly.

The team are mindful that every University will have a unique approach to the exact nature of the clinical assessments and the CPSA will vary in station length, mark scheme style and nomenclature. There has been considerable consternation regarding site readiness to deliver a GMC MLA CPSA-compliant examination locally. This a timely and likely highly desirable practical symposium option in the run up to the CPSA.

- Dr Kathy Cullen (Respiratory Consultant, Assessment Lead, Queen’s University Belfast (QUB), GMC Associate MLA reviewer for the CPSA) will share concepts/tips for producing consistent, relevant, EDI aware and reliable individual clinical assessment ‘stations’. She will focus on OSCEs but the principles are transferrable to other formats.

- Dr Helen Oram (Haematology Consultant, Deputy Assessment Lead and MRCP/MRCPath Senior Examiner, GMC Associate MLA reviewer for the AKT) will discuss troubleshooting and consistency including tips on preparation of simulated and real patients, examiners and students. She will consider intra-station concordance and inter-site consistency.

- Dr Vikki O’Neill (Psychometrician and Deputy Assessment Lead QUB) will outline the essential psychometric data which should be analysed post-CPSA. She will also share her unique Psychometrics dashboard and feedback tool.
Building Inclusive Learning Environments for Learners with Disabilities: A Global Perspective

Keywords: Access, Disability, Diversity, Inclusion
Theme: Equality, Diversity and Inclusivity (EDI)
Symposium Chair: Dr Lisa Meeks, University of Michigan Medical School @meekslisa
Additional Contributors: Dr Neera Jain, University of Auckland; Dr Duncan Shrewsbury, University of Brighton; Lise Mogensen PhD

The number of medical students and doctors who experience disability entering the profession has increased in the last decade, sparking debate around inclusion in education and practice. In the last 4 years, five medical associations, including the Association of American Medical Colleges and the American Medical Association’s Council on Medical Education (US), the British Medical Association and General Medical Council (UK), and the Medical Deans of Australia and New Zealand (AUS, NZ), have reported a need, and issued calls for action for medical education to be more inclusive in our approach to education, training and supporting practice.

Learners with disabilities are an important, under-discussed, and under-served part of our professional community. Medical schools are actively seeking guidance to address gaps in policy and training in building inclusive and accessible environments. Confusion and misconceptions persist regarding disability and the ability of individuals identifying as disabled to practice medicine.

This session comes on the heels of several international reports and allows the global audience to dig deeper into the variables affecting disability access for trainees.

Participants will leave the sessions understanding:
• Barriers exist for learners with disabilities that are structural and cultural in nature.
• Program access via accommodation or reasonable adjustment are critical to academic success, wellbeing, and positive learning environments.
• Resources exist to assist medical educators in creating accessible environments.

Medical education researchers from 3 countries, including contributors to the aforementioned reports, will present current research through the lens of 2 case studies. Specific discussions include Ableism (Neera Jain) Mental Health, Bias and Stigma (Duncan Shrewsbury) and Accommodations and Program Access (Lisa Meeks).
Hidden aspects of widening participation: uncovering the needs of students

Keywords: Keywords: widening access; widening participation; differential attainment

Theme: Equality, Diversity and Inclusivity (EDI)

Symposium Chair: Dr Eleanor Hothersall, University of Dundee @e_hothersall

Additional Contributors: Dr Helen Oram, Kings College London; Dr Kathy Cullen, Queens University Belfast; Dr James Galloway, Kings College London

Widening participation (WP) or widening access are terms for increasing recruitment of students from non-traditional backgrounds into professional education and careers. The driver behind this is to create a more balanced workforce, which has better representation of the populations that the healthcare system serves (1).

However, non-traditional backgrounds are often more deprived: materially and educationally, and it is common for students from WP backgrounds to describe struggling to fit into the education system. WP students identify many barriers which have been previously overlooked, such as understanding the complex hierarchy of medical education.

In addition, WP students are often more financially precarious, meaning they have paid work in addition to their studies, or they may have caring responsibilities which require significant additional time. These issues may mean that students are unable to achieve their academic potential.

This symposium presents a number of case studies from UK undergraduate medical education, offering an opportunity to improve the experience of WP students, by exposing the hidden aspects of their experiences.

The symposium will consist of short case studies, followed by a panel discussion with Q&A involving participants. The case studies will come from UK medical schools with experience of WP (Kings College and Queens University Belfast), and include a summary of policy work across Scotland to support WP students (University of Edinburgh).

Findings from a recent survey of final year medical students will be used to explore the relationship between hours worked outside medical studies (paid employment, volunteering and caring responsibilities), income, and academic achievement. The potential impact of changes to teaching, such as shift work and weekend working, will be highlighted. The symposium will finish with a call to action for participants, to identify the hidden barriers for their students, and to work to expose and address them.

References:
Exploring and remediating unconscious bias and discrimination: An interactive, participant-led, results oriented exercise

Keywords: Unconscious Bias, Discrimination, Exploring Remediating

Theme: Equality, Diversity and Inclusivity (EDI)

Symposium Chair: Dr Gilles de Wildt, University Of Birmingham; NHS (Locum GP Cape Hill Medical Centre)

Additional Contributors: Associate Clinical Professor Sabena Jameel, University of Birmingham, GP Church Road Surgery, Aston

There is increased awareness of socio-economic & health inequalities and discrimination based on race, ethnicity, (post)colonial legacies and gender. The Birmingham Medical School BMedSc Global Health Programme developed an academic and personal approach to explore these challenges and articulate remedial action in medical student-led exercises. Students prepared and delivered presentations, followed by responses by medical educators and a peer leading senior medical student and discussion, in a two and a half hour session.

The four presentations centred on: 1) Personal experiences with discrimination – as a subject or witness; 2) Perspectives from different diasporas in the UK; 3) A short role play where a delegation from Ghana scrutinises mental health provision for children and adolescents in the UK, responded to by the UK government; 4) Practical suggestions for improvements in teaching and training.

A shortened version of this exercise was run with Netherlands based “Doctors of International Health and Tropical Medicine” in the context of their mandatory peer education. Findings: Participants had the vocabulary to explore these challenges respectfully without losing clarity of purpose. Practical suggestions were made vis-a-vis teaching, training, including “safe spaces” to explore unconscious bias in small groups of 4-6 persons. Authors believe this exercise is replicable and adaptable for different disciplines and settings in the world.

In this symposium, after a short introduction, participants will be divided in groups of 4 to 6, to explore the issues from different viewpoints, followed by a plenary discussion and recommendations to medical educators and ASME. Anoushka Ramkumar and Sabena Jameel will be respondents and small group facilitators. One of them will deliver a short introduction. Gilles de Wildt will chair and facilitate a small group
Making judgements about competent, confident, collaborative, compassionate doctors in diverse populations

Keywords: Assessment; progress; variable progression; judgements; competence

Theme: Assessment

Symposium Chair: Professor Jacky Hayden, Academy of Medical Educators @HaydenJacky

Additional Contributors: Dr Kim Walker, Aberdeen University, Professor Colin Melville, General Medical Council

This symposium will challenge the current system of evaluating the progress of postgraduate trainees through a numerical approach to workplace based assessments. It will explore how judgements can be made consistently to understand the confidence and competence of trainees in the workplace (clinical, educational/academic and leadership roles). Participants will be able to explore potential confirmatory bias, particularly in relation to doctors who have trained outside the UK or come from ethnic minority backgrounds. The discussion will be set against the current background of workload pressure in the health and care system, exploring how to maximise opportunities for growth in the trainee population.

Colin Melville

Will bring a unique perspective from the General Medical Council, particularly the current thinking on variable progression and ensuring equity in trainee assessments. He is also in a unique position to assimilate the perspectives of the participants in formulating national thinking.

