



Workshop Descriptions

Annual Scientific Meeting

Changes in healthcare delivery and
the effects on medical education



10 – 12 July 2013

To be held in:
Edinburgh Napier University, Sighthill Campus,
Edinburgh, UK

1 Mind, Body and Spirit - Teaching Spiritual Care to Medical Students. How are we doing?

Jennifer Kennedy, University of Dundee & Gillian Munro, NHS Tayside

Workshop Description:

Spiritual Care is person centred care which seeks to help people (re)discover hope, resilience and inner strength in times of illness, injury, transition and loss. As recently as the last decade, the World Health Organisation (WHO) included spiritual welfare alongside physical, mental and social well-being in its definition of health. In the GMC publication Tomorrow's Doctors 2009 the need to respect patients' rights regarding religious or other beliefs was highlighted as an outcome for graduates.

In this interactive workshop we hope to engage participants in this interesting and developing area. We will work through some cases based on spiritual care in a healthcare setting, deconstruct the important elements of spiritual care identified and discuss how we might approach them and how we might use similar cases as a teaching tool in our own setting. We will also use this workshop as an opportunity

to share our experiences of teaching on spiritual care in our own institutions and hopefully use this collaboration to support the development of a spiritual care curriculum in our own setting.

Workshop Objectives:

At the end of this workshop, participants should be able to:

- Describe the difference between spiritual and religious care
- Demonstrate their understanding of spiritual care by deconstructing, interpreting and discussing cases relating to spiritual care in the healthcare setting
- Identify areas in their own teaching where they could incorporate the development of teaching on spiritual care
- Compare the current status of teaching on spirituality in other medical schools and work collaboratively to help develop teaching in this area.

2 Helping medical students develop their information management skills within the consultation

Simon Gay, Maggie Bartlett & Robert McKinley, Keele University School of Medicine

Workshop Description:

This workshop will focus on the information management challenges presented by today's medical consultations and how to help medical students to address them. Participants will be encouraged to explore, analyse and practise some of the skills teachers need to facilitate the development of students' skills in the management of information within the consultation.

Workshop Objectives:

Following the workshop participants will be able to

- Identify opportunities to enhance the teaching of 'in consultation' information management within their curriculum
- Discuss current opinion regarding the skill set required to manage information within the consultation and its application to undergraduate medical education
- Evaluate medical students' learning needs regarding the development of these skills.
- Choose appropriate tools to address a variety of these learning needs.

3 Painting the picture to fit in the frame: The potential for professional regulation to become a driver for medical education

Julian Archer, Suzanne Nunn & Sam Regan de Bere, Plymouth University Peninsula Schools of Medicine and Dentistry

Workshop Description:

With the commencement of Revalidation in the UK on 03.12.2012 this workshop provides a timely opportunity to explore the potential impact of medical regulation on medical education across the continuum - from medical student to clinician engaged in continuing professional development. Drawing on our research into Revalidation we will introduce the general premise that an unintended consequence of medical regulation is that the regulation becomes a significant driver for both the development of the curriculum and ultimately the shaping of professional identity.

Working in small groups and using anonymised extracts from transcribed interviews with appraisers and appraisees involved in our Revalidation research the workshop aims to raise awareness, encourage reflection and exchange ideas.

Workshop Objectives:

- Be able to draw a set of general conclusions from specific research that will be relevant to a variety of regulatory contexts
- Have greater awareness of the ways in which unintended consequences may become drivers for change
- Have developed a draft outline for a collaborative paper/papers.

4 Sexuality Matters: How to run a workshop to improve the understanding and experience of LGBT patients within the healthcare system

Anna Taylor & Simon Atkinson, University of Bristol

Workshop Description:

This workshop will examine how health professionals can learn about LGBT and other diversity issues sensitively and effectively. We'll use role play, film, reflective practice and discussion to equip you to improve the training of health professionals where you work.

Workshop Objectives:

Participants should

- be able to suggest some relevant objectives relating to diversity which they would like their students to achieve
- be able to evaluate methods and plans by which these objectives might be reached
- be able to identify some of the challenges LGBT patients face within the healthcare system and suggest improvements in the way these patients are treated
- be able to identify behaviors in themselves or other healthcare professionals that are helpful or unhelpful to LGBT patients.

