

MB ChB Education Conference, Friday 19th May 2017 at Scarman House

		Meeting room: Space 42	Space 23	Space 25	Space 10
8.30	Registration and coffee (Lounge) Conference question: "What is the most important thing a medical student needs to learn?" Add your views to the board in the poster area (Lounge)				
9.00	Session 1: Partnerships for excellence	<ul style="list-style-type: none"> Welcome and introduction Prof. Sudhesh Kumar, Dean of Warwick Medical School (WMS) Partnerships with students Prof. Lesley Roberts, Pro-Dean Education, WMS 			
9.30	Session 2: Plenary	Student initiatives in medical education			
10.30	Coffee, poster viewing and conference question (Lounge) * Vote for the best poster by 13.00 * Conference question - add your opinion...				
11.00	Session 3: Parallel sessions	3.1. Spoken presentations: Enhancing teaching and learning	3.2. Workshop: Writing high quality questions	3.3. Workshop: Student seminars – teaching without PowerPoint!	3.4. Design thinking workshop, part 1: How can we work with patients as partners in teaching?
12.00	Lunch (Dining room) * Poster viewing & conference question (Lounge) * Vote for the best poster by 13.00 * Conference question - add your opinion...				
13.00	Session 4: Plenary	Making sense of the generation gaps in nursing and midwifery: Implications for medical education. Heather Steele, Staff Experience and Development Partner, Birmingham Women's and Children's NHS Foundation Trust			(Room available to design workshop participants)
14.00	Session 5: Parallel sessions	5.1. Spoken presentations: Teaching, learning & assessment in clinical practice	5.2. Workshop: Pass marks – getting it right!	5.3. Workshop: Professionalism	5.4. Design thinking workshop, part 2
15.00	Coffee (Lounge)				
15.20	Session 6: Plenary	<ul style="list-style-type: none"> Integrated prescribing teaching: Is there a short prescription for a chronic problem? James Morgan, South Warwickshire NHS Foundation Trust Using Team-Based Learning for consolidation within a problem-based learning curriculum. Nicholas Hopcroft, WMS National issues in medical education: How will they affect you? Prof. Colin Macdougall, Head of Medical Education, WMS Conference question results & summary: "What is the most important thing a medical student needs to learn?" Dr Kate Owen, Deputy Head MB ChB, WMS Poster prize and conference evaluation 			
16.45	Close				

Session information

Session 2: Plenary - Student initiatives in medical education

	Title	Authors	Summary
9.30	Virtual Patients: Creating and Reviewing Peer-Reviewed Student Generated Resources	Danny Chandla, Nyree-May Jackson & Lucia De Santis, Warwick Medical School	An approach to producing Virtual Patient cases through collaboration between staff and students at Warwick Medical School and Monash Medical School
9.45	Mystery Shopper Lecture Feedback Programme	Hannah Maxfield, John Flemming & Dr Kate Owen, Warwick Medical School	Presentation describing the mystery shopper lecture feedback programme which has successfully trained MB ChB students to provide detailed, relevant and anonymous feedback to lecturers to improve lecture quality.
10.00	How can we produce medical educators of the future?	Joanne Wallace, Claire Keith and Catherine Bennett, Warwick Medical School	After another successful year in implementing the student-led course in medical education we will share our feedback and discuss how skills in medical education could be delivered to all students.
10.15	The Impact of the Interactive Near-Peer to Peer Teaching Initiative 'Student Seminars' on First Year Medical Students	Abi Buckle, Rob Stroud, Claire Keith & Kate Owen, Warwick Medical School	Student Seminars is an interactive Near-peer to peer Student Initiative to encourage understanding of topics in small groups. Focus groups with first year students show both academic and non-academic effects.

Session 3: Parallel sessions

3.1. Spoken presentations: Enhancing teaching and learning

	Title	Authors	Summary
11.00	Technology Enhanced Case-Base Learning	David Davies, Warwick Medical School	The case-based learning pedagogical approach can be enhanced by technology-based case vignettes and interactive virtual patients to support clinical reasoning and decision making in group work and self-directed learning.
11.20	Developing success with the Academic Foundation Programme applications at Warwick Medical School	Arani Vivekanantham, University Hospitals Coventry and Warwickshire & Emily Róisín Reid, Warwick Medical School	A new programme of support was delivered to help students applying to the Academic Foundation Programme (2017 entry). This resulted in Warwick's most successful year (51.2% success rate).
11.40	Has reflecting on teaching feedback made me a better educator? A self-report and review of the literature	Lauren Jade Ewington & Jacqueline Woodman, University Hospitals Coventry and Warwickshire	Reflections were undertaken on the feedback received from formal lecture based teaching. The feedback was reviewed chronologically and improvements sought to determine if reflecting had made me a better educator.

