


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, Posters & Demonstrations

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	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 Fillmore	Various	Arti Maini	Donna Zulman	Josip Car, David Cook, Gaya Gamhewage, et al	Kim Walker, William Bottini	Robert Grogan	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**

Saturday 14 March 2020

08:00 Registration
08:15 Tour of Imperial College London's Digital Learning Hub
09:00 Welcome address



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		Humanities and social sciences in Medical Education		Technology-enhanced Education		Partnerships in Medical Education	
10:30	Workshop 12 Planning for the future – educating the professional for tomorrow's healthcare Winnie Teo, Nicholas Chew	Short Comms 8 Curricular and organisational transformation Various	Workshop 13 Becoming human: defining professionalism and reflective clinical practice through the humanities Neepa Thackerm, Joanne Winning	Short Comms 9 On the front line: educational urgencies for clinical practice Various	Workshop 14 Teaching bedside clinical skills in the classroom Errol Ozdalga, Maja Artandi	Short Comms 10 Healthcare education in a digital age Various	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	Short Comms 11 Skills-based education Various	Workshop 16 Using restorative justice to address clinical conflict Sonoo Thadaney Israni	Short Comms 12 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, Lorainne 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	Short Comms 13 Student Partnerships 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	Andre Kumar, Stanford University
Workshop 7		Drawing & doing in order to learn: a framework to promote making the unseen seen and the complex simple	Erin Fillmore, Warwick Medical School
Workshop 12		Planning for the future – educating the professional for tomorrow's healthcare	Winnie Teo & Nicholas Chew, National Healthcare Group
Workshop 15		Understanding transitions into and within medical careers: the research challenges	Bernadette Bartlam & Helen Smith, Lee Kong Chian School of Medicine
Short Communications 4	Preparedness for practice	Self-perceived confidence of medical students towards paediatric patients in a 7-week paediatric placement: a pilot survey	Ka Yan Cheung and Jhia Jiat Teh, Imperial College London
		A qualitative analysis of junior doctors' journeys to preparedness in acute care	Fatima Nawrozzadeh, Imperial College Healthcare NHS Trust & Samuel Burridge, Royal Free London NHS Foundation Trust
		Using reflection of participants to evaluate a novel pilot "becoming the medical registrar" programme	Anita Cheah, Health Education England
		Better nursing handover communication: interdisciplinary, translational research at St Vincent's Hospital Sydney	Diana Slade, The Australian National University & Jack Pun, City University of Hong Kong
		Assessments of electrocardiogram interpretation skill: a systematic review	David Cook, Mayo Clinic College of Medicine and Science
		Preparedness for practice of medical graduands: qualitative findings from a longitudinal study	Shiwei Chen & Bernadette Bartlam, Lee Kong Chian School of Medicine
Short Communications 7	Learner experience and development	Bias in the evidence-base: How power, privilege and silence produce bias in medical education	Molly Fyfe & Matt Harris, Imperial College London
		Development and validation of a survey for measuring healthcare professional attributes (PTH model)	Winnie Teo, National Healthcare Group
		Improving medical student performance, mindset and confidence through a coaching-themed academic tutoring programme	Kathleen Leedham-Green, Imperial College London
		Training faculty in humanistic inter-professional education: a qualitative analysis of what is most important	Elizabeth Rider, Harvard Medical School & Boston Children's Hospital
		Improving medical trainee experience in intensive care rotations prior to implementation of the internal medicine training programme: a regional survey	Bliss Anderson & Vita Sinclair, Croydon University Hospital
		Improving gender imbalances in audience participation by medical conference attendees	Kevin Murphy, Imperial College London
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	Neelam Parmar, University College London
		Creation of an undergraduate teaching tool to address the availability-accessibility paradigm in medical education	Nikolaos Tzoumas, University of Edinburgh
		Equipping tomorrow's doctors - it is time for a formal undergraduate acute medicine curriculum	Anita Cheah, Guy's and St Thomas' NHS Foundation Trust
		It's more than resilience: organisational change needed for humanistic teaching and practice	Elizabeth Rider, Harvard Medical School & Boston Children's Hospital
		International medical education collaborations: evaluating the impact of the development and delivery of the BM(EU) on faculty staff	Anja Timm, University of Southampton
		Developing a methodology to revise a preclinical bioscience curriculum for a graduate medical course	Katharine Reid, The University of Melbourne
Short Communications 11	Skills-based education	Improving the acquisition of clinical examination skills with guided mental rehearsal in e-learning (imagine)	Jianbin Ding, Lee Kong Chian School of Medicine
		Applying the learning sciences to teach expert clinical reasoning in undergraduate medical education	Candice Kim, Stanford University
		Translating the findings of a clinical audit into an effective near-peer teaching course	Bridget Zhang, Cambridge University Hospitals
		Observing electronic prescribing behaviour on medical ward rounds using a human factors framework: a pilot study	Ann Chu, Imperial College London & Imperial College Healthcare NHS Trust
		Neuroscientific correlates of learning to diagnose chest x-rays	Jerome Rotgans, Lee Kong Chian School of Medicine
		Peer observation of feedback in clinical teaching: is it feasible and what are the influences on clinician's feedback skills?	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	Neepa 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	Incorporating evidence-based research findings of interdisciplinary health communication projects into medical education and professional training in Hong Kong and internationally Assessing social and behavioural sciences: challenges and opportunities Explaining empathy orientation and identifying its dimensional components for scale development: a grounded theory approach The THINK project: a dialogic approach to humanities in medical education Patient-centred care and the posthuman absurd in medical education Academics' emotions in HE teaching and learning: a conceptual reflection
		Olga Zayts-Spence, University of Hong Kong
		Jeni Harden, University of Edinburgh
		Chou Chuen Yu, Geriatric Education and Research Institute
		Aaron Ang, Tan Tock Seng Hospital Michelle Chiang, Nanyang Technological University Ana Baptista, Imperial College London
Short Communications 9	On the front line: educational urgencies for clinical practice	Exploring how postgraduate surgeons-in-training learn through the use of workplace-based assessment AI-healthcare: the hype & the peril: teaching ethical underpinnings and a framework to front line clinicians and trainees The 5-minute bedside moment Extinction rebellion for doctors: incorporating concepts of social and environmental accountability into clinical learning System or student? Analysing factors leading to junior doctor burnout and mitigating strategies during transitions of practice
		Arpan Tahim, University College London
		Sonoo Thadaney Israni, Stanford University
		Samantha Wang & Poonam Hosamani, Stanford University Kathleen Leedham-Green, Imperial College London En Lei Samuel Fong, Lee Kong Chian School of Medicine
Short Communications 12	Engaging students in initiatives for transforming medical education	What do medical students learn about collaborative practices from being in the clinical workplace? Medicine in the spotlight: exploring students' attitudes towards drama-based learning The use of global illness narratives in medical education and patient care Engaging the medical humanities sceptics: What the students say Impact of mindfulness practice on students' engagement during team-based learning (TBL) A picture of health: exploring the role of art in medical education
		Kathleen Leedham-Green, Imperial College London
		Ronan Pilkington, University of Leeds
		Graham Matthews, Nanyang Technological University
		Lucinda Richards, South London and Maudsley NHS Trust Li Khai Nicholas Loh, Lee Kong Chian School of Medicine Sabyha Khan, Imperial College Healthcare NHS Trust

