


Friday 13 March 2020

08:00 Registration
09:00 Opening address

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

Evidence-based Education		Humanities and social sciences in Medical Education		Technology-enhanced Education		Partnerships in Medical Education	
Symposium 1		Workshop 1	Short Comms 1	Workshop 2	Short Comms 2	Workshop 3	Short Comms 3
Global challenges, local solutions: evidence-based education for future healthcare		Using forum theatre in undergraduate teaching and learning	Conceptual approaches to humanities and social sciences in teaching and learning	Creating virtual scenarios with a toolkit	Curriculum impact through digitally enhanced learning projects	Designing structured learning in primary care for medical undergraduates in primary care	Clinical partnerships
Anthony Costello, Jennifer Cleland, Elizabeth Rider, David Cook et al		Wing May Kong, Anshuni Kaneria	Various	Sheetal Kavia	Various	Wern Ee Tang, Teck Yee Wong	Various

12:00 Lunch and Posters

Workshop 4	Short Comms 4	Symposium 2		Workshop 5	Short Comms 5	Workshop 6	Student Forum
Evidence-based pedagogies for medical education: dispelling myths and reinforcing teaching practices backed by data	Preparedness for practice	Authenticity and identity		Artificial intelligence in medical education: a practical guide	Immersive educational technology (XR)	Strategic level PPI within healthcare education: avoiding the pitfalls and finding the way	Student discussion forum
Andre Kumar	Various	Giskin Day, Tanya Tierney, Ryan Love, Arunthathi Mahendran et al		Paul Gagnon, Smriti Pathak, Preman Rajalingam	Various	Trevor Kettle	Various

15:15 Tea break

Workshop 7	Short Comms 7	Workshop 8	Workshop 9	Symposium 3	Workshop 10	Workshop 11	Short Comms 6
Drawing & doing in order to learn: a framework to promote making the unseen seen and the complex simple	Learner experience and development	Introduction to coaching skills for medical educators	Fostering meaningful connections with patients through evidence-based practices	Digital enablement of global healthcare education	The craft of learner-centred teaching: tips, tools and technologies	Student-friendly teaching: What do my students want and how can I implement it in the large group teaching context?	Communities and patients
Erin Filmore	Various	Arti Maini	Donna Zulman	Josip Car, David Cook, Gaya Gamhewage, et al	Kim Walker, William Bottini	Robert Grogan	Various

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**

Saturday 14 March 2020

08:00 Registration

09:00 Welcome address

09:20  **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 Short Comms 8

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

Curricular and organisational transformation

Winnie Teo, Nicholas Chew

Various

Humanities and social sciences in Medical Education

Workshop 13 Short Comms 9

Becoming human: defining professionalism and reflective clinical practice through the humanities

On the front line: educational urgencies for clinical practice

Neepa Thackerm, Joanne Winning

Various

Technology-enhanced Education

Workshop 14 Short Comms 10

Teaching bedside clinical skills in the classroom

Healthcare education in a digital age

Errol Ozdalga, Maja Artandi

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 and Posters

13:45 Workshop 15 Short Comms 11

Understanding transitions into and within medical careers: the research challenges

Skills-based education

Bernadette Bartlam, Helen Smith

Various

Workshop 16 Short Comms 12

Using restorative justice to address clinical conflict

Engaging students in initiatives for transforming medical education

Sonoo Thadaney Israni

Various

Symposium 5

Digital health education: what is needed in the 21st century undergraduate curriculum?

Sonia Kumar, Georgina Neve, Lorainne Tudor and student speakers

Workshop 17 Short Comms 13

Pushing the boundaries of medical education: inspiring educators through performance simulation of music and surgery

Student Partnerships

Terry Clark, Roger Kneebone and Kirsten Dalrymple

Various

15:45 Closing address

Evidence-based Education

Symposium 1		<p>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</p>
Workshop 4	Evidence-based pedagogies for medical education: dispelling myths and reinforcing teaching practices backed by data	
Workshop 7	Drawing & doing in order to learn: a framework to promote making the unseen seen and the complex simple	
Workshop 12	Planning for the future – educating the professional for tomorrow's healthcare	
Workshop 15	Understanding transitions into and within medical careers: the research challenges	
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		
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
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
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?

