

MB ChB Education Conference, Scarman, Friday 26th November 2021

Conference Online: <https://warwick.ac.uk/MBChBEducationConference/2021online> (password in joining email)

 Please wear a mask if you can, thank you. 

#MedEdWarwick21

		Main room (Lecture Theatre) & online delegates	Space 10	Space 25
8.30	Registration and coffee (Lounge)			
9.00	Session 1	Welcome and introduction <i>Catherine Bennett</i> Plenary 1: Kindness – the unsung hero in medical education. <i>Prof Lesley Roberts</i>		
9.30	Session 2: Spoken presentations	<ul style="list-style-type: none"> ○ Sp1. Learning about sensitive topics in a supported virtual environment: an evaluation of a virtual palliative care placement. ○ Sp2. The Rough with the Smooth: A Thematic Analysis of First-Year Medical Student Perspectives on a Longitudinal Virtual Patient Simulating General Practice. ○ Sp3. Medical Student Experiences during the Covid-19 Pandemic: Implications for Medical Education. ○ Sp4. Digitally Enhanced Learning and Teaching Activity (DELTA) Clinic. 		
10.30	Coffee & poster viewing (Lounge & online) and conference question (online)			
11.05 – 12.05	Session 3: Parallel sessions	3.1. Spoken presentations <ul style="list-style-type: none"> ○ Sp5. Get a SLiCE of the action! - A novel concept for ward cover on call simulation in preparation for FY1. ○ Sp6. A New Role For Simulation Teaching? ○ Sp7. Enhancing bedside teaching: pathway to clinical excellence. 	3.2. Workshop Language Matters: Collaborative teaching of LGBTQIA+ health at SWFT	3.3. Workshop "I felt like a spare part"- can medical students have a role in healthcare delivery?
12.10	Session 4	Plenary 2: Inspiring Lives: Students in conversation with Kate Owen		
13.10 – 14.10	Lunch (Restaurant), poster viewing (Lounge & online) & conference question (online)			

		Main room (Lecture Theatre) & online delegates	Space 10	Space 25
14.15	<u>Session 5: Parallel sessions</u>	5.1. Spoken presentations <ul style="list-style-type: none"> ○ Sp8. Student Perspective: Is bedside teaching being delivered appropriately? ○ Sp9. Role of Quality Improvement Methodology in Medical Education. ○ Sp10. Wellbeing: A Holistic Approach. 	5.2. Workshop W2. Student Experiences of Raising Concerns relating to Protected Characteristics: Implications for Action	5.3. Workshop W4. Delivering engaging synchronous teaching sessions on MS Teams
15.15	Coffee (Lounge) and poster viewing (Lounge & online)			
15.45	<u>Session 6</u>	Plenary 3: The Big Picture: Hot topics in medical education. <i>Prof Colin Macdougall</i> 16.25 Conference question 16.35 Poster prize presentation		
16.45	Close <i>Please complete the online evaluation form, thank you!</i>			

Prayer room: Space 3

Streaming & photos: Please note that all sessions from the main room (lecture theatre) are being streamed live for online delegates. Photos will be taken during the day. If you would prefer not to be featured in photos, please let one of the organisers know upon arrival.

Wi-fi: Please connect your device to the Warwick Guest network and follow the login instructions. To minimise disruption and feedback, please do not connect to the online meeting if you are present on-site at Scarman.



Conference Online

(password in joining email)



Conference Question

Thinking about the last year, and the many contributions you have made to developing, educating and supporting our students, what makes you most proud?

Add your response to our Conference Question Padlet.



Poster Voting

Visit the posters in the lounge and online.

Please vote for the best poster by 15.45.

Session 4

“Inspiring Lives: Students in conversation with Kate Owen”

All of our students have interesting journeys into medicine, but some have particularly beaten the odds to get here. Others have managed to work tirelessly alongside their degree to improve the experience for their fellow students. Kate has invited students who have particularly inspired her to join her in conversation. We hope at the end of the session you will also be inspired and take away a greater awareness of the challenges some of our students face and how you can support them.

Spoken presentations

Sp1 Learning about sensitive topics in a supported virtual environment: an evaluation of a virtual palliative care placement.



Jan Cooper, Warwick Medical School (WMS); Clare Blackburn, WMS; Nikki Reed, Marie Curie Hospice Solihull; Richard Kitchen, Loros Hospice Care, Leicester.

