# Transform MedEd 2020
## Global Challenges, Local Impact

**Friday 13 March 2020**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>08:00</td>
<td>Registration</td>
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<tr>
<td>09:00</td>
<td>Opening address</td>
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| 09:20  | Keynote speaker: Teaching the care in caring: Changing methods, but unchanging principles  
**Professor Abraham Verghese**  
Provostial Professor and Vice Chair of Medicine, Stanford University School of Medicine |
| 10:30  | **Evidence-based Education**                                         |
|        | Symposium 1                                                           |
|        | Global challenges, local solutions: evidence-based education for future healthcare  
Anthony Costello, Jennifer Cleland, Elizabeth Rider, David Cook et al |
|        | **Humanities and social sciences in Medical Education**              |
|        | Workshop 1                                                           |
|        | Using forum theatre in undergraduate teaching and learning          |
|        | Workshops 1                                                          |
|        | Various                                                              |
|        | **Technology-enhanced Education**                                    |
|        | Workshop 2                                                           |
|        | Creating virtual scenarios with a toolkit                           |
|        | Workshops 2                                                          |
|        | Various                                                              |
|        | **Partnerships in Medical Education**                                |
|        | Workshop 3                                                           |
|        | Designing structured learning in primary care for medical undergraduates in primary care  
Wern Ee Tang, Teck Yee Wong |
| 12:00  | Lunch, Posters & Demonstrations                                     |
| 13:45  | **Workshop 4**                                                       |
|        | Evidence-based pedagogies for medical education: dispelling myths and reinforcing teaching practices backed by data  
Andre Kumar Various |
|        | **Workshop 5**                                                       |
|        | Artificial intelligence in medical education: a practical guide       |
|        | Workshops 5                                                          |
|        | Various                                                              |
| 15:15  | Tea break                                                            |
| 15:45  | **Workshop 7**                                                       |
|        | Drawing & doing in order to learn: a framework to promote making the unseen seen and the complex simple  
Erin Filimore Various |
|        | **Workshop 8**                                                       |
|        | Introduction to coaching skills for medical educators                |
|        | Workshops 8                                                          |
|        | Various                                                              |
|        | **Workshop 9**                                                       |
|        | Fostering meaningful connections with patients through evidence-based practices |
|        | Workshops 9                                                          |
|        | Various                                                              |
| 17:15  | Tour of Imperial College London’s Digital Learning Hub             |
| 17:30  | Drinks reception                                                    |
| 18:30  | Conference dinner & Guest speaker:  
**Professor Peter Abrahams**, Warwick Medical School and Life Fellow of Girton College, University of Cambridge |
Keynote speaker: Doctors are people too: How research can inform policy and practice
Professor Jennifer Cleland
Director of the Medical Education Research and Scholarship Unit (MERSU) at Lee Kong Chian School of Medicine

Evidence-based Education

10:30
Workshop 12
Planning for the future – educating the professional for tomorrow’s healthcare
Winnie Teo, Nicholas Chew

Curricular and organisational transformation
Various

Humanities and social sciences in Medical Education

10:30
Workshop 13
Becoming human: defining professionalism and reflective clinical practice through the humanities
Neepa Thackerm, Joanne Winning

On the front line: educational urgencies for clinical practice
Various

Technology-enhanced Education

10:30
Workshop 14
Teaching bedside clinical skills in the classroom
Errol Ozdalga

Healthcare education in a digital age
Various

Partnerships in Medical Education

Symposium 4
Communities, students and patients: partners for progress
Helen Ward, Teck Yee Wong (Introduction), Chen Lin Ng, Kavya Pillai, Jhia Jiat Teh, Nitish Nachiappan, et al

12:00
Lunch, Posters and Demonstrations

13:45
Workshop 15
Understanding transitions into and within medical careers: the research challenges
Bernadette Bartlam, Helen Smith

Skills-based education
Various

Workshop 16
Using restorative justice to address clinical conflict
Sonoo Thadaney Israni

Engaging students in initiatives for transforming medical education
Various

Symposium 5
Digital health education: what is needed in the 21st century undergraduate curriculum?
Sonia Kumar, Georgina Neve, Loraine Tudor and student speakers

Workshop 17
Pushing the boundaries of medical education: inspiring educators through performance simulation of music and surgery
Terry Clark, Roger Kneebone and Kirsten Dalrymple