Andre Kumar, Stanford University
 Erin Filmore, Warwick Medical School
 Winnie Teo & Nicholas Chew, National Healthcare Group
 Bernadette Bartlam & Helen Smith, Lee Kong Chian School of Medicine

Ka Yan Cheung and Jhia Jiat Teh, Imperial College London

Fatima Nawrozzadeh, Imperial College Healthcare NHS Trust & Samuel Burridge, Royal Free London NHS Foundation Trust
 Anita Cheah, Health Education England
 Liza Goncharov & Christian Matthiessen, The Australian National University
 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
 Michael Emerson, 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

Jianbin Ding, Lee Kong Chian School of Medicine
 Candice Kim, Stanford University
 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	<p>Chaired by Tanya Tierney (Lee Kong Chian School of Medicine)</p> <p>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)</p>
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	Neepa Thacker, Imperial College London & Joanne Winning, University of London
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	<p>Incorporating evidence-based research findings of interdisciplinary health communication projects into medical education and professional training in Hong Kong and internationally Olga Zayts-Spence, University of Hong Kong</p> <p>Assessing social and behavioural sciences: challenges and opportunities Jeni Harden, University of Edinburgh</p> <p>Explaining empathy orientation and identifying its dimensional components for scale development: a grounded theory approach Chou Chuen Yu, Geriatric Education and Research Institute</p> <p>The think project: a dialogic approach to humanities in medical education Aaron Ang, Tan Tock Seng Hospital</p> <p>Patient-centred care and the post human absurd in medical education Michelle Chiang, Nanyang Technological University</p> <p>Academics' emotions in HE teaching and learning: a conceptual reflection Ana Baptista, Imperial College London</p>
Short Communications 9	On the front line: educational urgencies for clinical practice	<p>Exploring how postgraduate surgeons-in-training learn through the use of workplace-based assessment Arpan Tahim, University College London</p> <p>AI-healthcare: the hype & the peril: teaching ethical underpinnings and a framework to front line clinicians and trainees Sonoo Thadaney Israni, Stanford University</p> <p>The 5-minute bedside moment Samantha Wang & Poonam Hosamani, Stanford University</p> <p>Extinction rebellion for doctors: incorporating concepts of social and environmental accountability into clinical learning Kathleen Leedham-Green, Imperial College London</p> <p>System or student? Analysing factors leading to junior doctor burnout and mitigating strategies during transitions of practice En Lei Samuel Fong, Lee Kong Chian School of Medicine</p>
Short Communications 12	Engaging students in initiatives for transforming medical education	<p>What do medical students learn about collaborative practices from being in the clinical workplace? Kathleen Leedham-Green, Imperial College London</p> <p>Medicine in the spotlight: exploring students' attitudes towards drama-based learning Ronan Pilkington, University of Leeds</p> <p>The use of global illness narratives in medical education and patient care Graham Matthews, Nanyang Technological University</p> <p>Engaging the medical humanities sceptics: What the students say Lucinda Richards, South London and Maudsley NHS Trust & Michael Stanley-Baker, Lee Kong Chian School of Medicine</p> <p>Impact of mindfulness practice on students' engagement during team-based learning (TBL) Li Khai Nicholas Loh, Lee Kong Chian School of Medicine</p> <p>A picture of health: exploring the role of art in medical education Sabyha Khan, Imperial College Healthcare NHS Trust</p>



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), Lorraine 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, 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	The craft of learner-centred teaching: tips, tools and technologies	Kim Walker & William Bottini, Stanford University	
Workshop 14	Teaching bedside clinical skills in the classroom	Errol Ozdalga & Maja Artandi, Stanford University	
Short Communications 2	Curriculum impact through digitally enhanced learning projects	Team-based learning analytics: an empirical case study	Jerome Rotgans, Lee Kong Chian School of Medicine
		Determining the educational impact of virtual patients on trauma team training during a multinational civil military medical simulation	Linda Therése Sonesson, Imperial College London & Karolinska Institutet
		Enhancing effectiveness and availability of medical education by leveraging learning science and platform-based delivery	Peter Horneffer, Lecturio & All-American Institute of Medical Sciences
		Developing innovative and scalable online teaching methods for students in practical communicable disease control and health protection	Helen Skirrow, Imperial College London
		Evaluation of a mobile anatomy application for learning external cardiac anatomy	Han Jie Koh, Lee Kong Chian School of Medicine
		Preparing students for effective professional public health practice: authenticity and application in the Massive Online Open Course (MOOC) space	Richard Pinder, Imperial College London
Short Communications 5	Immersive Educational Technology (xR)	Augmented training simulation for CT guided intervention	Dimitri Amiras & Philip Pratt, Imperial College London
		Using virtual scenarios for different educational activities	Trupti Jivram, St George's University of London
		Virtual reality team-based training to optimise surgical performance	Kartik Logishetty, Imperial College London
		A novel approach to assessment in anatomy – the use of augmented reality to improve constructive alignment	Adam Misky, Imperial College London & Imperial College Healthcare NHS Trust
		Does VR increase learning gain when compared to a similar traditional learning experience?	Khadija Mahmoud & Isaac Harris, Imperial College London
		The revolution is coming: practical considerations for bringing digital transformation to higher education	Senita Mountjoy & Noemi Azzolina, Imperial College London
Short Communications 10	Healthcare Education in a Digital Age	Why do doctors share and discuss cardiology cases online?	Daniel Livingstone, Health Education England
		Clinician engineers - the future of healthcare	Neel Sharma, Queen Elizabeth Hospital Birmingham
		AI in healthcare: better understanding the capabilities of machine learning algorithms in predicting disease, and implications for educating future doctors	Mark Wong, University of Cambridge
		Digital health literacy: outcomes from a primary care educators workshop	Georgina Neve, Imperial College London
		Immersing undergraduate medical students in research through digital health: interim findings from Imperial College School of Medicine's lifestyle tracking study	Richard Pinder & Amy Bannerman, Imperial College London
		Designing internet-based patient education to improve diabetes self-care management	Javad Jafari, Karolinska Institutet

