

# MB ChB Education Conference, Friday 18th May 2018

		Main room: Space 2	Space 1	Space 12
8.30	<b>Registration and coffee</b> (Lounge) Conference question: " <b>What makes a good clinical teacher?</b> " Write your views on the Conference Question Board in the poster area, lounge.			
9.00	<b>Session 1: Plenary</b> <i>Chair: Prof. Colin Macdougall</i>	<b>Welcome and introduction</b> <i>Dr Catherine Bennett</i> <b>Plenary: Teaching excellence in focus</b> <i>Prof. Lesley Roberts</i>		
9.30	<b>Session 2: Spoken presentations</b> <i>Chair: Prof. Colin Macdougall</i>	<b>Student initiatives in medical education</b> <ul style="list-style-type: none"> <li>Mystery Shoppers: An effective way to enhance feedback for lecturers?</li> <li>Identification of career aspirations by MBChB students: Focus on academic medicine</li> <li>Medicine for the Non-Scientists: Peer-to-peer teaching among medical students with a background in non-biological science</li> </ul>		
10.30	<b>Coffee, poster viewing and conference question</b> (Lounge) * Vote for the best poster by 14.15 * Conference question - add your opinion...			
11.00	<b>Session 3: Parallel sessions</b>	<b>3.1. Spoken presentations: Improving outcomes through partnership and participation in medical education</b> <ul style="list-style-type: none"> <li>Graduate Entry Medicine: Good for widening participation?</li> <li>Junior doctor-led clinical teaching for Finals: A useful resource?</li> <li>Student-developed videos to improve course information</li> </ul>	<b>3.2. Workshop</b> "As a clinical teacher, how can I get feedback from students?"	<b>3.3. Workshop</b> Novel approaches to teaching clinical skills to first year medical students
12.05	<b>Session 4: Plenary</b>	<b>"I could be a great clinical teacher if only life didn't get in the way!"</b> <i>Panel chaired by Dr Kate Owen</i>		
13.10	<b>Lunch</b> (Dining room), <b>poster viewing &amp; conference question</b> (Lounge) * Vote for the best poster by 14.15 * Conference question - add your opinion...			
14.15	<b>Session 5: Parallel sessions</b>	<b>5.1. Workshop</b> OSLER calibration: Develop your skills in observation of and feedback to students undertaking OSLEs	<b>5.2. Workshop</b> Case Based Discussion (CBD) to enhance student learning	<b>5.3. Workshop</b> Storyboarding authentic clinical encounters – developing clinical cases for teaching
15.15	<b>Coffee and poster viewing</b> (Lounge)			
15.45	<b>Session 6: Plenary</b> <i>Chair: Prof. Lesley Roberts</i>	<ul style="list-style-type: none"> <li><b>National issues in medical education</b> <i>Prof Colin Macdougall</i></li> <li><b>"What makes a good clinical teacher?"</b> <i>Medical students report back on our conference question...</i></li> <li><b>Poster prize presentation</b></li> </ul>		
16.45	<b>Close</b> - Please leave your evaluation forms, thank you!			

## Session information

### Session 1: Plenary – Teaching excellence in focus

*Professor Lesley Roberts, Pro Dean Education and Deputy Dean, Warwick Medical School (WMS)*

Lesley is Professor of Medical Education and holds the roles of Pro Dean Education, responsible for the Warwick Medical School education portfolio, and Deputy Dean. Starting academic life as an epidemiologist she has spent over two decades within the education sector undertaking roles across all areas of student experience, pastoral support and course development, delivery and evaluation, but her happiest work life moments occurred in the classroom.

### Session 2: Plenary – Student initiatives in medical education

9.30	Mystery Shoppers: An effective way to enhance feedback for lecturers?	<i>Alicia Hardy &amp; Kate Owen</i>	Lecturers were asked to evaluate feedback they received from students about their teaching sessions. What did these lecturers find useful? Does training students to provide feedback lead to more effective feedback for lecturers? This presentation will detail findings of a study that aimed to answer those questions.
9.50	Identification of career aspirations by MBChB students: Focus on academic medicine	<i>Joanne Wallace &amp; Judith Klein</i>	Understanding some of the “supply” factors affecting medical students career preferences and interest in academic careers will increase our knowledge and ability to tackle gender inequality in academic medicine.
10.10	Medicine for the Non-Scientists: Peer-to-Peer Teaching Among Medical Students With a Background in Non-Biological Science	<i>Sachin De Stone, Bridget McManamon &amp; Paul O'Connor</i>	This is the first study to assess viability, acceptability and effectiveness of peer-to-peer teaching by tutors from non-biological science backgrounds to students from non-biological science backgrounds on the UK's largest graduate medical MBChB course.