Palliative care is an essential element of undergraduate medical education. This presentation outlines key features of an online virtual community palliative care placement for second year MBChB students and present key elements of student feedback including increases in confidence and learning about sensitive topics in a virtual environment.

Sp2 The Rough with the Smooth: A Thematic Analysis of First-Year Medical Student Perspectives on a Longitudinal Virtual Patient Simulating General Practice.



Harish Narayanan, Cornelia Juengst, WMS.

Following the introduction of a longitudinal virtual patient at Warwick Medical School to simulate the repeated encounters with a single patient present in general practice, this project examines first-year medical student perspectives on this new learning activity, focusing on its impact on clinical reasoning and knowledge development.

Sp3 Medical Student Experiences during the Covid-19 Pandemic: Implications for Medical Education.



Helen Nolan, Kate Owen, WMS.

During Covid-19 WMS MBChB students supported healthcare delivery as medical student healthcare assistants. This experience socialised students within the healthcare team, leading to rich, novel learning and developmental experiences. Traditional barriers to effective interprofessional placement learning were removed. These experiences and outcomes are discussed in this presentation.

Sp4 Digitally Enhanced Learning and Teaching Activity (DELTA) Clinic.



Herpreet Chagger, Tim Robbins, Lydia Fabiano De Carvalho, Jacqueline Harley, Olivia Flowers, Sailesh Sankar, University Hospitals Coventry and Warwickshire NHS Trust (UHCW).

The COVID-19 pandemic forced most outpatient clinical teaching to be suspended with medical students gaining no exposure to clinic. Our innovative DELTA initiative enables out-of-hours, face-to-face and video-linked outpatient teaching allowing students and trainee to maintain patient contact and enhance their diagnostic thought processes.

Sp5 Get a SLiCE of the action! - A novel concept for ward cover on call simulation in preparation for FY1.



Rohini Patel, Maisha Shahjahan, Eleanor Rogers, George Eliot Hospital NHS Trust (GEH).

SLiCE 'Simulated Learning in an on Call Environment' is a novel simulation of out-of-hours ward cover to help increase medical students' preparedness for starting the Foundation Programme. We cover common bleeps, handovers, task prioritisation and time management skills. It has received positive feedback from students during its pilot.

Sp6 A New Role For Simulation Teaching?



Rakesh Khunti, South Warwickshire NHS Foundation Trust (SWFT).

An initiative to replace the loss of clinical exposure during 2020/21 for medical students with simulation teaching has now evolved into it's own teaching entity. A review of student feedback may indicate that this teaching method should continue alongside clinical teaching.

Sp7 Enhancing bedside teaching: pathway to clinical excellence.



Zehra Irshad, Abdur-Raof Sheikh, Jacqueline Woodman, UHCW.

We designed and implemented structured 'Simulated BsT sessions' for our second-year medical students to overcome challenges during Covid-. 19. Our improvised BsT format received excellent feedback and ensured delivery of standardised and effective education whilst maintaining infection control measures and good clinical practice.

Sp8 Student Perspective: Is bedside teaching being delivered appropriately?



Myra Amer, Nafeesah Shafiq, SWFT.

An evaluation was conducted to determine whether bedside teaching is being delivered using high quality teaching strategies as predefined in literature. Anonymised online feedback was obtained using a categorised form, from students of all years across 2 universities, focusing on the introduction, delivery and debrief of all bedside sessions.

Sp9 Role of Quality Improvement Methodology in Medical Education.



Yesim Karapinar, Mohammad Qureshi, GEH.

Application of quality improvement methodology to medical education can support evidence based changes that were required as a result of the COVID-10 pandemic.

Sp10 Wellbeing: A Holistic Approach.



Naomi Dunne, SWFT.

A presentation outlining the approach to identifying and implementing change to improve wellbeing in a local DGH.

Workshops

W3.2 Language Matters: Collaborative teaching of LGBTQIA+ health at SWFT.

Olivia Coldicutt, Fraser Wright, Hannah Webber, SWFT.

This workshop aims to disseminate more awareness of LGBTQIA+ teaching in medical education and encourage collaboration on related themes across the MB ChB curriculum. We aim to foster a shared enthusiasm for educational scholarship with regards to teaching students about health equality, particularly within the LGBTQIA+ community.