Partnerships in Medical Education

Symposium 4	<p>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), Kavya 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)</p>	
Student Forum	Discussion forum lead and facilitated by students from Imperial College London School of Medicine and Lee Kong Chian School of Medicine	
Workshop 3 Workshop 6 Workshop 11 Workshop 17	<p>Designing structured learning in primary care for medical undergraduates in Primary Care</p> <p>Strategic level PPI within healthcare education: avoiding the pitfalls and finding the way</p> <p>Student-friendly teaching: what do my students want and how can I implement it in the large group teaching context?</p> <p>Pushing the boundaries of medical education: inspiring educators through performance simulation of music and surgery</p>	<p>Wern Ee Tang & Teck Yee Wong, Lee Kong Chian School of Medicine</p> <p>Trevor Kettle & Mary Charlton, University of Southampton</p> <p>Robert Grogan, Imperial College London</p> <p>Kristen Dalrymple & Roger Kneebone, Imperial College London, Terry Clark, Royal College of Music</p>
Short Communications 3	<p>Clinical Partnerships</p> <p>Health professionals for global health: calling for global health competencies in postgraduate curricula and recognition of global health in training</p> <p>Starting a new postgraduate wellbeing programme at a medical school: key learning points</p> <p>Partnerships in medical education to boost the recruitment of doctors within general practice and family medicine in Singapore</p> <p>The role of the generalist clinical mentor in community-engaged education</p> <p>Stepping stones: from medical student to junior doctor</p> <p>What would clinical teaching fellows change about their own undergraduate education to increase preparedness for practice? A Q-methodology study.</p>	<p>Rita Issa, Health Professionals for Global Health</p> <p>Emmanuel Tan & Tanya Tierney, Lee Kong Chian School of Medicine</p> <p>Humairah Zainal, Lee Kong Chian School of Medicine</p> <p>Panna Muqit & Farhana Badshah, University of St Andrews</p> <p>Molly Fyfe, Imperial College London</p> <p>Olivia Buckeldee & Rory Morrice, Imperial College London & Chelsea and Westminster NHS Trust</p>
Short Communications 6	<p>Communities and patients</p> <p>Neuropsychiatric presentations in the medically ill: opportunities for interdisciplinary teaching and learning at the bedside</p> <p>The “us and them” divide: minority students’ experiences of empowerment and alienation in global health education</p> <p>Curriculum review: how to build partnerships, sustain motivation and deliver content</p> <p>Social accountability at Imperial College London School of Medicine – exploring intra and extra curricula activities</p> <p>Students teach students: creating video bites by partnering medical students with educators to improve anatomy teaching at Imperial College London</p> <p>Developing a community of practice - student partnership in curriculum design</p>	<p>Sheila Lahijani, Stanford University</p> <p>Mariam Sbaiti, Imperial College London</p> <p>Anshuni Kaneria, Imperial College London & Lucy Rosby, Lee Kong Chian School of Medicine</p> <p>Jenna Mollaney, Imperial College London</p> <p>Ria Gaglani & Akash Srinivasan, Imperial College London</p> <p>Martina Crehan, Royal College of Surgeons in Ireland</p>
Short Communications 13	<p>Student Partnerships</p> <p>Changing perception: an evaluation of the Leeds Medical Education Academy Summer School</p> <p>The role of peer-tutoring in medical school: insights from Imperial College Meded society’s ‘intro to’ events</p> <p>The assessment amnesty: tackling cheating at UCL medical school</p> <p>Teaching physical examination techniques in the pre-clinical years</p> <p>Raising awareness of subconscious gender bias: to challenge our stereotypical outlook in medical education</p> <p>Discussion of the design of a multi-disciplinary teaching session for patient safety for year 5 medical students</p>	<p>Alexander Bald, University of Leeds</p> <p>Amer Al-Balah, Imperial College London</p> <p>Daniel Ntuiabane & Alison Sturrock, University College London</p> <p>Wern Ee Tang, Lee Kong Chian School of Medicine</p> <p>Helen Hooper, Northumbria University</p> <p>Noreen Ryan, Imperial College London</p>