### Session 3: Parallel sessions

#### **3.1. Spoken presentations: Improving outcomes through partnership and participation in medical education**

11.00	Graduate Entry Medicine: good for Widening Participation?	<i>Emily Roisin Reid, Paul Matthews &amp; Deborah Biggerstaff</i>	Exploratory research into the impact ‘Graduate Entry Medicine’ has on ‘Widening Participation’ : the goal of creating a medical workforce representative of the population it serves.
11.20	Junior doctor-led clinical teaching for Finals: a useful resource?	<i>Aiesha Alexander, Patrick Elder, Isabelle Svahnström, Clara Farque &amp; Oliver Putt</i>	Assessing the effectiveness of near-peer mock tutorials lead by junior doctors as a tool to prepare final year medical students for their OSCLER clinical exams.
11.40	Student-developed videos to improve course information	<i>Jonny Kaberry &amp; Louise Davis</i>	Developing student resources through staff and student partnership. This is an innovative project that uses an educator-student partnership to develop a video resource tailored to student requirements.

## **3.2. Workshop: “As a clinical teacher, how can I get feedback from students?”**

*Alicia Hardy, Kate Owen & Catherine Bennett*

Feedback on teaching is important to enable quality enhancement of courses and for teacher professional development. In this interactive workshop, students and teachers will work together to explore ways that clinical teachers can get feedback from students on their teaching.

## **3.3. Workshop: Novel approaches to teaching clinical skills to first year medical students**

*Lindsay Muscroft, Laura McDonough, Samantha Robinson, James Gill & Vinod Patel*

A workshop to showcase new approaches and resources that we have been using to teach clinical skills to first year medical students, including a microteaching session to demonstrate how we teach the cardiovascular examination.

## **Session 4: Plenary**

**“I could be a great clinical teacher if only life didn’t get in the way...”**

*Chaired by Dr Kate Owen, with:*

Zoe de Souza, Midwife lecturer, SWFT  
Claire Gibbons, Clinical Teaching Fellow, UHCW  
Pijush Ray, Undergraduate Education Lead, UHCW  
Claire Keith, Final year student, WMS  
Andy Owen, Consultant Psychiatrist, CWPT  
Sue Davies, GP Lead, WMS

In a utopian world with unlimited time, eager students and willing patients with perfect histories and amazing clinical signs, it would be easy to be a clinical teacher. But life’s not like that, so how can we be the best clinical teachers we can, within an imperfect clinical environment? Panel members will discuss their approach to some of these challenges. Good practice suggestions from the floor will also be invited.

## **Session 5: Parallel sessions**

### **5.1. Workshop: OSLER calibration: Develop your skills in observation of and feedback to students undertaking OSLEs**

*Sue Davies & Anita Rai*

This workshop demonstrates how the GP Tutors undergo annual update and calibration of their skills in observing students undertaking an OSLE and the subsequent feedback delivered. Delegates will watch a video of a student interviewing a simulated patient and will record their observations, discuss their observations in small groups and share 2-3 learning points that they would wish to give to the student at the end of the feedback.

## 5.2. Workshop: Case Based Discussion (CBD) to enhance student learning

*Louise Davis*

Do Case Based Discussions provide helpful feedback for medical students? There is plenty of guidance on the Case Based Discussion for graduates but very little for use at medical school. The case based discussion and other supervised learning events are excellent opportunities for students to get feedback on their progress whilst in clinical placements. Working in small groups this workshop will generate ideas for how the CBD can be used as a tool for development and feedback. We will be looking at the various CBD forms used in our medical school and in foundation and core/specialty training and gathering ideas for a medical student CBD ePortfolio form that will have instructions and questions that enable students and supervisors to easily focus on the discussion and to document constructive feedback.

## 5.3. Workshop: Storyboarding authentic clinical encounters – developing clinical cases for teaching

*Cath Fenn, Helen Jones & Jas Matharu*

Structured clinical cases are a key feature of modern medical school curriculums and may be delivered in a variety of formats, such as facilitated group work and simulated patient encounters. The challenge lies in creating a clinical case which is both authentic and sufficiently complex in order to promote the development of clinical reasoning skills. The purpose of this workshop is to help attendees develop an understanding of how to develop complex clinical cases that accurately represent real-world patient encounters. They will do this by working in teams to create a visual 'storyboard' for a clinical case. Attendees are also encouraged to share their experience and ideas of using clinical cases in their own teaching.

## Session 6: Plenary

15.45	Key themes from the day	<i>Professor Lesley Roberts, Pro Dean Education and Deputy Dean, WMS</i>
15.50	National issues in medical education	<i>Professor Colin Macdougall, Head of Medical Education, WMS</i>
16.25	Conference question: Medical students report back on 'What makes a good clinical teacher?'	<i>Warwick medical students</i>
16.35	Presentation of poster prize	<i>Professor Colin Macdougall</i>

*Professor Colin Macdougall:* Colin is Head of Medical Education for Warwick Medical School, with his core responsibility being the MBChB. He still spends a day a week as a Consultant Paediatrician with a special interest in allergy. He has been at Warwick Medical School from about 18 months after it opened its doors and has formally held the roles of lead for clinical skills, for phase 2 and as deputy head, for assessments and learning and teaching. He currently chairs the Association for the Study of Medical Education (ASME) Educator Development Committee (EDC).