5 The 'RUH Teaching Checklist'; Why use it, when to use it and how to use it

David Roberts, Rebecca Winterborn & Nicola Jakeman, Department of Medical Education, Royal United Hospital, Bath

Workshop Description:

The RUH Teaching Checklist is based on the WHO Surgical Checklist, taking the checklist style 'pre session briefing', 'time out' and 'sign out' into the classroom. The workshop will cover our rationale in its development, how to best implement it into your teaching sessions and our experiences with its use to date.

Workshop Objectives:

By the end of the workshop participants should be able to:

- Understand the rationale behind the RUH Teaching Checklist
- Understand the challenges in using the RUH Teaching Checklist and how to overcome them
- Feel confident in implementing the RUH Teaching Checklist into their teaching sessions.

6 Teaching in the clinical environment: from clinical chaos to educational excellence

Duncan Shrewsbury, University of Birmingham & members from TASME and EDG

Workshop Description:

Medical students and trainees often depend on the contact with doctors (trainees and seniors) on busy wards, or in hectic clinics, for learning and training opportunities. It can often be stressful and challenging for a clinician-educator to improvise and create a meaningful learning experience from the chaos. There is a tension between delivering service to the patients, and acknowledging the value and rights of learners. As medical students begin to pay an inflated amount in tuition, and as post-graduate training is increasingly pressured by service provision commitments, and restraints on time, good quality ad-hoc teaching on ward-rounds and in clinics from near-peers and seniors will play an important role in meeting the needs of learners. This will be a highly interactive and practical workshop designed to explore the challenges and opportunities of providing ad-hoc teaching in the busy clinical environment, and equip trainees with the skills required to turn a mundane ward-round or chaotic clinic into a valuable learning opportunity. This workshop, aimed at trainees in medical education, will be run by the TASME committee in partnership with the Educator Development Group.

Workshop Objectives:

Knowledge:

- appreciation of the tensions and issues relating to nurturing meaningful learning opportunities
- awareness of key theories underpinning aspects of clinical teaching
- awareness of examples of good practice

Skills:

- be able to assess learner's needs and level of knowledge / skill in a shortened period of time
- be able to match and guide learner's expectations and needs to available opportunities
- develop a systematic approach to improvising ad-hoc learning opportunities
- balance service provision with learning and teaching

Attitudes:

- striving for excellence in teaching whilst respecting patients and valuing learners.

7 Using free open access medical education (#FOAMed) to develop and support communities of learners for lifelong learning

Natalie Lafferty, Annalisa Manca, Rakesh Patel and Terese Bird, University of Dundee

Workshop Description:

This workshop will raise awareness and demonstrate how tools such as blogs and twitter can support free open access medical education (#FOAMed) an internationally emerging trend in medical education.

Workshop Objectives:

- Understand how free social media tools such as blogs and twitter can be used to develop FOAMed resources to support learning
- Apply the use of social media to design learning content tailored to specific learning needs. Highlight the versatility of the FOAMed approach across the continuum of medical education and in different learning contexts
- Understanding and evaluating the benefits of participating in FOAMed learning activities.

8 Exploring depression amongst undergraduate medical students

John Benson & Thelma Quince, The Primary Care Unit, IPH, University of Cambridge

Workshop Description:

Psychological wellbeing is important for medical students, for the patients they meet and for their future medical practice. Although the prevalence and persistence of depression amongst medical students remains unclear, there is evidence that medical students are reluctant to seek help; fearing stigma and negative impact on their career. This workshop aims to explore underlying attitudes towards and perceptions of depressed students held by faculty and students, the drivers of these and how these can be overcome to develop more effective mechanisms for mechanisms for dealing with depressed students.

Workshop Objectives:

- Develop understanding of: work on prevalence of depression: extent of the problem, the nature of depression experienced: repeated or transient
- Impact: extent to which students seek help, alternative mechanisms for dealing with depressed students
- Skills: analysis of and reflection on presented vignettes
- Attitudes: reflection, raised awareness and acknowledgement of personal attitudes towards depressed students, Raised awareness of identification of the attitudes held by others in medical education field.

9 Exploring a new paradigm for achieving shared decision-making in clinical practice – “Skilled helping”

Rakesh Patel, Gordon French, Nicola Walker, Hema Gandecha, James Hambridge, Sophie Wheatcroft and Rahil Mandalia, University of Leicester and East Midlands Deanery

Workshop Description:

This workshop aims to give participants an insight into the nature of higher consultations skills and uses the Egan Skilled Helper model to structure conversations with patients where achieving shared decision-making with patients is a goal of clinical practice.