Technology-enhanced Education

Symposium 3	<p>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)</p>		
Symposium 5	<p>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</p>		
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	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	<p>Team-based learning analytics: an empirical case study</p> <p>Determining the educational impact of virtual patients on trauma team training during a multinational civil military medical simulation</p> <p>Enhancing effectiveness and availability of medical education by leveraging learning science and platform-based delivery</p> <p>Developing innovative and scalable online teaching methods for students in practical communicable disease control and health protection</p> <p>Evaluation of a mobile anatomy application for learning external cardiac anatomy</p> <p>Preparing students for effective professional public health practice: authenticity and application in the Massive Online Open Course (MOOC) space</p>	<p>Jerome Rotgans, Lee Kong Chian School of Medicine</p> <p>Linda Therése Sonesson, Imperial College London & Karolinska Institutet</p> <p>Peter Horneffer, Lecturio & All-American Institute of Medical Sciences</p> <p>Helen Skirrow, Imperial College London</p> <p>Han Jie Koh, Lee Kong Chian School of Medicine</p> <p>Richard Pinder, Imperial College London</p>
Short Communications 5	Immersive Educational Technology (xR)	<p>Augmented training simulation for CT guided intervention</p> <p>Using virtual scenarios for different educational activities</p> <p>Virtual reality team-based training to optimise surgical performance</p> <p>A novel approach to assessment in anatomy – the use of augmented reality to improve constructive alignment</p> <p>Does VR increase learning gain when compared to a similar traditional learning experience?</p> <p>The revolution is coming: practical considerations for bringing digital transformation to higher education</p>	<p>Thomas Hurkxkens, Imperial College London</p> <p>Trupti Jivram, St George's University of London</p> <p>Kartik Logishetty, Imperial College London</p> <p>Adam Misky, Imperial College London & Imperial College Healthcare NHS Trust</p> <p>Khadija Mahmoud & Isaac Harris, Imperial College London</p> <p>Senita Mountjoy & Christina Atchison, Imperial College London</p>
Short Communications 10	Healthcare Education in a Digital Age	<p>Why do doctors share and discuss cardiology cases online?</p> <p>Clinician engineers - the future of healthcare</p> <p>AI in healthcare: better understanding the capabilities of machine learning algorithms in predicting disease, and implications for educating future doctors</p> <p>Digital health literacy: outcomes from a primary care educators workshop</p> <p>Immersing undergraduate medical students in research through digital health: interim findings from Imperial College School of Medicine's lifestyle tracking study</p> <p>Designing internet-based patient education to improve diabetes self-care management</p>	<p>Daniel Livingstone, Health Education England</p> <p>Neel Sharma, Queen Elizabeth Hospital Birmingham</p> <p>Mark Wong, University of Cambridge</p> <p>Georgina Neve, Imperial College London</p> <p>Richard Pinder & Amy Bannerman, Imperial College London</p> <p>Javad Jafari, Karolinska Institutet</p>



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	Designing structured learning in primary care for medical undergraduates in Primary Care	Wern Ee Tang & Teck Yee Wong, Lee Kong Chian School of Medicine
Workshop 6	Strategic level PPI within healthcare education: avoiding the pitfalls and finding the way	Trevor Kettle & Mary Charlton, University of Southampton
Workshop 11	Student-friendly teaching: what do my students want and how can I implement it in the large group teaching context?	Robert Grogan, Imperial College London
Workshop 17	Pushing the boundaries of medical education: inspiring educators through performance simulation of music and surgery	Kristen Dalrymple & Roger Kneebone, Imperial College London, Terry Clark, Royal College of Music
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>