15:45
Closing address
### Evidence-based Education

#### Symposium 1
**Global challenges, local solutions: evidence-based education for future healthcare**

Chaired by Anthony Costello (University College London)

Panel: Jennifer Cleland (Lee Kong Chian School of Medicine), Kathleen Leedham-Green (Imperial College London), David Cook (Mayo Clinic College of Medicine and Science), Elizabeth Rider (Harvard Medical School & Boston Children's Hospital), SanYuMay Tun (Imperial College London) with Student and Patient representatives

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#### Workshop 4
**Evidence-based pedagogies for medical education: dispelling myths and reinforcing teaching practices backed by data**

**Drawing & doing in order to learn: a framework to promote making the unseen seen and the complex simple**

**Planning for the future – educating the professional for tomorrow’s healthcare**

**Understanding transitions into and within medical careers: the research challenges**

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#### Short Communications 4
**Preparedness for practice**

**Self-perceived confidence of medical students towards paediatric patients in a 7-week paediatric placement: a pilot survey**

**A qualitative analysis of junior doctors’ journeys to preparedness in acute care**

**Using reflection of participants to evaluate a novel pilot “becoming the medical registrar” programme**

**Better nursing handover communication: interdisciplinary, translational research at St Vincent’s Hospital Sydney**

**Assessments of electrocardiogram interpretation skill: a systematic review**

**Preparedness for practice of medical graduands: qualitative findings from a longitudinal study**

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#### Short Communications 7
**Learner experience and development**

**Bias in the evidence-base: How power, privilege and silence produce bias in medical education**

**Development and validation of a survey for measuring healthcare professional attributes (PTH model)**

**Improving medical student performance, mindset and confidence through a coaching-themed academic tutoring programme**

**Training faculty in humanistic inter-professional education: a qualitative analysis of what is most important**

**Improving medical trainee experience in intensive care rotations prior to implementation of the internal medicine training programme: a regional survey**

**Improving gender imbalances in audience participation by medical conference attendees**

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#### Short Communications 8
**Curricular and organisational transformation**

**An explorative study of medical student experiences of a generalist connected curriculum and the translational benefits for clinical practice**

**Creation of an undergraduate teaching tool to address the availability-accessibility paradigm in medical education**

**Equipping tomorrow’s doctors - it is time for a formal undergraduate acute medicine curriculum**

**It’s more than resilience: organisational change needed for humanistic teaching and practice**

**International medical education collaborations: evaluating the impact of the development and delivery of the BM(EU) on faculty staff**

**Developing a methodology to revise a preclinical bioscience curriculum for a graduate medical course**

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#### Short Communications 11
**Skills-based education**

**Improving the acquisition of clinical examination skills with guided mental rehearsal in e-learning (imagine)**

**Applying the learning sciences to teach expert clinical reasoning in undergraduate medical education**

**Translating the findings of a clinical audit into an effective near-peer teaching course**

**Observing electronic prescribing behaviour on medical ward rounds using a human factors framework: a pilot study**

**Neuroscientific correlates of learning to diagnose chest x-rays**

**Peer observation of feedback in clinical teaching: is it feasible and what are the influences on clinician’s feedback skills?**

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#### Workshop 12
**Evidence-based planning for the future**

**Drawing & understanding transitions into and within medical careers: the research challenges**

**Based pedagogies for medical education: dispelling myths and reinforcing teaching practices backed by data**

**Doing in order to learn: a framework to promote making the unseen seen and the complex simple**

**Planning for the future – educating the professional for tomorrow’s healthcare**

**Understanding transitions into and within medical careers: the research challenges**

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#### Workshop 15
**School & Boston Children’s Hospital**

Chaired by Anthony Costello

Global challenges, local solutions: evidence planning for the future
drawing & understanding transitions into and within medical careers: the research challenges