Workshop Objectives:

The aim of the workshop is to give participants an understanding of the Egan's skilled helper model, describe its application to professional clinical practice as well as its potential for the managing clinical consultations where the achievement of shared-understanding and decision-making is crucial.

By the end of the workshop, participants will have a greater understanding about:

- the stages of the Egan's skilled helper model

- the usefulness and usability of the model for structuring patient consultations
- the advantages and disadvantages of the model over a conventional consultation models for history-taking or managing 'complex' patients in clinical practice

By the end of the workshop participants will have the skills to

- Differentiate 'diagnostic listening' from 'active listening'
- Use the model for discovering what is going for the patient, what the patient 'really' wants instead of their problem and how to help the patient achieve their goals

By the end of the workshop participants will have the opportunity to:

- Discuss the advantages and disadvantages of existing consultation models for structuring 'complex' consultations
- Evaluate the attributes of a 'good' consultation and a 'better' consultation with clinicians and non-clinicians involved in under- and post-graduate medical education.

10 JASME So, how can I get involved with medical education as a student?

Emily Bate, Devendra Rajwani & Duncan Still (JASME committee)

Workshop Description:

Medical education is a growing field with many opportunities for student involvement. These areas are not always easily identifiable to those new to medical education. This session aims to highlight the variety of opportunities available for medical students to get involved with medical education. The workshop will begin by considering 'what is medical education?' This will be followed by brief talks from; a medical student, Academic Foundation year doctor and Speciality trainee doctor, all with very different experiences and involvement in medical education.

The session will be relaxed with plenty of activities and opportunity for discussion and questions. It is hoped that this workshop will help delegates to identify the various opportunities available and the importance of the portfolio to demonstrate their experiences in medical education and development as an educator.

Workshop Objectives:

- Knowledge: To become aware of; what Medical Education entails, the various routes into and within Medical Education including academic posts, and the various research opportunities available as a medical student
- Attitudes: To inform medical students of the various opportunities available that are not confined to the grounds of an academic post. These include the various teaching opportunities available and how to become involved in medical education in their own local institution
- Skills: The group based discussion will encourage delegates to reflect on their experiences to date and develop ideas to enhance their involvement within medical education. In addition, the importance of maintaining a teaching portfolio will be discussed, along with methods for achieving this.

11 Presenting skills for new presenters - a personal development opportunity for the novice presenter

Liz Spencer, Clinical Tutor, Gloucestershire

Effective oral communication is a crucial skill for professionals. However, it is often overlooked and under-rehearsed in the scientific environment where presenters and their supervisors are concentrating on the content of the presentation rather than the method of delivery. Presenting to a large audience at a national conference is challenging particularly for first time presenters who are anxious about their presentation skills and also about handling any questions posed by the "expert" audience. Very few people have outstanding presentation skills as a natural talent. However practice and receiving specific feedback can improve performance. This workshop is aimed at those presenting this year at the ASM in Brighton who would like the opportunity to rehearse their presentation ahead of time.

Workshop Objectives:

- Receive specific feedback and encouragement to enhance the "real" presentation.
- Learn how your voice, physical presence and behaviour are received by the audience
- Improve confidence with audience interaction

Educational Methods

Participants are invited to contact the workshop organiser prior to the ASM with their abstract and request for a presentation slot lizs303@gmail.com. A total of 12 people will be selected to attend, some of whom will not be allocated a personal slot but will be able to sit-in and learn from those presenting and listen to their feedback. Each presenter will be allocated a total of 15 minutes for presentation and feedback from the panel and from peers. Written feedback will also be provided. Priority will be given to first time presenters.

Thursday 11 July 11.00am – 1.00pm

1 Educating for sustainable healthcare – national consultation on learning outcomes project

Trevor Thompson & Stefi Barna, University of East Anglia

Workshop Description:

Sustainable Healthcare Education in Medical Schools (SHE Network) is conducting a national consultation on learning outcomes for sustainable healthcare in undergraduate and postgraduate medical education. This workshop will allow participants to contribute to the consultation via a Delphi process: reviewing the evidence, exploring how it might apply to curricula in their own Schools, examining how the changes may best be integrated within medical curricula.

Workshop Objectives:

Participants will:

- be introduced to new evidence on the links between health, healthcare and the environment
- contribute to the national consultation on learning outcomes in support of the development of an environmentally sustainable NHS
- try out interactive teaching materials and activities in use by other medical schools.