Kim Walker

Has extensive experience in leading and influencing national thinking in postgraduate curricular and assessment. In particular, she will contribute her knowledge of assessment of progress to challenge the current system.

Jacky Hayden

Has many years’ experience working in postgraduate medical education. She will bring her understanding of the development of the current system and the steps needed to skill the training workforce (including all the professional groups working with the trainee) to be confident and competent in articulating their observations and sharing them with the trainee.
Recognizing and Addressing Ableism and Bias in Health Professions Education

Keywords: Admissions; EDI; Disability; Ableism; Assessment

Theme: Admissions

Symposium Chair: Dr Lisa Meeks, University of Michigan @meekslisa

Additional Contributors: Dr Erene Stergiopoulos, Ms Grace Clifford, Dr Duncan Shrewsbury, Dr Neera Jain

Disability is an important element of diversity and brings unique benefits to patient care. Despite an unprecedented growth in this population and efforts to create more inclusive environments, deeply entrenched ableist belief systems continue to impact admissions, school-based policy, assessment, accommodation decisions and career counseling. Creating an awareness of ableism and how it manifests in medical education is the first step in helping stakeholders recognize, respond to, and dismantle ableism-informed barriers. This session will review the concept of ableism and engage participants in a discussion about how ableism impacts the experience of learners from admissions to graduation.

Learning Objectives:

• Define ableism and provide 3 examples of ableism in health professions training.
• Identify ableist-driven barriers for trainees with disabilities.
• Describe actions, language, and processes that create anti-ableist learning environments.

Presenters will review the largest barriers to inclusion for learners with disabilities in health professions education including: admissions, school-based policy, assessment (Stergiopoulos), accommodation-decisions (Clifford) and career counseling (Shrewsbury).
Incorporating ‘ologies’ that do not fit into body systems, such as behavioural and social sciences (BSS), in a medical curriculum is challenging. 1) These subjects usually end up in self-contained modules, which leaves many medical students perceiving them as disconnected and tangential to the ‘core’ learning of anatomy and physiology. 2) The development of the new graduate-entry MBChB at the Three Counties Medical School (TCMS) offered an opportunity to do things differently.

TCMS aims to develop doctors with patient-centredness at the heart of their care. As such, BSS is not a curriculum ‘add on’ but is integrated from the outset. The underpinning pedagogy of TCMS MBChB Phase 1 (years 1 and 2) is guided problem-based learning (PBL) based around patient presentations organised by body systems. Each year of the course is a single multi-logy module with integrated assessment.

We led the integration of BSS in the Phase 1 curriculum, with little published pedagogical literature to guide us. Our challenge was to negotiate the integration of medically-relevant BSS topics at clinically-relevant points within a busy and vast spiral curriculum, at a level and ordering that will make sense to graduate students with little prior knowledge who are learning via blended PBL. We will critically reflect on our methods and outcomes, both successes and misfires, and our experiences of working within the multidisciplinary and multi-ology curriculum development group. We will invite discussion with the audience to arrive at shared recommendations for improving BSS learning within medical education.

• Professor Rebecca Stack will critically review the BSS content of the GMC’s Outcomes for Graduates (2013) in the context of other national guidance for the BSS content in medical degrees.
• Professor Lisa Jones will critically review the TCMS approaches and methods of integrating BSS outcomes and learning resources in the MBChB PBL curriculum.
• Dr Bere Mahoney will reflect on her experiences as an experienced BSS scientist based in a different academic school contributing to the TCMS MBChB curriculum development.
• Professor Kay Mohanna will address some of the challenges, and joys, of leading the development of a fully integrated MBChB curriculum with a multidisciplinary and multi-ology curriculum development group.
• Professor Sandra Nicholson will contribute a Dean’s perspective on developing a new medical school with an integrated curriculum, particularly addressing issues of interfacing with existing academic schools and processes in a university.
Supporting Access, Success and Progression of Medical Students and Doctors From Non-traditional Backgrounds – a National Medical Schools Widening Participation Forum

Keywords: Widening Participation; Widening Access; Transition; Socio-economic disadvantage
Theme: Equality, Diversity and Inclusivity (EDI)

Symposium Chair: Dr Clare Ray, University of Birmingham @drCJRay
Additional Contributors: Dr Enam Haque, Dr Mandy Hampshire, Halimah Khalil

The Millburn Report (2012) highlighted medicine as a career for the privileged with only 7% of medical students coming from the lowest socio-economic group, while 22% were educated in independent schools (vs 7% for the whole population). Despite improvements over the last ten years (MSC, 2019), inequalities in access to medical school, student success while studying (e.g. awarding gaps and access to extracurricular and enrichment activities) and progression through post-graduate training remain.

For individuals from lower socio-economic backgrounds, inequalities in social, cultural, and economic capital generate barriers at every stage of the pathway to becoming a doctor. Inequalities include access to support for achieving high academic grades, navigating the application process for medical school, and transition to and engaging with all aspects of university life while studying. Inequalities do not stop upon graduation but persist through transition to post-graduate training as a junior doctor and career progression, meaning that some pathways are only open to more privileged individuals.

To address these inequalities, in 2015, the National Medical Schools Widening Participation Forum was formed. With over 100 academics, admissions tutors, outreach staff, assessment bodies, charities, medical students, and junior doctors, we work together to widen access to the medical profession. This symposium will discuss the evolution of this organisation and how it has worked to improve the access, success and progression of medical students and doctors from disadvantaged backgrounds and will highlight how close collaboration with medical students and junior doctors has enhanced our work to widen participation in medicine.

• Dr Enam Haque, will discuss how the NMSWP Forum evolved from a subgroup of a regional admissions organisation to a nationally influential organisation. He will also discuss the key principles underpinning the success of the organisation, and its unique position of providing a holistic student journey approach to widening participation.

• Dr Louise Alldridge, will discuss the importance of contextualising admissions and foundation years in widening access to studying medicine at university. The UKWPMED collaborative contextual admissions programme involving six UK medical schools and which is led by the Forum will be highlighted.

• Dr Mandy Hampshire, will discuss the challenges faced by medical students from widening participation backgrounds while studying and during their transition to their first jobs as doctors. She will provide an insight into application to the UKFPO from a WP perspective and also highlight the impact of the #LiveableNHSBursary campaign which the Forum has supported.

• Ms Halimah Khalil, will discuss the important role that medical students play in supporting the access and success of medical students from widening participation backgrounds and the role that the National Student Widening Participation Conference, which is organised by the student committee of the Forum, plays in providing opportunities for leadership, collaboration and a national network of Widening Access to Medicine societies.
Using the rainbow to part the clouds: reflection to navigate greyness

**Keywords:** Reflective Practice, Dealing with Uncertainty, Professional Identity, Wisdom, Phronesis

**Theme:** Reflection

**Symposium Chair:** Dr Sabena Jameel, University of Birmingham @sabenaj

**Additional Contributors:** Professor Jacky Hayden, Academy of Medical Educators, FLM, Plymouth NHS Trust; Professor Linda de Cossart, Ed4MedPractice Ltd

Our multicultural and multi-professional workforce bring their own values and beliefs to patient care; the current pressures in the NHS and the complexity of many of the patients seeking care can be overwhelming. Medicine has become more complex than ever. One of the responsibilities of our educators is to offer techniques and resources to those learning with them to help them navigate a path which will encourage them to be patient focused, maximise resource and remain true to their professional values.

