





Thursday 13th July 2023 0915-1115hrs

Room and Theme

Affinity Suite (Main Auditorium)	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Equality, Diversity & Inclusivity	<p>A Role Model is like a Mosaic: Reimagining URiM Students' Role Models in Medical School</p> <p>Miss Isabella Spaans</p>	<p>ASME PhD Funding Recipient: A scoping review of gendered experiences of medical training and their impact on career progression and specialty choice</p>  <p>Miss Rebecca Fisher</p>	<p>ASME/GMC Excellent Medical Education Award 2021 - Winner, Undergraduate Category: Active Bystander Training : Is simulation effective?</p>  <p>Dr Cindy Chew</p>	<p>An exploration of the impact of being a student reverse mentor</p> <p>Mr Harry Chapman</p>	<p>Barriers to disclosure of disability and request for accommodation among first-year medical residents</p> <p>Dr Lisa Meeks</p>	<p>Barriers to Pre-Exposure Prophylaxis (PrEP): Implications on LGBTQ+ Education and PrEP Training in the Medical Curriculum</p> <p>Dr Adrian McGrath</p>
Ashstead 1	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Equality, Diversity & Inclusivity	<p>Exploring the impact of the Differential Attainment Champion role in the GP School, Health Education North West (HEENW)</p> <p>Professor Jeremy Brown</p>	<p>Foundation doctors' perceptions of how well they are trained to deal with medical, racial and cultural issues surrounding patients from ethnic minority backgrounds</p> <p>Mr Fraser Gordon</p>	<p>Intersectional identities as a game of snakes and ladders: making sense of skill development on clinical placements</p> <p>Mr Jack Filan</p>	<p>Learning to care together: a novel interprofessional end-of-life care simulation model for undergraduates</p> <p>Dr Margherita Faulkner, Mr Louis Goff</p>	<p>Medical students' perception of the impact of multilingualism on learning and clinical practice: A mixed methods study</p> <p>Miss Megha Sharma</p>	<p>Predictors of self-reported research productivity amongst medical students in the United Kingdom: A national cross-sectional survey</p> <p>Mr Zain Ahmad</p>
Ashstead 2	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Equality, Diversity & Inclusivity(3); TEL (3)	<p>Widening Participation for Women in Surgery: Creating diverse role-models that represent the workforce of tomorrow</p> <p>Dr Maria Prayle, Dr Isobel Seddon</p>	<p>Widening the Diversity of Academic Staff: An Enquiry</p> <p>Dr Sajni Gupta, Dr Charlotte Petrie</p>	<p>Sir John Ellis Student Prize 2022 Winner: Do the NHS Education Scotland Equality Priorities Reflect the Concerns of Doctors with Disabilities?</p>  <p>Dr Heather McAdam</p>	<p>Low-Tech, High-Yield the utility of virtual patients using simple presentation software</p> <p>Dr Alice Middleton</p>	<p>Multidisciplinary Team Virtual Reality Simulations for Diverse, Immersive Undergraduate Education</p> <p>Miss Olivia Nwosu, Miss Vanessa Rodwell, Mrs Terese Bird</p>	<p>Revitalising the virtual patient: an early years medical student perspective on clinical reasoning</p> <p>Miss Sruthi Saravanan</p>