**Based pedagogies for medical education: dispelling myths and reinforcing teaching practices backed by data**

**Doing in order to learn: a framework to promote making the unseen seen and the complex simple**

**Planning for the future – educating the professional for tomorrow’s healthcare**

**Understanding transitions into and within medical careers: the research challenges**

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### Contributors

- Andre Kumar, Stanford University
- Erin Fillmore, Warwick Medical School
- Winnie Teo & Nicholas Chew, National Healthcare Group
- Bernadette Bartlam & Helen Smith, Lee Kong Chian School of Medicine
- Ka Yan Cheung and Jia Jiat Teh, Imperial College London
- Fatima Nawrozadeh, Imperial College Healthcare NHS Trust & Samuel Burridge, Royal Free London NHS Foundation Trust
- Anita Cheah, Health Education England
- Diana Slade, The Australian National University & Jack Pun, City University of Hong Kong
- David Cook, Mayo Clinic College of Medicine and Science
- Shiwei Chen & Bernadette Bartlam, Lee Kong Chian School of Medicine
- Molly Fyfe & Matt Harris, Imperial College London
- Winnie Teo, National Healthcare Group
- Kathleen Leedham-Green, Imperial College London
- Elizabeth Rider, Harvard Medical School & Boston Children’s Hospital
- Bliss Anderson & Vita Sinclair, Croydon University Hospital
- Kevin Murphy, Imperial College London
- Neelam Parmar, University College London
- Nikolaos Tzoumas, University of Edinburgh
- Anita Cheah, Guy’s and St Thomas’ NHS Foundation Trust
- Elizabeth Rider, Harvard Medical School & Boston Children’s Hospital
- Anja Timm, University of Southampton
- Katharine Reid, The University of Melbourne
- David Cook, Mayo Clinic College of Medicine and Science
- Jo Harrison, Royal Children’s Hospital, University of Melbourne & Murdoch Children’s Research Institute
- Bridget Zhang, Cambridge University Hospitals
- Ann Chu, Imperial College London & Imperial College Healthcare NHS Trust
- Jerome Rotgans, Lee Kong Chian School of Medicine
- Jo Harrison, Royal Children’s Hospital, University of Melbourne & Murdoch Children’s Research Institute
## Humanities and social sciences in Medical Education

### Symposium 2
**Authenticity and Identity**
Chaired by Tanya Tierney (Lee Kong Chian School of Medicine)
Panel: Ryan Love (East and North Hertfordshire NHS Trust), Arunthathi Mahendran (Queen Mary University of London), Samantha Gallivan (Imperial College London), Kang Kwong Luke (Nanyang Technological University) & Anshuni Kaneria (Imperial College London)

### Workshop 1
**Using Forum Theatre in undergraduate teaching and learning**
Wing May Kong, Ged Murtagh, Anshuni Kaneria & Simon Purse, Imperial College London

### Workshop 8
**Introduction to coaching skills for medical educators**
Arti Maini, Imperial College London

### Workshop 9
**Fostering meaningful connections with patients through evidence-based practices**
Donna Zulman, Stanford University

### Workshop 13
**Becoming Human: defining professionalism and reflective clinical practice through the humanities**
Neeha Thacker, Imperial College London, Joanne Winning, Birkbeck University of London & Tanya Tierney, Lee Kong Chian School of Medicine

### Workshop 16
**Using restorative justice to address clinical conflict**
Sonoo Thadaney Israni, Stanford University

### Short Communications 1
**Conceptual approaches to humanities and social sciences in teaching and learning**
Olga Zayts-Spence, University of Hong Kong

**Assessing social and behavioural sciences: challenges and opportunities**
Jeni Harden, University of Edinburgh

**Explaining empathy orientation and identifying its dimensional components for scale development: a grounded theory approach**
Chou Chuen Yu, Geriatric Education and Research Institute

**The THINK project: a dialogic approach to humanities in medical education**
Michelle Chiang, Nanyang Technological University

**Patient-centred care and the posthuman absurd in medical education**
Ana Baptista, Imperial College London

### Short Communications 9
**On the front line: educational urgencies for clinical practice**
Arpan Tahim, University College London

**AI-healthcare: the hype & the peril: teaching ethical underpinnings and a framework to front line clinicians and trainees**
Sonoo Thadaney Israni, Stanford University

**The 5-minute bedside moment**
Kathleen Leedham-Green, Imperial College London

**Extinction rebellion for doctors: incorporating concepts of social and environmental accountability into clinical learning**
En Lei Samuel Fong, Lee Kong Chian School of Medicine

### Short Communications 12
**Engaging students in initiatives for transforming medical education**
Kathleen Leedham-Green, Imperial College London

**What do medical students learn about collaborative practices from being in the clinical workplace?**
Ronan Pilkington, University of Leeds

**The use of global illness narratives in medical education and patient care**
Graham Matthews, Nanyang Technological University