W3.3 "I felt like a spare part"- can medical students have a role in healthcare delivery?

Kate Owen, Helen Nolan, WMS.

Students feel frustrated by their status as observers & when given the opportunity to work as medical student HCAs during the pandemic unlocked active learning opportunities. Join us in developing a "job description" for the role of "medical student" to capture some of the positives we learnt from this initiative.

W5.2 Student Experiences of Raising Concerns relating to Protected Characteristics: Implications for Action.

Emily Roisin Reid, Charlotte Simms, Liz Lennox (FY1), Jenny Shone, Emily Roisin Reid, Kate Owen, Anne-Marie Chilton, WMS.

We discuss stats from the new reporting concerns pathway and student-led research into students' experiences of the process. Through an interactive case-study exercise, together we will reflect on this intricate issue from a range of perspectives and consider next steps for practice.

W5.3 Delivering engaging synchronous teaching sessions on MS Teams.

Hannah Thein, Emily Unwin, WMS.

This session is designed for WMS and NHS teaching staff of all levels of experience to gain confidence in the delivery of teaching sessions in MS Teams. We cover basic features as well as advanced session designs, encourage to share personal experiences, and provide opportunities to experience the student perspective. Bring an Internet-enabled device!

Posters

P1 Videos on Student Voice About Studying Medicine Involving a Diverse Group of Students.

Philline Ariehn Maddalora, Hannah Thein, WMS.

A poster presentation on the different videos created during a student internship with the WMS Academic Technology team to promote awareness about the diverse student body within the MBChB programme. The videos aimed to represent and promote inclusivity by involving students of different backgrounds.

P2 The Case for Change: A Student-Staff Partnership to Decolonise a Medical School's Case-Based Learning Curriculum.

Victoria Sajowa, Melissa O'Conner-Smith, Ashika Morar, Louise Davis, WMS.

A group from the Warwick Medical School BME Student Network, representing all four years of the MBChB course, volunteered to work together with the Academic Lead for CBL reviewing and editing the content of the cases and input into the delivery of CBL sessions.

P3 Perceptions and experiences of a virtual teaching programme for third year Warwick Medical Students during the COVID-19 pandemic.

Bhagat Manku, UHCW.

Experiences of designing and organising a virtual teaching programme for third year Warwick Medical Students during the COVID-19 pandemic by Foundation doctors between March -June 2021.

P4 Learning by discovery.

Zehra Irshad, Jacqueline Woodman, UHCW.

Alternative methods such as virtual ward rounds and simulated bedside teaching are employed to continue clinical education since Covid-19. However, acclimatisation to clinical environment which is an important part of clinical teaching is challenging to mimic virtually. We suggest utilisation of online interactive quizzes to let students explore and recognise individual aspects of clinical environment.

P5 Correct Sterile Gloving Technique: A skill that must be taught and assessed as a stand-alone session?

Gracia Jones, Linda Crinigan, Amy-Dawn Lees, Michelle Mahony, UHCW.

This small study was conducted by the clinical skills team at UHCW in order to observe and evaluate health care professionals' sterile gloving techniques and provide immediate feedback in order to improve their competency and proficiency in this essential skill.

P6 Using video recordings to enhance clinical teacher training at Warwick Medical School.

Stanimir Ivanov Stoilov, Imogen Davies, Emily Unwin, Catherine Bennett, WMS.

A project aiming to enhance the training which clinical teachers receive at Warwick Medical School by capturing advice from experienced clinicians involved in medical education as well as lived experiences of medical students.

P7 RMD Outreach: An insight into post-lockdown initiatives to bring CPR and AED teaching to the wider university and public realm.

Jade Wilmot, Harriet Flude, Victoria Seun Sajowa, WMS.

A description of student led bystander CPR and AED awareness and education events organised for Restart A Heart 2021.

P8 Undergraduate medical education in the intensive care unit during the COVID-19 pandemic.

Jacqueline Harley, Tristan Page, Christopher Bassford, UHCW.

Clinical pressures in UHCW GCC during the COVID-19 pandemic presented barriers to effective learning for MBChB students. A placement learning pack was introduced to improve orientation and facilitate independent access to learning opportunities. Students reported positive clinical and educational experiences despite the restrictions of the pandemic.

P9 COVID-19 driven; evidence guided changes to the mock OSLER.

