

Friday 14th July 2022 1015-1215hrs

Room and Theme

Affinity Suite (Main Auditorium)	1015-1145
ASME Journals Session: The Clinical Teacher and Medical Education: Writing for Publication Dr Aileen Barrett & Professor Karen Mattick	
Ashstead 1	1015-1145
Widening participation for the doctors of tomorrow. Maximising the impact of a medicine with foundation year program Dr Andy Cook & Dr Sam Adcock	
Ashstead 2	1015-1145
Using the rainbow to part the clouds: reflection to navigate greyness Dr Sabena Jameel	
 Symposium	
Ashstead 3	1015-1200
<p>ERC Research Paper Award 2023 Finalists</p> <p>1020-1045hrs You may think that the consultants are great, and they know everything, but they don't: exploring how new Emergency Medicine consultants experience uncertainty Dr Anna Collini</p> <p>1045-1110hrs Experiences of patient death: voices of new graduate doctors in the COVID-19 pandemic Dr Emma Farrington</p> <p>1110-1135hrs (L)earning: exploring the value of paid roles for medical students Dr Johnny Callaghan & Dr Katrina Freimane</p>	
  	
Meeting Room 4	1015-1145
Co-production and patient involvement: How do we get it right? Dr Elizabeth Anderson, Dr Amber Bennett-Weston & Dr Kate Owen	
Meeting Room 1	1015-1145
A Review of Entry-Level Medical Education Roles (ELMERs) in the United Kingdom Dr Lisa-Jayne Edwards, Clare Stocker & Dr David Hettle	


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Meeting Room 2	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Equality, Diversity & Inclusivity	Barriers to the Reporting of Homophobic and Transphobic Experiences by Medical Students at a UK University Mr Carlos Marques Pestana	Black female doctors' perceptions of barriers to faculty diversity in academic medicine: a qualitative study Dr Nariell Morrison	Developing a tailored teaching program to support international medical graduates Dr Laura Kyle	Diversifying medicine Ms Ceri Nursaw	A qualitative study looking at the lived experiences of female surgeons' operative autonomy Ms Garima Govind	Empowering, adequate or harmful? Ethnically minoritised medical students' perspectives on the impact of collective terms on their learning experience Dr Zoe Moula
Tactic Meeting Room	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Equality, Diversity & Inclusivity		Predictors of self-reported research self-efficacy and perception of research amongst medical students in the United Kingdom: A national cross-sectional survey Mr Zain Ahmad	Residents' experiences and perspectives in empathy and neglect in the context of Neglected Tropical Diseases Dr Akhilesh Kumar P H	Reverse Mentoring: King's College London (KCL) African Caribbean Medical Society Students Mentoring Senior Faculty – Learning from this Pilot Project Dr Rini Paul, Mr Muhammad Bojang	Role Modelling and Ethnicity Dr Hussein Uraiby	The impact of experiences relating to gender and sexual orientation on medical students' professional identity formation and career choices: An exploratory qualitative study Mr Richard Bennett
Meeting Room 5	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Primary Care (2); Psychology (2); Quality & Standards (2)	Comparison of the effectiveness of exclusively facilitated clinical teaching and traditional practice-based primary care placements Dr Edward Tyrrell	GP trainees as teachers: barriers, facilitators and outcomes Dr Stephanie Bull	A qualitative framework analysis of medical students' attitudes of incivility in undergraduate medical education Dr Daniel Francis	Training to change practice: including behavioural science in health professional education Professor Lucie Byrne-Davis	Rethinking whistleblowing for tomorrow's doctors Dr Daniel Taylor	Significant Event Analysis for Education (SEAFE) and its role in undergraduate medical education Dr Ciaran Conway