2 Widening Participation: access to medical school for all?

Katrina Butcher, Julia Vasant & Simon Atkinson, University of Bristol

Workshop Description:

This workshop is for anyone who wants to help shape the future of medicine as a profession. Most students at medical school will remember someone or something that influenced their application: widening participation is essentially about giving under-represented groups the stimulus and support to succeed in a medical career.

We will explore best evidence and experiences of Widening Participation and Access to Medicine. As a workshop participant your own experiences are an essential resource. By the end of the session we aim that all attendees will leave with plans for WP in their organisation.

Workshop Objectives:

Participants should

- Be able to discuss key concepts in Widening Participation, using relevant evidence
- Identify under-represented and target groups for your organisation
- Compare and appraise existing WP inreach and outreach provision in their own and other organisations
- Develop an outline WP or Access to Medicine strategy for your organisation
- Evaluate medical students' learning needs regarding the development of these skills
- Choose appropriate tools to address a variety of these learning needs.

3 Professionalism: Teaching self-awareness.. Self-assessment and multisource feedback tools: Is there an ideal solution?

Rachel Morris & Sally Quilligan, University of Cambridge

Workshop Description:

This workshop will be ideal for anyone who has used any profiling or self-awareness tools in their teaching, and would like to share their experiences; and anyone who is involved in developing the self-awareness part of the curriculum, and is thinking of using one of these tools. Self-awareness is a core domain of the Medical Leadership Competency Framework (Spurgeon 2010), and Tomorrow's Doctor's 2009(GMC 2009) states that the graduate should be able to recognise their own personal and professional limits and be able to build positive working relationships. There are several different self-assessment, profiling and multi-source feedback tools available, some of which are currently used in undergraduate education. Participants will look at these tools and consider their strengths and weaknesses in relation to relevance, delivery and use in an undergraduate curriculum. Characteristics of an 'ideal' self-awareness tool or learning resource will be identified, and it is hoped that this workshop will lead to collaboration for developing learning resources in this area.

Workshop Objectives:

This workshop will specifically look at how to teach the competencies related to self-awareness in the Management and Leadership Competency Framework(Spurgeon 2010):

Following the workshop participants should be able to:

- List the strengths and weaknesses of the self-assessment and multisource feedback tools currently available
- Identify the learning needs of medical students in the area of self-awareness
- Generate the main characteristics of a tool that is relevant and useful to undergraduate medical students
- Contribute to the design of a curriculum addressing self-awareness
- Collaborate with others in further research in this area.

4 Helping undergraduate medical students to improve their clinical reasoning in the direct patient encounter – skills for tutors

Anna Hammond & Janine Henderson, HYMS, Small group facilitators - Laurence Atkinson, Cambridge, Maggie Bartlett, Keele

Workshop Description:

This workshop demonstrates how clinical consultations can be used in a structured way to facilitate student understanding of their own clinical reasoning. Participants will actively explore, analyse and practise some of the skills needed for facilitating students' learning of clinical reasoning.

Workshop Objectives:

Following the workshop participants will be able to:

- Recognise opportunities to strengthen the teaching of clinical reasoning within their environment
- Evaluate students' individual clinical reasoning learning needs
- Identify new opportunities for patient participation in clinical reasoning teaching
- Discuss current opinion about teaching and learning clinical reasoning
- Reflect on their personal experience of learning and teaching clinical reasoning.

5 Dim, describe & draw! – an innovative method of teaching interpretation of skeletal radiographs

David Roberts, Department of Medical Education, Royal United Hospital, Bath

Workshop Description:

Dim, describe and draw is an interactive teaching method which has the potential to be used in many areas of medical education. It offers participant interaction from an early stage, where participants draw radiographs that are described to them, with it receiving excellent feedback to date. This workshop aims to show participants how to create and facilitate a dim, describe and draw teaching session as well as sharing the facilitator's experiences in its use.

Workshop Objectives:

By the end of the workshop participants should be able to:

- Specify what equipment is required for a dim, describe and draw session
- Understand the how to set up a classroom to facilitate a dim, describe and draw session
- Understand how to create a PowerPoint presentation for a dim, describe and draw session
- Feel confident in facilitating a dim, describe and draw teaching session.

6 Student narratives as a learning tool

Mairead Corrigan, Kieran McGlade & Jenny Johnston, Queen's University Belfast

Workshop Description:

The workshop aims to explore how student narratives of their journey through medical school, their attitudes and student culture, collected by their student peers, can be developed into a resource for peer-learning and peer-support.