3.2. Workshop

Title	Presenter	Summary
Writing high quality questions	Simon Bourne, Warwick Medical School	Guidelines on writing high quality questions (SBAs/SAQs) will be presented and participants will then have an opportunity to put these into practice through writing and reviewing questions.

3.3. Workshop

Title	Presenters	Summary
Student seminars – teaching without PowerPoint!	Claire Keith with Alice Ridgeway, Warwick Medical School	An interactive opportunity to explore teaching without PowerPoint, led by the ‘Student seminars’ medical student team.

3.4. Design thinking workshop, part 1: How can we work with patients as partners in teaching? Using design thinking to drive innovation.

Kate Owen, Warwick Medical School

Design thinking is a “human-centred approach to innovation” which involves really understanding the people involved when developing new initiatives. We have invited members of our patient steering group to attend and will work in mixed groups of patients, students and clinicians.

This IATL sponsored workshop (which will run across both workshop sessions) will use methods based on design thinking to develop ideas in 3 areas:

- Patient feedback to students
- Patient-centred case based learning
- The role of the patient in clinical teaching

No prior knowledge of design or an ability to draw are required- just an interest in listening to other viewpoints and openness to new ideas.

By the end of the session we hope to have 3 strong ideas to take forward to implement in the curriculum which will reflect the value we place on patients as partners in teaching our students.

Session 4 Plenary

Making sense of the generation gaps in nursing and midwifery: Implications for medical education

Heather Steele, Staff Experience and Development Partner, Birmingham Women's and Children's NHS Foundation Trust



'As an adult and children's nurse I have had a varied career working across specialities both here and abroad. For many years I was a senior sister in the Paediatric Intensive Care Unit at Birmingham Children's Hospital and for the last 10 years I have been the Education Lead Nurse, leading the Clinical Education Team and having a specific role in developing new ways of working and advancing practice.'

I have recently changed focus to join the Staff Experience Team as part of the newly integrated Birmingham Women's and Children's NHS Foundation Trust with my role being to support the development of strong effective leadership and high performing teams to ensure that high quality compassionate care is delivered to our women, children and families'.

For the first time in history 4 different generations are working together in the employment environment. The initial research phase of this West Midlands hosted work stream explored the needs of early career nurses and midwives in the workforce, resulting in the 'Mind the Gap' report. 'Narrowing the Gap' is the second phase of the project and aimed to better understand the factors that influence different generations of nurses and midwives to remain working in the profession. This work is being shared to ask what are the implications for doctors and other healthcare professionals and to offer education providers and clinicians a real opportunity to better align support to meet individual needs and career development.

Session 5: Parallel sessions

5.1. Spoken presentations: Teaching, learning & assessment in clinical practice

	Title	Authors	Summary
14.00	Near peer teaching: a pilot final year mock OSCE course	Arani Vivekanantham, Aiesha Alexander, Hisham Omer, Arham Qureshi & Harriet Stark, University Hospitals Coventry and Warwickshire	A group of foundation year doctors developed a mock OSCE course for final year medical students. 97% of the students stated that they would recommend the course to peers.
14.20	An innovative method for organising undergraduate clinical attachments	Dr Ricky Jones, Warwick Medical School and Warwick Hospital	Utilising your community of practice to facilitate student participation in the work environment and provide learning opportunities has diverse benefits for all involved.
14.40	Patient Volunteers - Why do they do it?	Sam Cook, Louise Harmer, Shaheen Shaikh, Farzana Chhibu, Rachael Evans & Fiona Shemmans, George Eliot Hospital NHS Trust	Without volunteers we are unable to deliver undergraduate education. The benefits to students seeing real patients are evident however why do patients volunteer to help, what's in it for them?

5.2. Workshop

Title	Presenter	Summary
Pass marks - getting it right!	Dr Gay Fagan, Warwick Medical School	A pass mark has serious progression or career consequences and therefore getting it right is critical. The workshop covers guidance and practice at setting a valid and defensible pass mark.

5.3. Workshop

Title	Presenter	Summary
Professionalism	Jan Cooper, GMC	Using presentations and case studies, this workshop will highlight the main components of GMC student guidance on professionalism and the implications for teaching and learning medicine.

5.4. Design thinking workshop, part 2

This is a continuation of the design thinking workshop (session 3.4).