Using the research base of developing professionalism, the symposium will offer participants insights from the three speakers. Interactive discussion will be encouraged, exploring how the delegates might use reflection and other educational resources in navigating these tensions, both personally and as an educator. We hope that in learning how to ‘part the clouds’ the peaks of Maslow’s and Millers pyramids become an attainable objective. Providing heuristics that aspire to assist learners to practise to a consistently high standard, sharing decision making with their patient and using NHS resources effectively. Most importantly aligning with their values, contributing to professional wellbeing.

1) Professor Hayden – Professionalism and value conflicts & tensions

This presentation will explore the importance of both the teacher and the learner understanding the ways in which they can judge the effectiveness of the interaction between the clinician and their patient and the importance of exploring the grey areas; potential tensions between personal values, patient preferences and available resources.

2) Dr Jameel – Reflection and Wisdom in dealing with uncertainty/professional virtues and the wise doctor

Phronesis (Practical wisdom) is an intellectual virtue that helps adjudicate and underpin clinical reasoning when values conflict. It is about decision making with a moral orientation. Modern medicine is fraught with these tensions and uncertainties. The GMC have made dealing with uncertainty an outcome for graduates, but how well do medical educators prepare learners for this? Effective reflection with an orientation towards growth and deepening understanding is essential for developing our wisdom. Dr Jameel will outline her insights from empirical research on wise clinicians.

3) Professor de Cossart – Moral and technical mode of practice/educator professional identity/rainbow writing & transformative reflection as a tool to deal with uncertainty

This talk will clarify the terms moral and technical mode of practice and offer the Mountain of Educational Practice and a philosophy which has underpinned teaching in this way. It will emphasise the importance of all teaching and reflection taking account of the Exploring Being, Knowing, Thinking, Doing and Becoming of the learner and thinking like a teacher. It will introduce the educational resource of Rainbow Writing and Transformative Reflection as practical activities to navigate and explore the nuance and greyness of everyday medical practice.
What are the pop-up events?
These sessions are about sharing good ideas: practice innovations, looking for research or teaching collaborators, the launch of ASME’s new special interest groups. These pop-ups present a networking opportunity, putting you in the room with others interested in the same field. As you will see, there is a variety of events to choose from. The following pages will help you to choose which events you might like to attend.

When are they?
Friday 14th July, 0900-0945hrs

What do you need to do to attend?
Please sign up to register your intent to attend, via our ASM2023 App on the morning of the relevant event. Then, head to the room for the start time and enjoy!

Thank you to all our pop-up eventers!
A menu of educational innovation

Healthcare education and other postgraduate programmes present particular opportunities and challenges for those teaching on them – partly deriving from organisational/positional issues but to some extent, perhaps, due to the limited evidence base regarding the impact of what we do, why and how it plays out in the workplace. In this inclusive session, we will further develop our community of practice, aiming to build capacity in scholarship and research. We will present a ‘smorgasbord’ of small-scale projects at various stages of completion, as well as a collaborative proposal in the making. We hope you will join us.

Who should attend?

Anyone with an interest in Postgraduate Taught Programmes in Medical/Clinical/Health Education, and/or research scholarship around the PGT programmes. Alumni and current students on such programmes will be specially invited so that they can share their experiences.

Where/When

Friday 14th July 2023 / 0900-0945hrs / Ashstead 1

Event Lead(s):
Dr Kirstin James

Institution(s):
University of Edinburgh
Do ‘Training the Trainers’ courses work? Opportunities and challenges for developing educators in the NHS.

Do you contribute to, or run, a ‘Training the Trainer’ course in the NHS? What works well and what doesn’t? Does your course engage clinicians, develop educational skills and enhance training? Are we catering for the needs of new and experienced educators? In 2019, we explored good practice and overcoming the challenges of training and developing good clinical and educational supervisors. Since then, much has changed. The ASME Educator Development Committee (EDC) invites you to come and share ideas for good practice in effective ‘Training the Trainer’ courses and explore how the EDC might support trainer development in the NHS.

Who should attend?
Anyone involved in developing and delivering ‘training the trainer’ programmes for postgraduate medical education, clinical and educational supervisors, those involved in, or responsible for, trainer development in the NHS.

Where/When
Friday 14th July 2023 / 0900-0945hrs / Ashstead 2

Event Lead(s):
Dr Catherine Bennett and the EDC

Institution(s):
University of Warwick and ASME EDC Chair
From ‘ticking the boxes’ to meaningful conversations in postgraduate supervision

The guidance for postgraduate clinical supervision is well-developed, but implementation in practice does not always reflect the intentions of the profession. In the pressures of the clinical environment, learning opportunities can pass by, and supervisory interactions can risk becoming ‘tick-box’ to satisfy programme requirements. We want to change the conversation within postgraduate workplace learning towards the pursuit of ‘meaningful conversations’ in our workplaces and supervision. In this session we’ll aim to explore literature and theory on supervision to provide a springboard for discussion, recognising the challenges that arise in deeply complex and diverse clinical learning environments.

Who should attend?
We’d like to encourage postgraduate trainees, supervisors and those involved with the planning and implementation of training to attend.

We’re particularly interested in hearing from those who want to improve experiences of postgraduate supervision either for themselves (as trainees or supervisors), or for others (as programme leads or those developing curricula).

Where/When
Friday 14th July 2023 / 0900-0945hrs
/ Ashstead 3

Event Lead(s):
Dr Dawn Jackson, Dr Eva Hennel

Institution(s):
University of Birmingham, University of Bern, Switzerland
Teaching Clinical Skills: Sharing best practice

Whether you teach basic history and examination skills, bedside teaching, practical procedures or simulation, we would love to meet and share best practice in the field of teaching clinical skills with you. This pop up event will provide an opportunity to share ideas, meet like minded teachers and discuss how we can form a network / special interest group of all things clinical skills.

Who should attend?
Any educators who are involved in teaching clinical skills or students who may have done peer teaching or have some good ideas about how we could teach it better!

Where/When
Friday 14th July 2023 / 0900-0945hrs / MR 4

Event Lead(s):
Dr Lindsay Muscroft

Institution(s):
Warwick Medical School
The Road Less Travelled: Networking for those with diverse career paths within medical education

Medical education is a melting pot of perspectives, as it attracts clinicians, non-practicing clinicians, sociologists, psychologists, anatomists – the list goes on. Though the field is made richer by diverse perspectives, there is little peer support for those with “less travelled” career paths. We, the presenters, who are non-practicing clinicians, have found great support in connecting with others on similar paths, or who are interested in similar paths. This pop-up event will be a space to connect with others with diverse (and perhaps, “wandering”) career paths across clinical academics, non-practicing or ex-clinicians, and those with interdisciplinary perspectives.

Who should attend?
Anyone who would identify with having a “less travelled” or “wandering” career path within medical education. Open to clinicians, non-practicing or ex-clinicians, and those from diverse disciplinary backgrounds across the health professions. Open to individuals at any career stage. You don’t have to have made the switch to a less travelled path to attend; you might be considering a career move that would set you on such a path.

Where/When
Friday 14th July 2023 / 0900-0945hrs / MR 1

Event Lead(s):
Dr Megan Brown, Dr Helen Church, Dr Anna Collini

Institution(s):
Imperial College London; University of Nottingham; Kings College London
Virtual Reality (VR) in Trauma and Orthopaedics

Immersive technology offers pedagogy based on constructivism and experiential learning. It provides an opportunity to elevate the ceiling of learning objectives through active and stereoscopic exploration of anatomy which helps students appreciate its complexity. Using Microsoft HoloLens headset, we will enable learners to step into the immersive Holohuman app and interact with a lifesize, three-dimensional (3D) human hologram. Learners will be guided through clinical scenarios to analyse the potential complications of musculoskeletal trauma and apply that to the management of these scenarios. You can choose to come as a group and interact with the Holohuman collaboratively or a solo explorer.