**Engaging the medical humanities sceptics: What the students say**
Lucinda Richards, South London and Maudsley NHS Trust

**Impact of mindfulness practice on students’ engagement during team-based learning (TBL)**
Li Kha Nicholas Loh, Lee Kong Chian School of Medicine

**A picture of health: exploring the role of art in medical education**
Sabyha Khan, Imperial College Healthcare NHS Trust
## Technology-enhanced Education

### Symposium 3
**Digital enablement of global healthcare education**  
Chaired by Gideon Shimson (Imperial College London)  
Panel: Josip Car (Lee Kong Chian School of Medicine), Helen Ward (Imperial College London), David Cook (Mayo Clinic College of Medicine and Science), Charles Prober (Stanford University) & Gaya Gamhewage (World Health Organisation)

### Symposium 5
**Digital health education: what is needed in the 21st century undergraduate curriculum?**  
Sonia Kumar & Georgina Neve (Imperial College London), Lorainne Tudor Car, Emmanuel Tan & Richard Lee (Lee Kong Chian School of Medicine) & student speakers

### Workshop 2
**Creating virtual scenarios with a toolkit**  
Sheetal Kavia & Trupti Jivram, St George’s University of London

### Workshop 5
**Artificial intelligence in medical education: a practical guide**  
Paul Gagnon & Smriti Pathak, Lee Kong Chian School of Medicine & Preman Rajalingam, Nanyang Technological University

### Workshop 10
**Teaching bedside clinical skills in the classroom**  
Errol Ozdalga & Maja Artandi, Stanford University

### Workshop 14
**The craft of learner-centred teaching: tips, tools and technologies**  
Kim Walker & William Bottini, Stanford University

### Short Communications 2
**Curriculum impact through digitally enhanced learning projects**  
Team-based learning analytics: an empirical case study  
Determining the educational impact of virtual patients on trauma team training during a multinational civil military medical simulation  
Enhancing effectiveness and availability of medical education by leveraging learning science and platform-based delivery  
Developing innovative and scalable online teaching methods for students in practical communicable disease control and health protection  
Preparation of a mobile anatomy application for learning external cardiac anatomy  
Preparing students for effective professional public health practice: authenticity and application in the Massive Online Open Course (MOOC) space  
Jerome Rotgans, Lee Kong Chian School of Medicine  
Linda Therése Sonesson, Imperial College London & Karolinska Institutet  
Peter Horneffer, Lecturio & All-American Institute of Medical Sciences  
Helen Skirrow, Imperial College London  
Han Jie Koh, Lee Kong Chian School of Medicine  
Richard Pinder, Imperial College London

### Short Communications 5
**Immersive Educational Technology (xR)**  
Augmented training simulation for CT guided intervention  
Using virtual scenarios for different educational activities  
Virtual reality team-based training to optimise surgical performance  
A novel approach to assessment in anatomy – the use of augmented reality to improve constructive alignment  
Does VR increase learning gain when compared to a similar traditional learning experience?  
The revolution is coming: practical considerations for bringing digital transformation to higher education  
Thomas Hurkxkens, Imperial College London  
Trupti Jivram, St George’s University of London  
Kartik Logisheety, Imperial College London  
Adam Misky, Imperial College London & Imperial College Healthcare NHS Trust  
Khadija Mahmoud & Isaac Harris, Imperial College London  
Senita Mountjoy & Christina Atchison, Imperial College London

### Short Communications 10
**Healthcare Education in a Digital Age**  
Why do doctors share and discuss cardiology cases online?  
Clinician engineers - the future of healthcare  
AI in healthcare: better understanding the capabilities of machine learning algorithms in predicting disease, and implications for educating future doctors  
Digital health literacy: outcomes from a primary care educators workshop  
Immersing undergraduate medical students in research through digital health: interim findings from Imperial College School of Medicine’s lifestyle tracking study  
Designing internet-based patient education to improve diabetes self-care management  
Daniel Livingstone, Health Education England  
Neel Sharma, Queen Elizabeth Hospital Birmingham  
Mark Wong, University of Cambridge  
Georgina Neve, Imperial College London  
Richard Pinder & Amy Bannerman, Imperial College London  
Javad Jafari, Karolinska Institutet
### Partnerships in Medical Education