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Ashstead 3	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Research (3); Simulation (3)	Exploring the barriers and facilitators to careers in clinical education research Dr Anna Harvey Bluemel	Transnational education: Understanding the challenges and opportunities for competency-based health professional education in Bangladesh Professor Jo Hart	Using Epistemic Network Analysis to design and develop a novel teleconferencing platform to deliver clinical experience to undergraduate medical students Dr Kelvin Gomez	Building a Confident, Diverse Workforce through Simulation for Medical Support Workers (MSWs) Dr Amani Patel	Teamwork in the COVID19 - zone : simulation as a means of understanding and improving communication whilst wearing PPE Dr Anandini Arumugam	The impact of the introduction of virtual reality (VR) simulation into general surgical teaching for improving technical skill Dr Aditi Siddharth
Meeting Room 4	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Allied Health Professions (3); Curricula (3)	Care Under Pressure 2: Examining causes and solutions to psychological ill-health for nurses, midwives & paramedics Professor Karen Mattick	Don't reinvent the wheel: Relying on New Pedagogical Models from Allied Health Professions Professor Bryan Pilkington	Linguistic Diversity in Healthcare: The Case for Bias Reduction in Communication Professor Bryan Pilkington	A contextual definition of Longitudinal Integrated Clerkships within the UK and Ireland: A bi-national modified Delphi study Dr Megan Brown	Curriculum experience evaluation: Scotland's graduate entry Medicine programme (ScotGEM) Dr Anita Laidlaw	Medical students' tolerance of uncertainty in Problem-Based Learning: A qualitative analysis of tutors' perspectives and influences on uncertainty tolerance Mr Joseph Hughes
Meeting Room 1	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Medical students (4); Wellbeing (2)	Small Grant Funding Recipient 2022: Medical students' attitudes to pursuing a career in psychiatry: A realist study  Miss Elizabeth McCulloch, Miss Lucy Hollands	Medical students impacted by discrimination: their experiences of sense of belonging and support systems at medical school Mr Hamza Ikhlq	"Peer-scribing": utilising a live, collaborative drug chart to teach prescribing Dr Claire Hemingway, Dr Elizabeth Morgan	Small Grants Funding Recipient 2021: Personal tutoring and professional identity development in undergraduate medical students: Reflecting on tutors' and students' perspectives Dr Ana Baptista	Representations of Impostor Syndrome through I-Poems: 'What am I doing here?' Miss Chloe Langford	Small Grants Funding Recipient 2020: Student perceptions of how termly OSCEs impact stress and wellbeing compared with biennial OSCEs Dr Catherine Farrelly




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Meeting Room 2	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Undergraduate	<p>Funding summer placements to increase diversity within postgraduate MSc/MRes courses</p> <p>Dr Martin Higgs</p>	<p>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</p> <p>Miss Anna Foster</p>	<p>If at first you don't succeed, try, try again? - A quality improvement project to implement a 'Call a Teacher' scheme</p> <p>Dr Elle Dodds, Dr Cleone Pardoe</p>	<p>New Leaders Award 2022: Leading UK and International Undergraduate Health Education reform in Education for Sustainable Healthcare – The Planetary Health Report Card</p> <p>Dr Hannah Chase</p> 	<p>ASME PhD Funding Recipient: Student Perspectives on the Provision of Cases and Self-Regulated Learning Feedback in Virtual Patients to Teach Clinical Reasoning</p> <p>Dr Robert Jay</p> 	<p>Team-Based Learning in Paediatric Clinical Attachments for Medical Students</p> <p>Dr Elena Jones</p>
Tactic Meeting Room	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Theory (2); Virtual (4)	<p>A theoretical systematic review of patient involvement in health and social care education</p> <p>Miss Amber Bennett-Weston</p>	<p>'Dr Who?' A Qualitative Analysis of Ideas of Matriculating Medical Students around Medical Professional Identity</p> <p>Dr Heather McNeilly</p>	<p>A Data Driven Virtual Learning Environment That Identified and Mitigated the Impact of Reduced Physical Interaction on Undergraduate Medical Education</p> <p>Dr Alice Doughty</p>	<p>Getting your head in the game: exploring first year medical students perceptions of VR and cadaveric resources for learning anatomy</p> <p>Ms Geetika Ail</p>	<p>Pandemic Support for Educational Supervisors – Lessons Learnt From a Virtual Update Course</p> <p>Dr Kwaku Baryeh</p>	<p>Student-Created 360-Degree Videos of OSCE Stations to Prepare Students During New Clinical Realities</p> <p>Miss Leya Luhar</p>
Meeting Room 5	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Postgraduate (4); Interprofessional (2)	<p>Internal Medicine Training – implementation and impacts of a new curriculum: Findings from a 3-Year longitudinal evaluation</p> <p>Dr Katie Webb</p>	<p>ASME PhD Funding Recipient: Less than full-time working in the medical profession: a systematic review, and examination of doctors' characteristics and performance</p> <p>Dr Magdalen Baker</p> 	<p>Master's in Genomic Medicine framework: a multidisciplinary first in NHS postgraduate training</p> <p>Dr Siobhan Simpson</p>	<p>The Feasibility of Integrating Generalism into Postgraduate Internal Medical Training – Enhance Pilot in the Midlands, UK</p> <p>Dr Jack Haywood</p>	<p>Conceptualising and assessing non-technical skills in research on simulation-based medical education and training: An integrated scoping review and curriculum analysis</p> <p>Professor Riikka Hofmann</p>	<p>Interprofessional education beyond the MDT: Insights from an innovative, multi-stakeholder simulation</p> <p>Dr Joanne Selway</p>