Who should attend?
5th year medical students.
6th year medical students.
Foundation doctors

Where/When
Friday 14th July 2023 / 0900-0945hrs / MR 2

Event Lead(s):
Dr Aws Almukhtar

Institution(s):
Imperial College London
Xrays R Us!

Clinical Imaging is the corner stone of modern Clinical Medical Practice. This is recognised by its inclusion in the GMC MLA content map as one of the top 7 most examinable Conditions against this. Yet Clinical Imaging has an almost non existent footprint in the curriculum. This leaves a large gap in the UK Student Learning Needs to be met by 2025. How can we solve this problem quickly? We will make the case of why Clinical Imaging is integral to all aspects of Medical Student Education. We will be showcasing and using the MLA focused free learning online resource to show how easy it is to deliver this teaching. There will be open Q+A discussion about how we can improve, what Clinical Imaging teaching is available for attendees and what barriers exists.

Who should attend?
Although primarily aimed at Medical Student educators, Clinical Imaging is ubiquitous to all aspects of Health care and Healthcare education. As such, all specialties and health care educators of all levels welcome! Lets work together to embed Clinical Imaging into all aspects of Health Care Education. This will (1) Help the learners learn their specialisms through the use of Imaging to better understand what is normal and what is pathological (2) Help learners to know the limits of imaging investigations and (3) When to use what imaging.

Where/When
Friday 14th July 2023 / 0900-0945hrs
Tactic Meeting Room

Event Lead(s):
Dr Cindy Chew

Institution(s):
University of Glasgow
e-Posters at ASM 2023
Support our e-Poster presenters

The e-Poster presentations will take place Thursday 13th July, 1325-1430hrs.

On-site, at The Eastside Rooms - e-Posters Stations
The e-Posters will be displayed throughout the conference in Belmont Suite. Two e-Poster stations allow delegates to search the entire database using the following filters: topic, abstract number, and institution.

Online – e-Poster Gallery
All e-Posters and associated abstracts will be available online on a dedicated web-based platform before, during, and after the event. With this initiative, we aim to prolong the ePoster experience and increase the visibility of our authors’ work long after the conference. The web-based platform will allow conference attendees to engage directly with authors, whether through direct messaging or even initiating a video call or participating in a broader discussion through the asynchronous discussion forum available for each poster. Some poster authors have also submitted a video presentation of their posters to allow users of the digital poster gallery to discover their contributions.

To access the ASM e-Poster Gallery click HERE. Input the email address that you used to register for the ASM, then create an account with a password to browse the platform and its content.

QR code to access the e-Poster gallery

All e-Poster abstracts are available on the platform and in our ASM 2023 Abstract Booklet on the ASME website.
PARALLEL SESSIONS
Annual Scholarship Meeting 2023

Oral Presentations – Let’s hear it from our delegates
Themed abstracts accepted as oral, What's Your Point? and ASME Award Winner presentations

The parallel session timings for each paper are as follows:
• 10 minutes presentation time
• 5 minute questions and answers
• 5 minute turnaround between presentations to allow movement between rooms if required

The sessions are chaired and timings will be strictly adhered to.
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<td><strong>Equality, Diversity &amp; Inclusivity</strong></td>
<td>A Clinical Attachment Training Programme (CATP) to educate, support, and prepare for NHS employment</td>
<td>A qualitative study exploring the perceived reasons for differential attainment amongst international medical graduates (IMGs) within General Practice (GP) training, undertaking the applied knowledge test (AKT)</td>
<td>A realist evaluation exploring differential attainment in Health Professions Education</td>
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<td><strong>Equality, Diversity &amp; Inclusivity</strong></td>
<td>Ethnicity-related stereotypes: How to recognise and reduce their impacts on student health professionals</td>
<td>Exploring the curriculum and opinions of medical students on their teaching of sexual harassment</td>
<td>Exploring the impact of Educator Masterclasses Embedding Compassionate Courageous Cross-Cultural Conversations into Psychiatry Training</td>
<td>Dr Yasmin Ackbarally</td>
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<td><strong>Equality, Diversity &amp; Inclusivity</strong></td>
<td>The Journey from Invisible to Visible: Black Female Medical Students’ Perceptions and Experiences of Role Models</td>
<td>The Lived Experience of Women Whistleblowers</td>
<td>Understanding the motivators, barriers, and facilitators to female Trauma and Orthopaedic surgeons in achieving Certificate of Completion of Training</td>
<td>Miss Elizabeth Egbase MRCOG MA</td>
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<td><strong>Admissions</strong></td>
<td>STEP inTO OxMed: A remote summer series about the medical school admissions process for students from widening participation backgrounds</td>
<td>STEP inTO OxMed: Targeted mock interview workshops for shortlisted candidates from widening participation backgrounds</td>
<td>ASME PhD Funding Recipient: What are key stakeholders perspectives on the use of contextual admissions at UK medical schools</td>
<td>Ms Lucy Thompson, Ms Isabella Martus</td>
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<td><strong>Medical students</strong></td>
<td>Preparing candidates for a Clinical and Professional Skills Assessment (CPSA)</td>
<td>‘Stepping into the role of doctor’: Exploring educational value in a simulated setting</td>
<td>Understanding the person behind the patient: Promoting reflection to explore patients’ perspectives on their hospital stays</td>
<td>Dr Laura Shannon, Dr Caroline Lavery</td>
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# Wednesday 12th July 2023 1630-1730hrs