Jacqueline Harley, Hasanali David Walji, Maria Rose Fisher, Jessica Katie Walker, UHCW.

Mock OSLERs, traditionally conducted at the bedside, were redesigned in response to COVID-19 circumstances. On reflection and consideration of the evidence, the new approach more closely resembles the exam environment and format and represents an improvement that we suggest should be maintained.

P10 It's coming home: a wellbeing return to face-to-face medical teaching at Warwick Medical School following the relaxation of Covid-19 restrictions.

Loralie Rodrigues, Paul De Cates, Emily Crosse, Sati Heer-Stavert, Cornelia Juengst, Tracy Lee-Holman, Peter Kimani, Violeta Miller, Loralie Rodrigues, Michelle Stokes, Emily Unwin, WMS.

The Warwick Medical School Phase 3 Academic Day Team reintroduced face-to-face delivery of teaching in September 2021. Wellbeing activities ran alongside the academic schedule, to address isolation and anxiety about returning to a physical learning environment. The student feedback offers insights for educators developing their own 'return to campus' programmes.

P11 Test-enhanced learning: an iterative, critically reflective teaching evaluation.

Alex Robertson, GEH.

Testing is not only useful for assessment, but also to enhance learning! A series of teaching sessions utilising test-enhanced learning methods were repeatedly evaluated and incrementally modified using Brookfield's 'Four Lenses' reflective model.

P12 Surviving the simulated on-call: Yes we can!

Sadiya Lala, Worcestershire Acute Hospitals; Olivia Kuo, Emma Robertson, Emily Austin, Jack Webb, Matthew Jones, Worcestershire Undergraduate Academy.

A simulated 'On-call' day was piloted at Worcestershire Acute Hospitals for final year medical students at the University of Birmingham. The main aim of the session was to provide an on-call experience in a safe environment. Using this model at Warwick University could prepare students for foundation training and improve confidence.

P13 A simulated out-of-hours on-call programme to develop non-technical skills in final year medical students.

Michael Armitage, Olivia Flowers, Jacqueline Harley, UHCW.

Out-of-hours working is a substantial part of junior doctors' role, however, the majority of medical students' clinical exposure is during normal working hours. This project has been designed to fill a gap in the medical school curriculum and is targeted towards the development of non-technical skills required in out-of-hours work.

P14 Resuscitation for Medical Disciplines Warwick: Adapting teaching for the COVID-19 environment.

Louise E. Edwards, Jade Willmott, Christopher M. Smith, Helen Watkin, WMS.

Resuscitation for Medical Disciplines (RMD) Warwick adapted the practical BLS course to a COVID-19 suitable format. The course was condensed from 4 weeks to 3 and from 3 hours per night to 2. Student engagement and qualification from the course remained as high as pre-COVID levels, showing the resounding success of the new format.

P15 Virtual Patient journey session: Every contact counts!

Zehra Irshad, Jacqueline Woodman, UHCW.

We developed a virtual patient journey session for second year medical students for early understanding of patient experience and associated factors. This session helped bridge clinical gap by enabling awareness of patient centred care and required good clinical attitudes. Due its popularity, good feedback and effective learning outcomes; the session will be included in all future clinical inductions.

P16 MedEd digital insights: what impact have the changes to medical education in response to the Covid-19 pandemic had on the experience of medical students and teaching staff?

Cath Fenn, WMS.

This study is an exploration of how the forced rapid shift in the use of digital technology in Medical Education has impacted students and staff, what has worked well and where things have worked less well. Learning lessons that we hope will help enhance the future of Medical Education at WMS.

P17 Student Perspectives on the use of Educational Video and Interactive Video.

Karen Romain, Coventry and Warwickshire Partnership NHS Trust (CWPT) / WMS; Imogen Davies, Catherine Bennett, WMS.

Discussion of a qualitative focus group study addressing student perspectives on the use of educational video and interactive video resources within the Warwick medical school curriculum.

P18 The need for clinical skills staff to support medical students in clinical areas.

Michelle Mahony, Linda Crinigan, Gracia Jones, Amy-Dawn Lees, UHCW.

Clinical skills staff at University Hospitals Coventry and Warwickshire NHS Trust (UHCW) were asked to support medical students while they assisted a two month clinical trial at Warwick Medical School (WMS) called REACT 2. The students were then sent a questionnaire regarding the need for clinical skills practitioners to support students in the ward areas.