#### Symposium 4
**Communities, students and patients: partners for progress**
- Chaired by Helen Ward (Imperial College London) & Teck Yee Wong (Lee Kong Chian School of Medicine)
- Participants: Chen Lin Ng (Lee Kong Chian School of Medicine), Kayya Pillai (Imperial College London), Rong Luo (Imperial College London), Fatima Rashid (Imperial College London), Jhia Jiat Teh (Imperial College London), Ayomide Ayorinde (Imperial College London), Nitish Nachiappan (Imperial College London), Frances Mortimer (Centre for Sustainable Healthcare) and Deepa Shah (Queen Mary University of London)

#### Student Forum
- Discussion forum lead and facilitated by students from Imperial College London School of Medicine and Lee Kong Chian School of Medicine

#### Workshops
- **Workshop 3**: Designing structured learning in primary care for medical undergraduates in Primary Care
- **Workshop 6**: Strategic level PPI within healthcare education: avoiding the pitfalls and finding the way
- **Workshop 11**: Student-friendly teaching: what do my students want and how can I implement it in the large group teaching context?
- **Workshop 17**: Pushing the boundaries of medical education: inspiring educators through performance simulation of music and surgery

#### Short Communications
- **Clinical Partnerships**
  - Health professionals for global health: calling for global health competencies in postgraduate curricula and recognition of global health in training
  - Starting a new postgraduate wellbeing programme at a medical school: key learning points
  - Partnerships in medical education to boost the recruitment of doctors within general practice and family medicine in Singapore
  - The role of the generalist clinical mentor in community-engaged education
  - Stepping stones: from medical student to junior doctor
  - What would clinical teaching fellows change about their own undergraduate education to increase preparedness for practice? A Q-methodology study.

- **Communities and patients**
  - Neuropsychiatric presentations in the medically ill: opportunities for interdisciplinary teaching and learning at the bedside
  - The “us and them” divide: minority students’ experiences of empowerment and alienation in global health education
  - Curriculum review: how to build partnerships, sustain motivation and deliver content
  - Social accountability at Imperial College London School of Medicine – exploring intra and extra curricula activities
  - Students teach students: creating video bites by partnering medical students with educators to improve anatomy teaching at Imperial College London
  - Developing a community of practice - student partnership in curriculum design

- **Student Partnerships**
  - Changing perception: an evaluation of the Leeds Medical Education Academy Summer School
  - The role of peer-tutoring in medical school: insights from Imperial College MedEd society’s ‘intro to’ events
  - The assessment amnesty: tackling cheating at UCL medical school
  - Teaching physical examination techniques in the pre-clinical years
  - Raising awareness of subconscious gender bias: to challenge our stereotypical outlook in medical education
  - Discussion of the design of a multi-disciplinary teaching session for patient safety for year 5 medical students

**Participants**:
- Chen Lin Ng
- Kayya Pillai
- Rong Luo
- Fatima Rashid
- Jhia Jiat Teh
- Ayomide Ayorinde
- Nitish Nachiappan
- Frances Mortimer
- Deepa Shah
- Helen Ward
- Teck Yee Wong
- Wern Ee Tang
- Lee Kong Chian School of Medicine
- Trevor Kettle & Mary Charlton, University of Southampton
- Robert Grogan, Imperial College London
- Kristen Dairymple & Roger Kneebone, Imperial College London, Terry Clark, Royal College of Music
- Emmanuel Tan & Tanya Tierney, Lee Kong Chian School of Medicine
- Humaira Zainal, Lee Kong Chian School of Medicine
- Panna Muqit & Farhana Badshah, University of St Andrews
- Molly Fyfe, Imperial College London
- Olivia Buckeldee & Rory Morrice, Imperial College London & Chelsea and Westminster NHS Trust
- Sheela Lahijani, Stanford University
- Mariam Sbaiti, Imperial College London
- Anshuni Kaneria, Imperial College London & Lucy Rosby, Lee Kong Chian School of Medicine
- Jenna Mollaney, Imperial College London
- Ria Gaglani & Akash Srinivasan, Imperial College London
- Martina Crehan, Royal College of Surgeons in Ireland
- Alexander Bald, University of Leeds
- Amer Al-Balah, Imperial College London
- Daniel Ntubiabe & Alison Sturrock, University College London
- Wern Ee Tang, Lee Kong Chian School of Medicine
- Helen Hooper, Northumbria University
- Noreen Ryan, Imperial College London