Session 6: Plenary

	Title	Authors	Summary
15.20	Integrated prescribing teaching: Is there a short prescription for a chronic problem?	James Morgan, South Warwickshire NHS Foundation Trust	Despite carrying the burden of prescribing, newly qualified doctors view this as the most challenging aspect for which they feel least prepared on graduation ¹ . It is therefore unsurprising that the majority of prescribing errors are made within the first years of professional practice ² . An interactive, clinically integrated prescribing course has been developed at South Warwickshire NHS Foundation Trust to deliver teaching, assess pharmacology and prescribing knowledge, and supplement the current curriculum.
15.40	Using Team-Based Learning for Consolidation within a Problem-Based Learning Curriculum	Nicholas Hopcroft, Warwick Medical School & Stephanie Bull, University of Exeter Medical School	Team-Based Learning (TBL) is a technique involving small group work, which can be used to consolidate the learning of large numbers of students in a Problem-Based Learning curriculum.

Posters

- Please see your pack for poster voting form and vote for the best poster by the end of lunchtime.

	Title	Authors	Summary
P1	Alternative Learning Opportunities	Gail Armson, George Eliot Hospital	Students were offered to practise ABG interpretation in an informal environment, giving them a learning opportunity to enrich their learning experience without impinging on faculty time and their timetables
P2	CBL at Warwick Medical School: 'Do cases reflect real life?'	Anekea Ross & Kate Owen, Warwick Medical School	To evaluate whether the patients presented in CBL cases represent the population in Coventry and Warwickshire, cases were coded using demographic variables and compared to local demographic data.
P3	Putting patients at the heart of medical education: A teaching challenge	Kate Owen, Warwick Medical School	Having always aspired to be a patient-centred practitioner in clinical practice, I realised that this was not always true of my teaching. I therefore challenged myself in 2015/16 to include a patient voice in every teaching session.
P4	Certificate of Expedition and Wilderness Medicine (CEWM)	Samuel F. Covins & Gavin E. Miller, Warwick Medical School	An optional programme of training for medical students with an interest in pre-hospital care and medicine in remote and austere environments
P5	The use of online discussion forums by medical students	Jananee Sivanandan & Lesley Roberts, Warwick Medical School	Aim: To explore the reasons medical students engage with online forums, enabling educators and medical schools to identify areas of education, advice and support that may be required by students.
P6	Creating an effective learning environment for students to communicate with simulated patients with sensitive conditions	Ahmed Alzarara & Farzana Chhibu, George Eliot Hospital	The Genitourinary simulation workshop creates a safe learning environment for medical students when dealing with sensitive conditions
P7	An Evaluation of Knowledge and Beliefs about Health Screening Amongst Medical Students at Warwick Medical School	Hina Shahid, Chris Stinton & Helen Parsons, Warwick Medical School	A research project evaluating the knowledge and beliefs of health screening amongst medical students at Warwick Medical School, using a 3-part questionnaire.
P8	Life as a Clinical Teaching Fellow	Leanne Osborne, University Hospital Coventry and Warwickshire	Reflection on my time as a clinical teaching fellow using Borton's model of reflection.
P9	Improving Medical Student Genitourinary Medicine Experience	Alexandra Timperley, J.Morgan, M.Tilby, R.Browne, H.Sharman, C.Lau, C.Vehlo & R.Shoffa, Warwick Hospital	We created an innovative course to improve the teaching of genitourinary medicine to undergraduate students. The course improved both student confidence and knowledge as demonstrated in performance in MCQ assessment.

	Title	Authors	Summary
P10	Patient Volunteers - Why do they do it?	Sam Cook, Louise Harmer, Shaheen Shaikh, Farzana Chhibu, Rachael Evans, Fiona Shemmans, George Eliot Hospital	Without volunteers we are unable to deliver undergraduate education. The benefits to students seeing real patients are evident however why do patients volunteer to help, what's in it for them?
P11	Developing an Online Diabetes Education programme for Medical Students.	Lucy Esteve, Peter Jennings & Lucy Hammond, Warwick Medical School	Educating healthcare professionals about diabetes can play an important role in addressing the global epidemic. There appears to be a gap in medical students' knowledge of diabetes care so an online introductory diabetes programme was set up.
P12	Working together! Staff and students collaborating to enhance learning at Warwick Medical School	Anne-Marie Feeley, Charlie Roe, Gareth Knott, Thomas Salisbury, David Davies, Jane Kidd, Frances Varian	A group of students set up a student society 'Students Leading in Medical Education' to promote student involvement in educational research and sought staff support. Several student educational research projects have resulted.