Workshop Objectives:

- Explore how peer-led student narratives can provide insights into student culture and attitudes which are useful for educators
- Consider how student narratives can be used for curriculum development
- Consider the benefits of engaging students in collating narratives and developing learning resources for peer-learning and peer-support.

7 Patient & public involvement (PPI) in health and social care education: what works, why, and where are the gaps?

Liz Anderson, Jane Priestly & Dawne Gurbutt, Higher Education Academy

Workshop Description:

Service users have been passive recipients of care rather than active participants in the process, or co-producers in the learning process of future practitioners. Recent policy from government and regulatory bodies such as the General Medical Council has placed public and patients firmly at the centre of service delivery and pedagogical practice in the health professions. This workshop will allow participants to explore the potential of introducing PPI into their own work as educators. Led by facilitators from the Higher Education Academy (HEA), participants will be introduced to data from a

project examining various aspects of PPI across health and social care education. Using case based scenarios participants will discuss broad principles from which they can generate their own operational action plans.

Workshop Objectives:

To enable participants (as educators) to:

1. Understand the potential of PPI on the student learning experience
2. Identify effective models of PPI
3. Explore effective pedagogies for PPI.

8 Spotting and Supporting Trainees with Difficulties

TASME members & Duncan Shrewsbury, University of Birmingham

Workshop Description:

This will be an interactive workshop will start with an exploration of the various difficulties that medical learners (and educators) can experience, from disabilities, to burnout, to challenging behaviour, to some professional behaviour issues.

The workshop will focus on recognising the difficulties that would be pertinent to the educational settings in which trainees, seniors and allied professionals would be providing learning opportunities and will explore some examples of good practice to help overcome these difficulties and support learners. Particular attention will be drawn to dealing with challenging learners, supporting learners with disabilities (including learning difficulties, such as dyslexia, physical and sensory disabilities, and prevailing mental ill-health).

Workshop Objectives:

Knowledge: have an awareness of the various and diverse causes of difficulty for medical learners

- have an awareness of some of the key legal issues relating to learners with disabilities in the medical profession
- have an awareness of the various organisations and structures (e.g. Deanery Professional Support Units) that are designed to help learners with difficulties, and be able to find out how to access and refer to these

Skills: recognise key features of struggle and distress in learners

- support learners in the educational environment and, where appropriate, ensure that neither learner nor other compromises patient safety, professionalism or respect for educator and fellow learners
- involve appropriate teams and professions in providing support to learners with difficulties

Attitudes: value and respect learners, value diversity in the medical profession, adopt a nurturing approach to supporting learners with difficulties.

9 JASME Setting up a research project in medical education

JASME committee members

Workshop Description:

Starting out as a researcher can be a daunting task. This workshop will discuss different approaches to setting up a "project" within medical education and provide practical advice on various issues from forming your research question to targeting research for publication. The workshop will be interactive and there will be many opportunities for discussion and questions. Following the workshop's success in previously, this year, the focus will be, how to develop your research question, one of the most important foundations to any research project.

Workshop Objectives:

1. Knowledge of the stages involved in a research project: from an idea to publication
2. Skill of how to develop an idea for research into a research question
3. Knowledge of how and where to target a research project for publication
4. Stimulate attendees to think about ideas for research projects.

10 JASME Teaching Toolkit

JASME committee members

Workshop Description:

Teaching is an important part of being a doctor, so it is important for medical students to have a chance to learn teaching skills. This informal, interactive session offers a very brief introduction to basic teaching theory, followed by small group sessions. Each student will teach a basic skill to the other members in their group and receive feedback from their peers and experienced teachers who will facilitate the groups. The session uses a variety of skills, making this interesting workshop an excellent opportunity to practice and receive extensive feedback on your teaching. All feedback is constructive and will help to improve your skills as well as confidence.

Intended audience:

Medical and healthcare students and junior doctors (N.B. this is a practical workshop

designed to give students feedback on their teaching skills and is therefore not suitable for faculty members or other senior staff with significant teaching experience)

Workshop objectives:

Knowledge: To become aware of different approaches to teaching and how to plan and carry out teaching based on these structures. To be aware of different methods of giving feedback and the importance of

Attitudes: To give participants confidence in their skills as teachers and encourage them to try teaching approaches that they may not have used before

Skills: The group based workshop will give participants practice and allow them to develop their teaching skills in small, non-threatening group situations. It will also allow them to develop their skills in delivering effective feedback.