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Meeting Room 7	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Education	<p>Small Grants Funding Recipient 2022: "I'd like to phone a friend": how can students use digital devices in OSCEs?</p> <p>Dr Kathy Cullen</p> 	<p>Motivations behind medical educators: Exploring why junior doctors become clinical teaching fellows</p> <p>Dr Harriet Bothwell</p>	<p>Patient and Public Involvement in Virtual Simulation-Based Education Informs and Enhances Clinicians' Knowledge in Managing Polycystic Ovary Syndrome and Adrenal Conditions</p> <p>Miss Saima Kauser-Malik</p>	<p>SIMBA for Students – teaching medical cases to pre-clinical medical and pharmacy students through online simulation: a pilot study</p> <p>Mr Aditya Swaminathan</p>	<p>Sickle Cell Disease Education in Low- and Middle-Income Countries Using the MedShr Digital Knowledge Platform</p> <p>Dr Amin Siddig</p>	
Meeting Room 8	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Assessment	<p>A systematic literature review to explore the reliability of simulated patients assessing medical students in Objective Structured Clinical Examinations (OSCEs)</p> <p>Dr Anita Neenan</p>	<p>All medical degrees are equal, but some are more equal than others: An analysis of medical degree classifications</p> <p>Dr Megan Brown</p>	<p>Do medical students with a disability experience adverse educational outcomes on UK medical courses?</p> <p>Miss Kirsten Revell</p>	<p>Small Grants Funding Recipient 2022: Does lowering the idea density of pharmaceutical calculations impact exam performance? A randomised controlled trial</p> <p>Dr Andrew Lunn</p> 	<p>The educational value of Situational Judgement Tests (SJTs) when used during undergraduate medical training: A systematic review and narrative synthesis</p> <p>Dr Gurvinder Sahota</p>	<p>Were candidates sitting exams in a remote online format advantaged during the COVID-19 pandemic? A systematic review with meta-analysis</p> <p>Dr David Thewlis</p>
Meeting Room 9	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Careers	<p>Do junior doctors see themselves as medical educators? A literature review</p> <p>Dr David Hettle</p>	<p>eXploring medical sTudents' caReer reAdiness (XTRA) - A Cross-Sectional Study in the United Kingdom</p> <p>Dr Mia McDade-Kumar, Dr Farazi Virk</p>	<p>How do widening participation students and surgeons perceive opportunities for a career in surgery?</p> <p>Miss Robyn Dean</p>	<p>Negotiating uncertain NHS futures: Medical students career expectations, preparations, and support requirements</p> <p>Mr Luke Dcaccia, Dr Anja Timm</p>	<p>Small Grants Funding Recipient 2021: The Post-foundation Training Break ("F3"): Evaluating Its Impact On Postgraduate Medical Training: A National Multiple-stakeholder Study</p> <p>Dr Helen Church</p> 	<p>What makes a 'good doctor'? A critical discourse analysis of perspectives from medical students with lived experience as patients</p> <p>Dr Erene Stergiopoulos</p>

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Meeting Room 10	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Interdisciplinary (4) Medical students (1)	Could a multi-professional approach to teaching be the future of patient safety training? Dr Gbemisola David-West, Dr Aditi Siddharth	Small Grants Funding Recipient 2021: Striving to be an Excellent Healthcare Professional and Excellent Parent: Exploring the Experiences of UK Doctors and Nurses Dr Gillian Scanlan, Dr Catherine Kennedy 	Medical Education Travelling Fellowship 2020: Team learning at work: getting the best out of interdisciplinary teacher teams and leaders Dr Stephanie Meeuwissen 	Medical student perceptions and experiences of incivility: a qualitative study Miss Louise Griffin	Training health and social care professionals in multidisciplinary team working: a review of undergraduate educational requirements Dr Victoria Collin	
Meeting Room 11	0920-0940	0940-1000	1000-1020	1020-1040	1040-1100	1100-1115
Careers (1); Equality, Diversity & Inclusivity (1); Interprofessional Education (1); Virtual (1); Policy (1)	Rise of the Med-Ed-ists: Achieving a critical mass of non-practicing clinicians within medical education Dr Helen Church, Dr Megan Brown 	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 Miss Maria Bantounou 	Interprofessional workplace collaboration approaches: A framework analysis study of internal medicine trainees Dr Joanne Kerins	EDC Education Innovation Awards Funding Recipient 2021: TOMO Global Health – lighten up TOMORrow's health together with friends across the globe Miss Masako Shimato 	Financial annual bonuses for being better trainees leads to better patient outcomes Mr Balaji Jayasankar 	
Board Room 1	All day					
	Speaker Preview Room					