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Meeting Room 7	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Allied Health Professions (2); Arts & Humanities (2); Clinical research (2)	Looking to the future: Physician associates in Ophthalmic practice Dr Laura Maubon	The experiences of registered nurses studying a medical degree that affect their identity as a future doctor Associate Professor Jan Cooper	Outside the Box: An initiative to enhance the well-roundedness of final year medical students during a longitudinal primary care placement Professor Trevor Thompson, Dr Lizzie Grove	Storyboarding: a creative approach to support students' reflection Dr Rachel Leyland	The Words You Need To Know For Clinical Reasoning In Surgery: The Student Perspective Mr Umer Memon	What Would Doctor Do? (WWDD): Medical student experiences of using an online create your own adventure (CYOA) teaching tool to develop clinical reasoning skills Miss Ria Prajapati
Meeting Room 8	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Curricula (2); Feedback (4)	Vaccine hesitancy and medical education: Are we prepared? Dr Philip White	Updating the British Geriatrics Society Recommended Undergraduate Curriculum in Geriatric Medicine: A curriculum mapping and nominal group technique study Dr Grace Pearson	A Word of Warning: Enhancing early-years' students clinical experiences through a 'Ten Top Tips' prompt card and patient encounters Dr Tirion Swart, Dr Antony Pile	Clinical Supervisors' and Students' Perceptions of Clinical Feedback in Saudi Arabia: Lessons learned post-Covid Mr Mohammed Algabgab	Peer tutor evaluation using miniCex: A solution for ensuring ample quality feedback? Miss Alicia Halsall	The power of positive feedback: Researching the implementation of a Learning from Excellence scheme in undergraduate medical education Dr Pippa Dodd (she/her)
Meeting Room 9	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Medical Students (4)	A questionnaire measuring empathy and patient-centredness in year four medical students completing a Longitudinal Integrated Clerkship Dr Alastair Dodsworth	Academic Medicine for All: Working Together to Improve Access to the Specialised Foundation Programme Miss Alokya Balagamage	International short-term placements in health professions education – a meta-narrative review Dr Birgit Fruhstorfer	New Leaders Award 2021: Leading the Foundation Year for Medicine: a widening participation initiative Dr Peter Leadbetter		

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Meeting Room 10	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Education (4); Continuing Education (2)	<p>Student-staff partnership in exploration and co-creation of study skill resources</p> <p>Dr Dhivya Ilangovan</p>	<p>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</p> <p>Dr Catherine Kennedy</p> 	<p>Small Grants Funding Recipient 2021: Using a consensus meeting to enhance fracture care education in low income countries</p> <p>Miss Zahra Jaffry</p> 	<p>What are medical students taught about Persistent Physical Symptoms? A scoping review of the literature with narrative synthesis</p> <p>Dr Catie Nagel</p>	<p>Establishing the National Genomics Training Academy (GTAC)</p> <p>Dr Rhian Thomas</p>	<p>User evaluation of GeNotes – a Genomics Education Programme flagship 'just in time' online genomics education resource</p> <p>Dr Amy Frost</p>
Meeting Room 11	1020-1040	1040-1100	1100-1120	1120-1140	1140-1200	1200-1215
Innovation	<p>ASME/GMC Excellent Medical Education Award 2021 - Winner - Postgraduate Category: Anatomical Three-dimensional Orbital Models: building a brighter future for postgraduate ophthalmology education</p> <p>Dr Yarrow-Scantling Birch</p> 	<p>Exploring Uses of ChatGPT in Medical Education</p> <p>Mrs Terese Bird, Miss Zobia Wadi</p>	<p>Participant interpretation of developmental mentoring: a qualitative study from the first national Women in ENT Surgery UK Developmental Mentorship Programme</p> <p>Dr Sirat Lodhi</p>	<p>Short-Term, Mentored Training with Basic Science Research Literature Advances Pre-Clerkship Medical Students' Skills in Master Adaptive Learning</p> <p>Dr Steve Maxwell</p>	<p>Tofu for Teaching</p> <p>Dr Antoniya Kamenova</p>	
Board Room 1	0830-1230hrs					
	Speaker Preview Room					