## Room and Theme

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<td><strong>Undergraduate</strong></td>
<td>Comparing the perspectives of clinical supervisors and veterinary students on the relative importance of preparedness characteristics for workplace clinical training</td>
<td>‘Ctrl-Alt-Dermyscape’: Shifting medical students’ perceptions through a dermatology-based escape room</td>
<td>Exploring why cancer patients engage into medical education</td>
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<td>Dr Jennifer Routh</td>
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<td>Assessment of Burnout for Physicians with Disabilities</td>
<td>Associations between program access, depressive symptoms, and medical errors among resident physicians with disability: results from the intern health study</td>
<td>The impact of the COVID-19 pandemic on the early years of medical school – an exploration of students’ experiences</td>
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<td>Dr Lisa Meeks</td>
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<td><strong>Peer &amp; Near-peer Education</strong></td>
<td>Autonomy and Touch highlighting the benefits and importance of touch to early years medical students, an evaluation</td>
<td>Rethinking summer resits in medical school: Sharing a peer-led initiative and understanding experiences of peer support for resit revolution</td>
<td>The experience of junior clinicians undertaking undergraduate paediatric bedside teaching</td>
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<td>Dr Heather Macfarlane, Dr Rasha Mezher-Sikafi</td>
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<td>Exploring patterns of migration of doctors to the United Kingdom: Implications for a sustainable diverse workforce</td>
<td>Factors that influence belonging of international medical graduates in the workplace during hospital-based postgraduate training in the United Kingdom: a qualitative study</td>
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<td>Dr Sophie Hill</td>
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<td><strong>Education</strong></td>
<td>A comparison of two escape rooms for teaching written skills: Lessons learned</td>
<td>The Clinical Teacher Travelling Fellowship 2020: Boston Children’s Hospital - A visit to share knowledge, observe practices and open collaboration</td>
<td>Challenging the Spectrum of Involvement: Are equal partnerships the ultimate goal?</td>
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<td>Dr La'ali Imam-Gutierrez</td>
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<td><strong>Education</strong></td>
<td>Comparing Clinical Simulation Global Rating Scores of participants from low, middle, and high income countries in Simulation via Instant Messaging- Birmingham Advance (SIMBA) sessions</td>
<td>Diversity and Accessibility in Academic Medical Training: Time to act on differential attainment</td>
<td>Empowering female health workers to minimise and eliminate the effects of Gender Based Violence (GBV) within workplace and in the community</td>
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<td>Miss Maiar Elhariry</td>
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<td><strong>Foundation Doctors</strong></td>
<td>Factors influencing foundation doctors' use of VR simulation training: a mixed methods study</td>
<td>How do NHS Trusts deliver core teaching to FY1s? A national audit project</td>
<td>The world beyond 'Breaking Bad News' tutorials: Uncovering the real-life communication scenarios junior doctors face</td>
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<td><strong>Equality, Diversity &amp; Inclusivity</strong></td>
<td>Why best practice isn't best</td>
<td>The Tree - tearing up the roots of structural racism</td>
<td>Challenging Imposter Phenomenon in Healthcare: Who is Responsible?</td>
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<td>Social Identity Resources Can Enable or Inhibit Transitions into the Medical Community: A qualitative Longitudinal Study</td>
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<td><strong>Thursday 13th July 2023 0915-1115hrs</strong></td>
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<td>A Role Model is like a Mosaic: Reimagining URiM Students' Role Models in Medical School</td>
<td>ASME PhD Funding Recipient: A scoping review of gendered experiences of medical training and their impact on career progression and specialty choice</td>
<td>ASME/GMC Excellent Medical Education Award 2021 - Winner, Undergraduate Category: Active Bystander Training: Is simulation effective?</td>
<td>An exploration of the impact of being a student reverse mentor</td>
<td>Barriers to disclosure of disability and request for accommodation among first-year medical residents</td>
<td>Barriers to Pre-Exposure Prophylaxis (PrEP): Implications on LGBTQ+ Education and PrEP Training in the Medical Curriculum</td>
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<td>Miss Isabella Spaans</td>
<td>Miss Rebecca Fisher</td>
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<td>Mr Harry Chapman</td>
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<td><strong>Ashstead 1</strong></td>
<td>Exploring the impact of the Differential Attainment Champion role in the GP School, Health Education North West (HEENW)</td>
<td>Foundation doctors’ perceptions of how well they are trained to deal with medical, racial and cultural issues surrounding patients from ethnic minority backgrounds</td>
<td>Intersectional identities as a game of snakes and ladders: making sense of skill development on clinical placements</td>
<td>Learning to care together: a novel interprofessional end-of-life care simulation model for undergraduates</td>
<td>Medical students’ perception of the impact of multilingualism on learning and clinical practice: A mixed methods study</td>
<td>Predictors of self-reported research productivity amongst medical students in the United Kingdom: A national cross-sectional survey</td>
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<td>Professor Jeremy Brown</td>
<td>Mr Fraser Gordon</td>
<td>Mr Jack Filan</td>
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<td><strong>Ashstead 2</strong></td>
<td>Widening Participation for Women in Surgery: Creating diverse role-models that represent the workforce of tomorrow</td>
<td>Widening the Diversity of Academic Staff: An Enquiry</td>
<td>Sir John Ellis Student Prize 2022 Winner: Do the NHS Education Scotland Equality Priorities Reflect the Concerns of Doctors with Disabilities?</td>
<td>Low-Tech, High-Yield the utility of virtual patients using simple presentation software</td>
<td>Multidisciplinary Team Virtual Reality Simulations for Diverse, Immersive Undergraduate Education</td>
<td>Revitalising the virtual patient: an early years medical student perspective on clinical reasoning</td>
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<tr>
<td>Dr Maria Prayle, Dr Isobel Seddon</td>
<td>Dr Sajni Gupta, Dr Charlotte Petrie</td>
<td>Dr Heather McAdam</td>
<td>Dr Alice Middleton</td>
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<td><strong>Ashstead 3</strong></td>
<td><strong>Exploring the barriers and facilitators to careers in clinical education research</strong>&lt;br&gt;Dr Anna Harvey Bluemel</td>
<td><strong>Transnational education: Understanding the challenges and opportunities for competency-based health professional education in Bangladesh</strong>&lt;br&gt;Dr Kelvin Gomez</td>
<td><strong>Using Epistemic Network Analysis to design and develop a novel teleconferencing platform to deliver clinical experience to undergraduate medical students</strong>&lt;br&gt;Professor Jo Hart</td>
<td><strong>Building a Confident, Diverse Workforce through Simulation for Medical Support Workers (MSWs)</strong>&lt;br&gt;Dr Amani Patel</td>
<td><strong>Teamwork in the COVID19 - zone: simulation as a means of understanding and improving communication whilst wearing PPE</strong>&lt;br&gt;Dr Anandini Arumugam</td>
<td><strong>The impact of the introduction of virtual reality (VR) simulation into general surgical teaching for improving technical skill</strong>&lt;br&gt;Dr Aditi Siddharth</td>
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<td><strong>Meeting Room 4</strong></td>
<td><strong>Allied Health Professions (3); Curricula (3)</strong>&lt;br&gt;<strong>Care Under Pressure 2: Examining causes and solutions to psychological ill-health for nurses, midwives &amp; paramedics</strong>&lt;br&gt;Professor Karen Mattick</td>
<td><strong>Don't reinvent the wheel: Relying on New Pedagogical Models from Allied Health Professions</strong>&lt;br&gt;Professor Bryan Pilkington</td>
<td><strong>Linguistic Diversity in Healthcare: The Case for Bias Reduction in Communication</strong>&lt;br&gt;Professor Bryan Pilkington</td>
<td><strong>A contextual definition of Longitudinal Integrated Clerkships within the UK and Ireland: A bi-national modified Delphi study</strong>&lt;br&gt;Dr Megan Brown</td>
<td><strong>Curriculum experience evaluation: Scotland’s graduate entry Medicine programme (ScotGEM)</strong>&lt;br&gt;Dr Anita Laidlaw</td>
<td><strong>Medical students’ tolerance of uncertainty in Problem-Based Learning: A qualitative analysis of tutors’ perspectives and influences on uncertainty tolerance</strong>&lt;br&gt;Mr Joseph Hughes</td>
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<tr>
<td><strong>Meeting Room 1</strong></td>
<td><strong>Medical students (4); Wellbeing (2)</strong>&lt;br&gt;<strong>Small Grant Funding Recipient 2022: Medical students' attitudes to pursuing a career in psychiatry: A realist study</strong>&lt;br&gt;Miss Elizabeth McCulloch, Miss Lucy Hollands</td>
<td><strong>Medical students impacted by discrimination: their experiences of sense of belonging and support systems at medical school</strong>&lt;br&gt;Mr Hamza Ikhaq</td>
<td><strong>&quot;Peer-scribing&quot;: utilising a live, collaborative drug chart to teach prescribing</strong>&lt;br&gt;Dr Claire Hemingway, Dr Elizabeth Morgan</td>
<td><strong>Small Grants Funding Recipient 2021: Personal tutoring and professional identity development in undergraduate medical students: Reflecting on tutors’ and students’ perspectives</strong>&lt;br&gt;Dr Ana Baptista</td>
<td><strong>Representations of Impostor Syndrome through I-Poems: ‘What am I doing here?’</strong>&lt;br&gt;Miss Chloe Langford</td>
<td><strong>Small Grants Funding Recipient 2020: Student perceptions of how termly OSCEs impact stress and wellbeing compared with biennial OSCEs</strong>&lt;br&gt;Dr Catherine Farrelly</td>
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<td><strong>Undergraduate</strong></td>
<td>Funding summer placements to increase diversity within postgraduate MSc/MRes courses</td>
<td>I am training students for a job I’ve never done: A qualitative study of the experiences of teaching biomedical science subjects to medical students in the UK</td>
<td>If at first you don’t succeed, try, try again? - A quality improvement project to implement a ‘Call a Teacher’ scheme</td>
<td>New Leaders Award 2022: Leading UK and International Undergraduate Health Education reform in Education for Sustainable Healthcare – The Planetary Health Report Card</td>
<td>ASME PhD Funding Recipient: Student Perspectives on the Provision of Cases and Self-Regulated Learning Feedback in Virtual Patients to Teach Clinical Reasoning</td>
<td>Team-Based Learning in Paediatric Clinical Attachments for Medical Students</td>
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<td>Dr Martin Higgs</td>
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<td><strong>Theory (2); Virtual (4)</strong></td>
<td>A theoretical systematic review of patient involvement in health and social care education</td>
<td>‘Dr Who?’ A Qualitative Analysis of Ideas of Matriculating Medical Students around Medical Professional Identity</td>
<td>A Data Driven Virtual Learning Environment That Identified and Mitigated the Impact of Reduced Physical Interaction on Undergraduate Medical Education</td>
<td>Getting your head in the game: exploring first year medical students perceptions of VR and cadaveric resources for learning anatomy</td>
<td>Pandemic Support for Educational Supervisors – Lessons Learnt From a Virtual Update Course</td>
<td>Student-Created 360-Degree Videos of OSCE Stations to Prepare Students During New Clinical Realities</td>
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<td><strong>Postgraduate (4); Interprofessional (2)</strong></td>
<td>Internal Medicine Training – implementation and impacts of a new curriculum: Findings from a 3-Year longitudinal evaluation</td>
<td>ASME PhD Funding Recipient: Less than full-time working in the medical profession: a systematic review, and examination of doctors’ characteristics and performance</td>
<td>Master’s in Genomic Medicine framework: a multidisciplinary first in NHS postgraduate training</td>
<td>The Feasibility of Integrating Generalism into Postgraduate Internal Medical Training – Enhance Pilot in the Midlands, UK</td>
<td>Conceptualising and assessing non-technical skills in research on simulation-based medical education and training: An integrated scoping review and curriculum analysis</td>
<td>Interprofessional education beyond the MDT: Insights from an innovative, multi-stakeholder simulation</td>
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<td>Small Grants</td>
<td>Motivations behind medical educators: Exploring why junior doctors become clinical teaching fellows&lt;br&gt;Dr Harriet Bothwell</td>
<td>Patient and Public Involvement in Virtual Simulation-Based Education Informs and Enhances Clinicians’ Knowledge in Managing Polycystic Ovary Syndrome and Adrenal Conditions&lt;br&gt;Miss Saima Kauser-Malik</td>
<td>SIMBA for Students – teaching medical cases to pre-clinical medical and pharmacy students through online simulation: a pilot study&lt;br&gt;Mr Aditya Swaminathan</td>
<td>Sickle Cell Disease Education in Low- and Middle-Income Countries Using the MedShr Digital Knowledge Platform&lt;br&gt;Dr Amin Siddig</td>
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<td>Funding Recipient 2022: “I’d like to phone a friend”: how can students use digital devices in OSCEs?&lt;br&gt;Dr Kathy Cullen</td>
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<td><strong>Assessment</strong></td>
<td>A systematic literature review to explore the reliability of simulated patients assessing medical students in Objective Structured Clinical Examinations (OSCEs)&lt;br&gt;Dr Anita Neenan</td>
<td>All medical degrees are equal, but some are more equal than others: An analysis of medical degree classifications&lt;br&gt;Dr Megan Brown</td>
<td>Do medical students with a disability experience adverse educational outcomes on UK medical courses?&lt;br&gt;Miss Kirsten Revel</td>
<td>Small Grants Funding Recipient 2022: Does lowering the idea density of pharmaceutical calculations impact exam performance? A randomised controlled trial&lt;br&gt;Dr Andrew Lunn</td>
<td>The educational value of Situational Judgement Tests (SJTs) when used during undergraduate medical training: A systematic review and narrative synthesis&lt;br&gt;Dr Gurvinder Sahota</td>
<td>Were candidates sitting exams in a remote online format advantaged during the COVID-19 pandemic? A systematic review with meta-analysis&lt;br&gt;Dr David Thewlis</td>
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<td><strong>Careers</strong></td>
<td>Do junior doctors see themselves as medical educators? A literature review&lt;br&gt;Dr David Hettle</td>
<td>eXploring medical students’ career Adiness (XTRA) - A Cross-Sectional Study in the United Kingdom&lt;br&gt;Dr Mia McDade-Kumar, Dr Farazi Virk</td>
<td>How do widening participation students and surgeons perceive opportunities for a career in surgery?&lt;br&gt;Miss Robyn Dean</td>
<td>Negotiating uncertain NHS futures: Medical students career expectations, preparations, and support requirements&lt;br&gt;Mr Luke Dcaccia, Dr Anja Timm</td>
<td>Small Grants Funding Recipient 2021: The Post-foundation Training Break (“F3”): Evaluating Its Impact On Postgraduate Medical Training: A National Multiple-stakeholder Study&lt;br&gt;Dr Helen Church</td>
<td>What makes a ‘good doctor’? A critical discourse analysis of perspectives from medical students with lived experience as patients&lt;br&gt;Dr Erene Stergiopoulos</td>
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### Thursday 13th July 2023 0915-1115hrs