## Posters

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

	Title	Authors	Summary
P1	Career-Related Experiential Learning: Developing Success in the Academic Foundation Programme (AFP) at the University of Warwick	<i>Emily Roisin Reid, Harvinder Mann, Patrick Elder, Claire Edwin &amp; Catrin Wigley</i>	Poster exploring the impact that the programme of support for AFP applicants has on the success rate here at Warwick.
P2	Wellbeing and support for medical students with a non-biological science background: the role of a near-peer teaching community	<i>Thomas Long, Ewan Ross &amp; Isabel Rimmer</i>	A qualitative evaluation of support and wellbeing in first year medical students involved in near-peer teaching seminars specifically designed for students of a non-biological science background compared to previous cohorts.
P3	'The 4 Ps': A new feedback model	<i>Lucy Elliott &amp; Prisca Chimkupete</i>	'The 4 Ps': A new feedback model for dissemination of formal and informal feedback for Warwick medical students following bedside teaching.
P4	Students learning objectives and bedside teaching	<i>Aidin Khobjou, Yvonne Chang &amp; Sam Cook</i>	How can we encourage students to attend bedside teaching with learning objectives?
P5	Calling for Help: Teaching Medical Students about SBAR	<i>Claire Gibbons &amp; Rebecca Darge</i>	Evaluating a new tutorial teaching clinical handover skills using simulation.
P6	Digital Student to Digital Doctor	<i>Cath Fenn</i>	The student digital experience. What does it look like now? How could we improve on this?
P7	Visual technology supporting clinical skills education	<i>Stephanie Shepherd &amp; Yusuf Patel</i>	This poster represents a project where the clinical skills department used technology enhanced learning to demonstrate the clinical skill of taking an Arterial blood gas from a simulated patient.
P8	Clinically Observed Medical Education Tutorial (COMET) In Urology	<i>Matthew Megson, Mohammed El-Hassan &amp; Sid Singh</i>	This COMET is a four station, OSCE based, case scenario simulation training on a Urological patient journey. This presentation shows this method improves both knowledge and confidence in medical students.
P9	Innovations in Observation of Practice in Clinical Settings	<i>Sue Davies &amp; Alyson Quinn</i>	This poster shares an example of innovative practice involving multi- source feedback to students in the clinical setting which also encourages students to develop their own feedback skills.

## Speaker biographies

- Catherine Bennett is Academic Lead for Faculty Development for the Warwick MBChB course and has a special interest in teacher development and innovative ways to enhance learning.
- Louise Davis is lead for Advanced Cases 1 (AC1) in Phase II of the Warwick MBChB course. She comes from a background of GP specialty training and has an interest in transitions.
- Cath Fenn is Academic Technology Lead for the Warwick MB ChB course and has a special interest in digital capability development and exploring the affordances technology offers for the enhancement of learning.
- Alicia Hardy is a third year medical student whose interest in Medical Education started after working on a project on feedback for lecturers.
- Helen Jones is a Clinical Education Fellow at Warwick Medical School and has been part of a team developing Virtual Patient Cases for use on the Warwick MBChB course.
- Jonny Kaberry is a current second year medical student at Warwick Medical School, with an interest in continued improvement of the student experience.
- Aidin Khobjou is a Clinical Education Fellow at George Eliot Hospital and has an interest in bedside teaching.
- Tom Long and Ewan Ross are Phase II medical students at Warwick Medical School who are part of a team of students running student seminars for first year medical students tailored to those with a non biological sciences background.
- Jas Matharu is a Senior Clinical Teaching Fellow at Warwick Medical School and has been academic lead for the team developing Virtual Patient Cases for use on the Warwick MBChB course.
- Bridget McManamon is a Phase II medical student with a background in English Language and Literature and a special interest in improving access and support for students from diverse backgrounds.
- Lindsay Muscroft is a GP registrar doing an academic clinical fellowship in medical education. Part of her role involves teaching clinical skills to first year medical students.
- Paul O'Connor is a Phase II medical student with a background in Psychology, and an interest in education innovation.
- Kate Owen is Deputy Head of MB ChB and lead for Learning & Teaching. She is interested in engaging students in curriculum development and providing patients with a voice within the curriculum.
- Yusuf Patel is a Resource Development Assistant for the Technology Enhanced Learning Team (Undergraduate Department) at George Eliot, and has a keen interest in E-learning and Computer Science.
- Emily Róisín Reid is the Senior Careers Consultant for Warwick Medical School, working with students across all undergraduate, postgraduate taught and research programmes. Part-time practitioner-researcher, with special interest in Widening Participation.
- Stephanie Shepherd is the Clinical Skills And Resuscitation Educator at George Eliot Hospital NHS Trust, as a surgical nurse of 20 years' experience, has a special interest in procedural skills.
- Sachin De Stone is a phase II medical student with a previous degree in Philosophy and Mathematics. He has since worked in social medical science research across the world and has a diverse background in teaching and training.
- Joanne Wallace is a final year WMS student interested in medical education, having previously completed a PhD in Neuroscience she is particularly interested in academic medicine and how to get more medical students interested in research.