Friday 12 July 9.00 – 11.00am

1 iCan : How and why to use tablet computers in healthcare education

Alan Denison, Andrew Lobban & Michael Leggate, University of Aberdeen

Workshop Description:

This workshop will:

1. Review the pedagogy supporting the use of tablet computing in undergraduate healthcare education
2. Share the experiences we have had in a variety of contexts of use of these devices in a medical undergraduate curricular context, including OSCE, admissions, attendance monitoring, student use, and patient feedback
3. Discuss practical issues such as logistics, device management, required infrastructure and issues at University/NHS interfaces
4. Give participants hands-on experience with apps.

Workshop Objectives:

Participants will be able to:

1. Summarise the pedagogy relating to tablet computing in healthcare education
2. Describe what applications may be suitable for tablet devices
3. Discuss the strengths and weakness of different platforms
4. List the key practical issues to consider when introducing tablet devices for defined tasks
5. Use a variety of apps in a variety of contexts
6. State if and how tablet computing could be used in their own institutions.

2 Leading service improvement: Learning to be a leader through practice-based inquiry

Patrick Marshall, Clare Penlington & Lindsay Hadley, KSS Deanery

Workshop Description:

In this highly interactive workshop we draw on our experience in the KSS School of leadership to demonstrate the many benefits of developing leadership programmes for doctors (undergraduate upwards) which are based on practice-based inquiry. In particular we will be drawing on specific examples and cases to show how leadership education programmes developed around practice-based inquiry provides opportunities for doctors to learn to develop services, and their own practice as leaders and followers in the clinical setting. Throughout the workshop, we will be providing participants with resources and opportunities to help them develop leadership education programmes informed by practice-based inquiry in their own educational settings.

Workshop Objectives:

By the end of the workshop, participants will:

1. Understand how leadership education programmes based on practice-based inquiry are highly effective in:
 - Bringing together leadership theory and practice;
 - Providing participants with a means of exploring leadership processes that can work to improve services for patients and staff in the NHS;
 - Preparing doctors to take up practitioner leadership roles;
 - Helping doctors understand the complexity of leadership and followership in practice.
2. Have had opportunities to consider ways of developing leadership education programmes based on practice-based inquiry in their own educational setting.

3 Core public health for tomorrow's doctors: who, what, why, where, when, how?

Eleanor Hothersall, Stefi Barna & Bruce McKenzie, University of Dundee

Workshop Description:

The Network of Public Health Educators in Medical Schools (PHEMS) and the Faculty of Public Health (Royal Colleges of Physicians) are developing recommendations for core competences in public health undergraduate medical education. The goal is not to develop a standardised curriculum for all schools, but rather to help participants ensure that essential concepts are taught to a uniformly high standard, meeting the requirements of Tomorrow's Doctors 2009 (TD09) and accommodating changes in NHS structure. Workshop facilitators will present proposals to date and participants will be able to explore how to shape them to their own curricular setting.

Workshop Objectives:

In this workshop, participants will develop answers to the following questions:

Who is most effective at teaching: academics, practitioners, or teams?

What constitutes essential public health knowledge and should be taught to fulfil the requirements of TD09?

Why should it be taught?

Where are public health topics best taught: in clinics, in the community, in lecture theatres, by self-study?

When is it best taught: in early years or later ones, pre-clinical or clinical?

How is it best taught? Students have varied learning styles, and need diverse opportunities for learning. Which pedagogical methods lend themselves to which aspect learning outcomes? How can we ensure appropriate forms of assessment? Do students need to understand the specific sub-disciplines of public health (epidemiology, health economics, social determinants, as delineated in TD09), or should they develop a 'population perspective', confidence in interpreting evidence, or focus on the clinical relevance of public health topics?

4 Creation of ethical, legal & professional virtual patients

Carwyn Rhys Hooper, Sheetal Kavita & Terry Pouton, St George's, University of London

Workshop Description:

Virtual Patients have been used in medical education for decades. In 2008 St George's, University of London pioneered the development of interactive Virtual Patient (VP) cases for the teaching of ethics, and supported by funding from the Joint Information Systems Committee, ethics cases are being disseminated to 20 medical schools throughout the UK, for use and evaluation.

This workshop will present the lessons that can be learnt from embedding Ethics Virtual Patient (EVP) cases into various professionalism, medical/health care ethics and medical/health care law curricula and will provide participants with a hands-on session to learn how to create new, or adapt existing, EVP cases, tailored to their own requirements.