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<td>Interdisciplinary (4) Medical students (1)</td>
<td>Could a multi-professional approach to teaching be the future of patient safety training?</td>
<td>Small Grants Funding Recipient 2021: Striving to be an Excellent Healthcare Professional and Excellent Parent: Exploring the Experiences of UK Doctors and Nurses</td>
<td>Medical Education Travelling Fellowship 2020: Team learning at work: getting the best out of interdisciplinary teacher teams and leaders</td>
<td>Medical student perceptions and experiences of incivility: a qualitative study</td>
<td>Miss Louise Griffin</td>
<td>Training health and social care professionals in multidisciplinary team working: a review of undergraduate educational requirements</td>
<td>Dr Victoria Collin</td>
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<td>Dr Gbemisola David-West, Dr Aditi Siddharth</td>
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<tr>
<td>Careers (1); Equality, Diversity &amp; Inclusivity (1); Interprofessional Education (1); Virtual (1); Policy (1)</td>
<td>Rise of the Med-Ed-ists: Achieving a critical mass of non-practicing clinicians within medical education</td>
<td>Sir John Ellis Student Prize 2023: Comparison of video demonstration alone versus combined video and in-person demonstration in medical undergraduate clinical skills teaching: a pilot study</td>
<td>Interprofessional workplace collaboration approaches: A framework analysis study of internal medicine trainees</td>
<td>EDC Education Innovation Awards Funding Recipient 2021: TOMO Global Health – lighten up TOMOrrow's health together with friends across the globe</td>
<td>Financial annual bonuses for being better trainees leads to better patient outcomes</td>
<td>Miss Masako Shimato</td>
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<td>Dr Helen Church, Dr Megan Brown</td>
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### Friday 14th July 2023 1015-1215hrs

