

MB ChB Education Conference 2013

The Warwick MBChB: Delivering the Refreshed Curriculum

Tuesday 22nd October 2013, Radcliffe House, University of Warwick

Programme*

9.00	Registration and coffee			
9.30	Plenary	<u>The refreshed curriculum: Developments and context</u>		
9.30		The Warwick MBChB: A refreshed curriculum Colin Melville Head of MB ChB, Warwick Medical School		
10.00		The Warwick Medical School context Peter Winstanley Dean of Medicine, University of Warwick		
10.30		Case Based Learning: Its role in a modern undergraduate medical curriculum Richard Tunstall Principal Teaching Fellow, Warwick Medical School		
11.15	Coffee and poster viewing			
11.45 – 12.35	Parallel Session 1	<u>(A) The role of feedback in improving medical student learning and teaching</u> SP1: A Service Evaluation of the Provision of Feedback on the Observed Clinical Performance of Warwick Medical Students Paul Matthews, Deborah Biggerstaff SP3: Student survey demonstrates high levels of satisfaction with GP course formative feedback Kate Owen	<u>(B) Developing clinical teaching</u> SP2: History Taking Workshop for Undergraduate Medical students within the Obstetrics and Gynaecology at UHCW Chellappah Gnanachandran, Ria Daly, Jacqueline Woodman SP4: Teaching clinical reasoning. What is the best evidence to guide practice? Shirley Rigby, Deborah Biggerstaff	<u>(C) Workshop:</u> W1: Setting a pass mark Gay Fagan

12.40	Plenary	Refreshing the curriculum context Megan Quentin-Baxter, Professor of Health Professions Education, Newcastle University		
13.30	Lunch and poster viewing			
14.15 – 15.00	Parallel Session 2	<u>(D) Supporting students: Student initiatives in medical education</u> SP5: Specialist Peer Mentoring at Warwick Medical School Sophie Brockman SP6: ReGroup: The Resit Support Group. Providing support for students required to resit examinations at Warwick Medical School. Katherine J. Hewitt	<u>(E) Workshop:</u> W2: ‘Writing High Quality Multiple Choice Questions’ Gay Fagan	<u>(F) Workshop:</u> W3: Making the most of teaching observations: Being an observer and being observed Catherine Bennett
15.05	Parallel Session 3	<u>(G) Doctors as teachers</u> SP7: Producing Clinicians or Clinical Educators: Why not both? Michael Hale & Amy Irwin SP8: Challenges of GMC trainer recognition in the workplace Kamal Nathavitharana	<u>(H) Workshop:</u> W4: Common Challenges in Facilitating Small Group Discussion: Managing Dysfunctional Groups Svitlana Zhelezna	<u>(I) Workshop:</u> W5: The future GP: A world café approach exploring how we can best prepare students for the challenges of high quality 21st century general practice Kate Owen
15.50	Coffee and poster viewing			
16.20	Plenary	<u>Looking back, looking forward: Curriculum development and teaching and learning in clinical settings</u> Colin Melville		
17.00	Close			

* Please note that the programme is subject to change.

Short summaries

Plenary presentations		
Plenary	Refreshing the curriculum context	Across the UK curricula have been updated in response to GMC revisions of Tomorrow's Doctors, but have they kept pace with the changing educational and healthcare environment? Students today have unprecedented access to online information, education and social interaction: new dimensions are being explored for education and training. Authentic patient experiences and holistic student support (while reducing administration) is essential to enhancing student success while modernising approaches taken to teaching. This talk aims to lightly challenge and stimulate local responses to new contexts.
Spoken presentations		
SP1	A Service Evaluation of the Provision of Feedback on the Observed Clinical Performance of Warwick Medical Students	Presentation of data obtained during a project submitted as part of the WMS Masters in Medical Education. A survey of Student and Faculty views with reference to published best practice.
SP2	History Taking Workshop for Undergraduate Medical students within the Obstetrics and Gynaecology at UHCW	<i>History taking is an Art. “Teaching history taking” is an intellectual concept. We changed the way we deliver the “history taking” teaching for undergraduates in O&G and Sexual health.</i>
SP3	Student survey demonstrates high levels of satisfaction with GP course formative feedback	Contrary to global trends, student satisfaction with feedback given on the General Practice course is excellent and improving. This session discusses how this has been achieved based on educational principles.
SP4	Teaching clinical reasoning. What is the best evidence to guide practice?	Is it possible to teach clinical reasoning? If so, what is the best way to teach this important skill?
SP5	Specialist Peer Mentoring at Warwick Medical School	A presentation describing how the Specialist Peer Mentoring programme, a unique type of peer-led support, was created and implemented at Warwick Medical School.
SP6	ReGroup: The Resit Support Group. Providing support for students required to resit examinations at Warwick Medical School.	Many medical students fail exams and medical schools often don't provide enough support during resit period. To address this, students at WMS worked with staff to improve resit support services.
SP7	Producing Clinicians or Clinical Educators: Why not both?	Implementing an extensive teaching skills programme into the new curriculum at WMS... Could Warwick graduates leave WMS and enter the workplace as competent and confident clinicians AND clinical educators?
SP8	Challenges of GMC trainer recognition in the workplace	This paper outlines a workplace based interpretation of GMC standards for trainers, how to achieve full implementation and assess effectiveness. Promoting professional development through appraisal is also discussed.
Workshops		
W1	Workshop on 'Setting a pass mark'	This workshop will introduce 'best practice' methods of standard setting, cover practical aspects to consider when choosing a method and give you an opportunity to apply one or more methods.
W2	'Writing High Quality Multiple Choice Questions'	This workshop will provide practical tips on writing high-quality multiple choice questions and provide an opportunity to write your own questions and receive feedback.

W3	Making the most of teaching observations: Being an observer and being observed	How can we make the most of teaching observations – as the observer and as the teacher - for developing teaching and for professional development?
W4	Common Challenges in Facilitating Small Group Discussion: Managing Dysfunctional Groups	Addressing student behaviours, attitudes and variety of views present an opportunity for an educator to develop and consolidate facilitation skills that enable to optimize students' learning experience
W5	The future GP: A world café approach exploring how we can best prepare students for the challenges of high quality 21 st century general practice	A world café style session exploring how we can best prepare the 50% of students HEE expect to pursue careers in General Practice through a curriculum with limited exposure to clinical General Practice.