Workshop Objectives:

Participants attending this workshop will:

1. Learn about the advantages and disadvantages of using Ethical Virtual Patient cases in small group and large group teaching
2. Learn how to create Ethical Virtual Patient cases and introduced to a range of different VP authoring software (e.g. Decision Sim, VUE, OpenLabyrinth, MedEdCases Authoring App)
3. Consider the 10 tips for creating and editing a Virtual Patient
4. Analyse the use of Ethical Virtual Patient cases in formative/summative assessments
5. Learn how to embed EVP cases in ethical, legal and professional curricula.

5 Sharing experiences of establishing and embedding e-Learning modules on prescribing principles into the curriculum

Gillian Cruickshank; Barclay Goudie; Annalisa Manca, University of Dundee

Workshop Description:

This workshop aims to share our experiences of establishing a framework for an e-Learning module- from idea to development, evaluation and finally embedding it into the core medical teaching curriculum. We will reflect on the lessons learnt and provide a potential framework to apply to your own institution. The e-Learning module was designed in collaboration with students, tutors and educationalists, to assist student development as a future prescriber and teacher, which complements but does not replace conventional face to face teaching and clinical experience.

Workshop Objectives:

During the workshop, participants will have the opportunity to:

- Consider and discuss the attitudes of teachers and learners to e-Learning
- Explore the educational needs of participants, their schools and students to support the embedding of e-Learning within the programme, and how to effect change in approach to e-Learning teaching.
- Discuss the challenges and opportunities of e-Learning development and integration into the core curriculum
- Discuss how medical schools embed e-Learning within their undergraduate programmes
- Share experiences of the development of an e-Learning framework to apply to own teaching institution
- Consider collaboration to enhance new partnerships

6 Assessing doctors' competences at the end of training - the entrance 'not an Exit'

Ashley Reece, Graeme Muir, Steve Byrne, Royal College of Paediatrics and Child Health (RCPCH)

Workshop Description:

This workshop will explore the issue of how to assess senior doctors in training (trainees) at the end of their training. Royal Colleges, who govern training syllabuses for their specialities have in place "exit" exams or high stakes assessments which gate-keep exit from training and form part of an assessment of readiness for being a consultant. The Royal College of Paediatrics and Child Health (RCPCH) has recently introduced an assessment in the penultimate year of training to benchmark a senior trainee's performance in tasks commonly performed by a Consultant called the Specialist Assessment of Readiness for Tenure [as a Consultant], known as START. This workshop will explore the challenges of assessing competences at this stage

of training, describe this innovative assessment introduced by the RCPCH for their senior trainees and define the ways trainees can maximise their training to prepare for a Consultant role. The challenges of applying educational theory to assessment, benchmarking standards and providing rich feedback to trainees will be explored.

Workshop Objectives:

Knowledge

- understand educational theory relating to assessment
- know about the RCPCH START assessment
- understand the reasons for introducing a formative assessment towards the end of a doctor's training

7 Medical educators as curriculum leaders: a CoP approach to medical education

Annalisa Manca, Rola Ajjawi & Alisdair Smithies, University of Dundee

Workshop Description:

The complex environment of medical education requires academic and clinical teaching staff to be proficient and up-to-date with their educational skills and expertise, applying established pedagogical theory and, at the same time, strive for innovation. Medical educators need to be able to manage curriculum related activities such as teaching activity design, assessment, feedback and scholarship; while maintaining a balance with their clinical duties. The Community of Practice (CoP) theory, focusing on the social aspects of learning, is influencing teaching and learning practice in various organisations and has many benefits in medical education. This workshop will give an overview of the basic principles of this theory and examine how medical educators can use CoP to work collaboratively with others to address the requirements of the medical curriculum their academic practice.

We will identify and discuss the features and practical applications of this theory, including:

- strategic management of knowledge

- improved educational problem solving,
- definition of educational needs in the development of new projects,
- enhanced personal educational expertise,
- maintenance of professional satisfaction and improved collegiality and collaboration,
- positive influence within and outside the Institution.

Workshop Objectives:

- Become familiar with Wenger's Communities of Practice theory
- Integrate CoP theory with educational practice
- Use CoP theory in own academic practice, to inform management of professional group dynamics in collaborative curriculum delivery
- Facilitate reflection about social learning/group dynamics in the medical education workplace
- Identify and reflect on the dialogical aspects of learning and knowledge construction

8 Achieving vertical curriculum design using changes in medical imaging and anatomy

Scott Rice, Navin Ramachandran & Deborah Gill, University College London

Workshop Description:

This workshop aims to outline methods of successful vertical integration between clinical and basic sciences using imaging and anatomy. Medical imaging has rapidly developed a central role in diagnostic medicine. However, the incorporation of medical imaging as an adjunct to teaching human anatomy has lagged behind in its use in diagnostic clinical practice.