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<tr>
<td><strong>Affinity Suite (Main Auditorium)</strong></td>
<td>1015-1145</td>
<td><strong>ASME Journals Session: The Clinical Teacher and Medical Education: Writing for Publication</strong>&lt;br&gt;Dr Aileen Barrett &amp; Professor Karen Mattick</td>
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<tr>
<td><strong>Ashstead 1</strong></td>
<td>1015-1145</td>
<td><strong>Widening participation for the doctors of tomorrow. Maximising the impact of a medicine with foundation year program</strong>&lt;br&gt;Dr Andy Cook &amp; Dr Sam Adcock</td>
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<td><strong>Ashstead 2</strong></td>
<td>1015-1145</td>
<td><strong>Using the rainbow to part the clouds: reflection to navigate greyness</strong>&lt;br&gt;Dr Sabena Jameel</td>
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<td><strong>Ashstead 3</strong></td>
<td>1015-1200</td>
<td><strong>ERC Research Paper Award 2023 Finalists</strong>&lt;br&gt;You may think that the consultants are great, and they know everything, but they don’t: exploring how new Emergency Medicine consultants experience uncertainty&lt;br&gt;Dr Anna Collini&lt;br&gt;Experiences of patient death: voices of new graduate doctors in the COVID-19 pandemic&lt;br&gt;Dr Emma Farrington&lt;br&gt;(L)earning: exploring the value of paid roles for medical students&lt;br&gt;Dr Johnny Callaghan &amp; Dr Katrina Freimane</td>
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<td><strong>Meeting Room 1</strong></td>
<td>1015-1145</td>
<td><strong>Co-production and patient involvement: How do we get it right?</strong>&lt;br&gt;Dr Elizabeth Anderson, Dr Amber Bennett-Weston &amp; Dr Kate Owen</td>
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<td><strong>Meeting Room 4</strong></td>
<td>1015-1145</td>
<td><strong>A Review of Entry-Level Medical Education Roles (ELMERs) in the United Kingdom</strong>&lt;br&gt;Dr Lisa-Jayne Edwards, Clare Stocker &amp; Dr David Hettle</td>
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### Friday 14th July 2023 1015-1215hrs

#### Meeting Room 2

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<td>Equality, Diversity &amp; Inclusivity</td>
<td>Mr Carlos Marques Pestana, Ms Ceri Nursaw, Dr Zain Ahmad, Dr Akhilesh Kumar P H, Ms Garima Govind, Dr Zoe Moula, Mr Kinan Wihba</td>
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<tr>
<td>1040-1100</td>
<td>Barriers to the Reporting of Homophobic and Transphobic Experiences by Medical Students at a UK University</td>
<td>Dr Nariell Morrison, Dr Laura Kyle</td>
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<td>1100-1120</td>
<td>Black female doctors’ perceptions of barriers to faculty diversity in academic medicine: a qualitative study</td>
<td>Dr Rini Paul, Mr Muhammad Bojang, Mr Richard Bennett</td>
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<td>1120-1140</td>
<td>Developing a tailored teaching program to support international medical graduates</td>
<td>Dr Daniel Francis, Dr Lucie Byrne-Davis, Dr Daniel Taylor</td>
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<td>1140-1200</td>
<td>Equality, Diversity &amp; Inclusivity</td>
<td>Dr Stephanie Bull</td>
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<tr>
<td>1200-1215</td>
<td>Equality, Diversity &amp; Inclusivity</td>
<td>Dr Edward Tyrrell</td>
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</table>

#### Tactic Meeting Room

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1020-1040</td>
<td>Equality, Diversity &amp; Inclusivity</td>
<td>Mr Zain Ahmad, Dr Akhilesh Kumar P H, Dr Rini Paul, Mr Muhammad Bojang, Mr Richard Bennett</td>
</tr>
<tr>
<td>1040-1100</td>
<td>Predictors of self-reported research self-efficacy and perception of research amongst medical students in the United Kingdom: A national cross-sectional survey</td>
<td>Dr Stephanie Bull</td>
</tr>
<tr>
<td>1100-1120</td>
<td>Residents’ experiences and perspectives in empathy and neglect in the context of Neglected Tropical Diseases</td>
<td>Dr Carlos Marques Pestana, Dr Laura Kyle</td>
</tr>
<tr>
<td>1120-1140</td>
<td>Reverse Mentoring: King’s College London (KCL) African Caribbean Medical Society Students Mentoring Senior Faculty – Learning from this Pilot Project</td>
<td>Dr Daniel Francis, Dr Lucie Byrne-Davis</td>
</tr>
<tr>
<td>1140-1200</td>
<td>Equality, Diversity &amp; Inclusivity</td>
<td>Dr Hussein Uraiby</td>
</tr>
<tr>
<td>1200-1215</td>
<td>Role Modelling and Ethnicity</td>
<td>Dr Edward Tyrrell</td>
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</tbody>
</table>

#### Meeting Room 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenters</th>
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</thead>
<tbody>
<tr>
<td>1020-1040</td>
<td>Primary Care (2); Psychology (2); Quality &amp; Standards (2)</td>
<td>Dr Stephanie Bull, Dr Daniel Francis</td>
</tr>
<tr>
<td>1040-1100</td>
<td>Comparison of the effectiveness of exclusively facilitated clinical teaching and traditional practice-based primary care placements</td>
<td>Dr Edward Tyrrell</td>
</tr>
<tr>
<td>1100-1120</td>
<td>GP trainees as teachers: barriers, facilitators and outcomes</td>
<td>Dr Daniel Francis, Dr Lucie Byrne-Davis</td>
</tr>
<tr>
<td>1120-1140</td>
<td>A qualitative framework analysis of medical students’ attitudes of incivility in undergraduate medical education</td>
<td>Dr Daniel Francis, Dr Lucie Byrne-Davis</td>
</tr>
<tr>
<td>1140-1200</td>
<td>Training to change practice: including behavioural science in health professional education</td>
<td>Dr Daniel Francis, Dr Lucie Byrne-Davis</td>
</tr>
<tr>
<td>1200-1215</td>
<td>Rethinking whistleblowing for tomorrow’s doctors</td>
<td>Dr Daniel Taylor</td>
</tr>
<tr>
<td></td>
<td>Significant Event Analysis for Education (SEAFE) and its role in undergraduate medical education</td>
<td>Dr Ciaran Conway</td>
</tr>
</tbody>
</table>
### Friday 14th July 2023 1015-1215hrs

<table>
<thead>
<tr>
<th>Room and Theme</th>
<th>Meeting Room 7</th>
<th>1020-1040</th>
<th>1040-1100</th>
<th>1100-1120</th>
<th>1120-1140</th>
<th>1140-1200</th>
<th>1200-1215</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Professions (2); Arts &amp; Humanities (2); Clinical reasoning (2)</td>
<td>Looking to the future: Physician associates in Ophthalmic practice</td>
<td>Dr Laura Maubon</td>
<td>The experiences of registered nurses studying a medical degree that affect their identity as a future doctor</td>
<td>Outside the Box: An initiative to enhance the well-roundedness of final year medical students during a longitudinal primary care placement</td>
<td>Storyboarding: a creative approach to support students’ reflection</td>
<td>Dr Rachel Leyland</td>
<td>The Words You Need To Know For Clinical Reasoning In Surgery: The Student Perspective</td>
</tr>
<tr>
<td>Curricula (2); Feedback (4)</td>
<td>Vaccine hesitancy and medical education: Are we prepared?</td>
<td>Dr Philip White</td>
<td>Updating the British Geriatrics Society Recommended Undergraduate Curriculum in Geriatric Medicine: A curriculum mapping and nominal group technique study</td>
<td>A Word of Wording: Enhancing early years’ students clinical experiences through a ‘Ten Top Tips’ prompt card and patient encounters</td>
<td>Clinical Supervisors’ and Students’ Perceptions of Clinical Feedback in Saudi Arabia: Lessons learned post-Covid</td>
<td>Dr Mohammed Algabgab</td>
<td>Peer tutor evaluation using miniCex: A solution for ensuring ample quality feedback?</td>
</tr>
<tr>
<td>Medical Students (4)</td>
<td>A questionnaire measuring empathy and patient-centredness in year four medical students completing a Longitudinal Integrated Clerkship</td>
<td>Dr Alastair Dodsworth</td>
<td>Academic Medicine for All: Working Together to Improve Access to the Specialised Foundation Programme</td>
<td>International short-term placements in health professions education – a meta-narrative review</td>
<td>New Leaders Award 2021: Leading the Foundation Year for Medicine: a widening participation initiative</td>
<td>Dr Birgit Fruhstorfer</td>
<td></td>
</tr>
</tbody>
</table>
## Friday 14th July 2023 1015-1215hrs