Within the UK, the vast majority of cross-sectional image and ultrasound interpretation training is provided within post-graduate education and, as a result, many undergraduate students and new graduates are unfamiliar with such images and lack confidence in their interpretation. Within the medical educational literature there are several studies that demonstrate the integration of medical imaging teaching within the undergraduate curriculum is increases clinical contextualisation of anatomy teaching and, in particular, has been shown to increase understanding of cross-sectional & surface anatomy. In response to the current climate within medical education, as well as technological advances and student expectations, innovative approaches to anatomy and imaging teaching are required. The workshop will consider the human, cultural and technological facilitators and barriers to successful implementation.

Workshop Objectives:

This workshop aims to help participants consider ways to develop a framework of vertically integrating clinical anatomy in their own HEI with the developing and increasingly sophisticated changes in clinical imaging in human health and disease.

Specifically, the workshop will;

- Discuss the planning of integration of anatomy and imaging into the curriculum, using a transitional approach and incorporating multi-modality resources,
- Consider the relationship between basic science and clinical skills in the core curriculum and how imaging can provide a platform to integrate both,
- Describe the delivery of vertical modelling considering the changes in healthcare delivery and, specifically, the role of imaging in the training of the new doctor,
- Identify how basic scientists, radiologists and clinical staff can work together to map out and deliver a comprehensive programme across a medical school curriculum,
- Develop a framework for the implementation of this educational strategy into the curriculum as a starting point for those considering this practice in their own institution.
- Map out ways for reinforcing this approach through work based learning.

9 Medical educators' beliefs: their role in effective teaching and remediation

Jennifer Cleland, University of Aberdeen, Kalman Winston, Ross University, West Indies Manuel João Costa, Minho University, Portugal & Rakesh Patel, University Hospitals of Leicester NHS Trust

Workshop Objectives:

While a curriculum may be set out, this becomes shaped by teachers into something personal that reflects their own belief systems, their thoughts and feelings about both the content of their instruction and their learners.

The aim of this workshop is to enable medical educators to shift focus from learner characteristics to develop a deeper understanding of one of the key elements in effective teaching: teachers' roles and beliefs. In this way, participants will be better able to understand and plan effective remediation in their own medical schools.

Educational Methods

Based on a Gagne framework the content will be a blended style using information provision combined with practical exercises and opportunities for reflection.

AIMS OF ASME

ASME encourages innovation, and the maintenance of high standards in all phases of medical education.

It disseminates evidence of good practice and acts as a forum for the exchange of information on medical and healthcare education, through its meetings, publications and policy developments.

It brings together individuals and organisations with responsibilities in medical and healthcare education.

Currently its main activities are:

- The organisation of topical meetings, conferences and workshops: Between six and ten meetings a year are organised, including an annual scientific meeting, which are open to members and non-members
- The provision of the journal, "Medical Education": This is the leading scientific journal for undergraduate, postgraduate and continuing medical education, and has an international readership
- The production of the newsletter "ASME Bulletin": The regular, short newsletter for ASME members and related organisations. Regular mailings keep members up to date with ASME's and other relevant activities
- The upkeep of ASME website (<http://www.asme.org.uk>)
- Production of publications on Medical Education: Short booklets on different aspects of medical education and on research, which are available for sale

ASME'S VALUES ARE

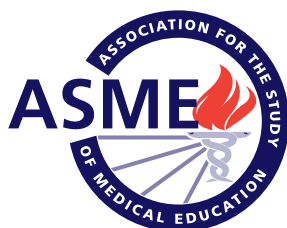
- Education and learning are central to the delivery of high quality healthcare
- Education must be an important component in the strategies of governmental and other healthcare organisations
- Good healthcare educators are central in planning delivering and evaluating high quality healthcare
- Individual members of ASME should be supported and developed
- High quality research is necessary for the development of healthcare education
- Vision, innovation and leadership in healthcare education are to be fostered

GOALS

ASME seeks to

- Promote high quality research into medical education
- Provide opportunities for developing medical educators
- Disseminate good evidence based educational practice
- Inform and advise Governmental and other organisations on medical education matters
- Develop relationships with other organisations and groupings in healthcare education

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