### Meeting Room 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1020-1040</td>
<td><strong>Education (4); Continuing Education (2)</strong></td>
</tr>
</tbody>
</table>
| 1040-1100  | Student-staff partnership in exploration and co-creation of study skill resources  
Dr Dhivya Ilangovan |
| 1100-1120  | Small Grants Funding Recipient 2022: The training needs of GPs and GP trainees in relation to the Women's Health Plan's priority areas for action  
Dr Catherine Kennedy |
| 1120-1140  | What are medical students taught about Persistent Physical Symptoms? A scoping review of the literature with narrative synthesis  
Miss Zahra Jaffry |
| 1140-1200  | Establishing the National Genomics Training Academy (GTAC)  
Dr Rhian Thomas |
| 1200-1215  | User evaluation of GeNotes – a Genomics Education Programme flagship 'just in time' online genomics education resource  
Dr Amy Frost |

### Meeting Room 11

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1020-1040</td>
<td><strong>Innovation</strong></td>
</tr>
</tbody>
</table>
| 1040-1100  | ASME/GMC Excellent Medical Education Award 2021 - Winner - Postgraduate Category: Anatomical Three-dimensional Orbital Models: building a brighter future for postgraduate ophthalmology education  
Dr Yarrow-Scantling Birch |
| 1100-1120  | Exploring Uses of ChatGPT in Medical Education  
Mrs Terese Bird, Miss Zobia Wadi |
| 1120-1140  | Participant interpretation of developmental mentoring: a qualitative study from the first national Women in ENT Surgery UK Developmental Mentorship Programme  
Dr Sirat Lodhi |
| 1140-1200  | Short-Term, Mentored Training with Basic Science Research Literature Advances Pre-Clerkship Medical Students’ Skills in Master Adaptive Learning  
Dr Steve Maxwell |
| 1200-1215  | Tofu for Teaching  
Dr Antoniya Kamenova |

### Board Room 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>0830-1230hrs</td>
<td><strong>Speaker Preview Room</strong></td>
</tr>
<tr>
<td>Room and Theme</td>
<td>Time</td>
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<tr>
<td><strong>Affinity Suite (Main Auditorium)</strong></td>
<td>0900-0945</td>
</tr>
<tr>
<td><strong>Ashstead 1</strong></td>
<td>0900-0945</td>
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<tr>
<td><strong>Ashstead 2</strong></td>
<td>0900-0945</td>
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<tr>
<td><strong>Ashstead 3</strong></td>
<td>0900-0945</td>
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<tr>
<td><strong>Meeting Room 4</strong></td>
<td>0900-0945</td>
</tr>
<tr>
<td><strong>Meeting Room 1</strong></td>
<td>0900-0945</td>
</tr>
<tr>
<td>Room and Theme</td>
<td>0900-0945</td>
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<tr>
<td><strong>Meeting Room 2</strong></td>
<td>Seeing Musculoskeletal Trauma Differently</td>
</tr>
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<td></td>
<td>Dr Aws Almukhtar</td>
</tr>
<tr>
<td><strong>Tactic Meeting Room</strong></td>
<td>Xrays R Us!</td>
</tr>
<tr>
<td></td>
<td>Dr Cindy Chew</td>
</tr>
<tr>
<td><strong>Meeting Room 5</strong></td>
<td>Learning from failure or failing to learn?</td>
</tr>
<tr>
<td>Quality &amp; Standards (1); Allied Health Professions (1)</td>
<td>Dr Daniel Taylor, Dr Dawn Goodwin</td>
</tr>
<tr>
<td><strong>Meeting Room 8</strong></td>
<td>Online Question Banks: Credit? Or Debit?</td>
</tr>
<tr>
<td>Assessment (1); Clinical Skills (1)</td>
<td>Dr James Fisher, Mr Declan Leahy</td>
</tr>
<tr>
<td><strong>Board Room 1</strong></td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td>Speaker Preview Room</td>
</tr>
</tbody>
</table>
Social Events

Celebrating Success: ASME Award Winners Drinks Reception
ASME Award winners past and present are invited to attend an informal drinks reception
1730-1800hrs, Ashstead Rooms, 1st Floor, The Eastside Rooms.

Welcome Reception
Supported by Wiley
It is our pleasure to offer you a welcome drink and canapes reception served from 1800-1930hrs in the Affinity Suite (Main Auditorium) in The Eastside Rooms. This includes the opportunity to network and visit the exhibition area.
Entry is included in all ‘Whole 3-day Conference' registrations and ‘Wednesday only' registrations.

JASME/TASME Social

Join our JASME and TASME career group committees for their annual ASM social at the Eagle and Ball on Wednesday 12th July from 1930hrs, after the conference Welcome Reception. This event is for anyone keen to come and meet fellow students, early career doctors and other healthcare professionals with an interest in medical education. A BBQ dinner will be provided, and a cash bar will be available.
Venue: The Eagle & Ball, 12 Penn Street, Birmingham, B4 7JR. The Eagle & Ball is a 5-minute walk from the The Eastside Rooms.
Please note that this is a pre-booked event and if applicable, you will have received an email with a link to confirm your place.

Exhibitors
Download our ASM 2023 App to maximise your experience at this year’s ASM and have all the information at your fingertips.

Whether you’re an attendee, speaker, or exhibitor, the ASM 2023 conference App enables you to access the full programme. You can view your favourite sessions, create your own agenda and register for our Pre/Intra-Conference sessions. Please be aware that while the sessions are first come, first served, you will be placed on a waiting list once they are full. Please speak to a staff member during registration if you need help registering for sessions or if you don’t have a device to do so. If you have any additional questions, please visit our FAQs page on the App.

The App also includes information on all exhibitors, sponsors, and speakers, as well as a complete programme and venue map. You can ask questions during sessions, leave feedback, and send presenters and other attendees a direct message. Another feature we are excited about is the selfie camera which allows you to take pictures at the conference with the ASME logo and then publish them to the social wall. This allows you to stay connected during the conference.

Don’t forget to check out our twitter @asmeofficial and use the hashtag #ASME2023.
How we are being sustainable at #ASM2023

90% of the lighting within The Eastside Rooms operates with LED sensors. Their energy targets, and achievements are regularly monitored and published.

The Eastside Rooms provide water coolers, rather than bottles in every conference room, along with recyclable cups.

The Eastside Rooms have a customer wellness station with running/walking maps, a hydration station and curated playlist.

We have saved 30% of 1 tree by not offering printed abstract books and conference booklets.

We'll keep working towards a minimal paper event for #ASM2024 #Warwick.

The Eastside Rooms choose their suppliers based on their green credentials, rather than their pricing structure. They all match the venues ethical beliefs in terms of sustainability and environmental practices.

You can return any conference related paper items to the recycling point at the registration desk.

Your name badge holders and lanyards will be recycled after #ASM2023.

Mighty oaks from little acorns grow...

Please email us with your ideas on how we can do more next year...

info@asme.org.uk
ASME Annual Scholarship Meeting 2024

Maximising Potential

10 - 12 July 2024

University of Warwick
Coventry, UK

www.asme.org.uk/events  #ASME2024