

## AoME 2021

### Learning Together for Patient Care: Fall Back; Spring Forward

14 – 16 September 2021

### Programme

\* This programme and its contents were correct at the time of publication. Please note that this programme may be subject to change without notice.

#### Tuesday 14 September

Time	Session	Authors/Presenters
11.00 – 12.00	60-minute Workshops in parallel	
	Authenticating your practice with AoME standards	Jones M, Denison A
	Teaching to Teach	Developing Medical Educators Group
	TBC	Grant A
12:00-12:15	Break	
12:15 – 13:15	Networking, facilitated and general	<i>Wonder.me</i>
13:15 – 14:00	Break	
14:00 - 14:10	Official Conference Opening	Professor Jacky Hayden CBE  AoME President
14:10 – 14:45	Keynote Title TBC	Professor Bryn Baxendale  Consultant Anaesthetist at Nottingham University
14:45 – 14:55	Presentation of Honorary Fellowship	
14:55 – 15:05	Break	
15:05 – 16:20	Short Presentations Theme: <b>Interprofessional learning</b>	5 x 10 min, 3 min Qs via Chat/Chair
	Foundation doctors 'Learning together for patient care': A simulation program in a DGH and the experience of the novice doctors.	Sadhukan M, Suggitt D  Stockport NHS Foundation Trust
	Simley Park - Induction through simulation	Fisher J, Hendon-John L  Frimley Health NHS Trust
	Interprofessional Learning in Immediate Life Support training does effect TEAM performance during simulated resuscitation	Morse C, Brown CW  University of Aberdeen

		NHS Grampian
	Simultaneous Sequential Debriefing in interprofessional simulation based education	Brown C, Morse J, Cooper A Aberdeen University
	Improving the quality of care for patients with eating disorders in a general hospital: an interprofessional approach	Ali S, Songra L, Kilkelly B, Maxey C, Shrivastava M, Anderson R Cambridge University Clinical School of Medicine
16:20-16:25	Short Break	
16:25-16:40	Rapid Poster Pitch	1 min/poster (Posters 1-9)
16:40 – 17:55	Short presentations Theme: <b>Learning in the Clinical Workplace</b>	5 x 10 min, 3 min Qs via Chat/Chair
	Creating a Clinical Teaching Fellow community of practice: turning an educational 'gap year' into an transformative academic placement	Leedham-Green K, Williams L, Smith S Imperial College London Imperial College Healthcare Trust
	Trainees Improving Patient Safety through Quality Improvement - a peer lead training initiative across the North West	Baird H, Whytock C, Jevans G, Healy R, Newell K, Oyegbite A Health Education North West
	Giving Something Back: Volunteering in the C21 Curriculum	Ooi R, Wilson D, Ooi SZY Cardiff University School of Medicine
	What would Clinical Teaching Fellows change about their own undergraduate education to increase preparedness for practice? A Q-methodology study.	Buckledee O, Morrice R, Leedham-Green K Imperial College London
	The Enhancing Interprofessional Collaboration in Intensive Care (EIC-ICU) toolkit: one institution's experience with a new quality improvement initiative to improve Interprofessional Education	Cochrane A, Partington J, Smith C St Helens and Knowsley Teaching Hospitals NHS Trust, University of Plymouth
17:55 – 18:00	First day roundup	
18:30 –19:30	Social Quiz and networking, Just for fun!	

### Wednesday 15 September

Time	Session	Authors/Presenters
	60 minute Workshops in parallel	
11.00 – 12.00	Students and professionals learning together from patients for safe and compassionate care. Student-led workshop.	Monaghan H, McCann E, Philpott R, Gillespie H, Dornan T

		Queen's University Belfast
	A novel card game for enhancing collaborative teaching approaches	Browne J, Webb K, Pollock N
	Learning Together for Patient Care: Lessons learnt from the Physician Associate Programme	Cooper N, Baker P
12:00-12:15	Break	
12:15 – 13:15	Networking, facilitated and general	<i>Wonder.me</i>
13:15 – 14:00	Break	
14:00 - 14:10	Welcome day 2	
14:10 – 14:45	Keynote Title TBC	Anne James  Chief Executive of University Hospitals Plymouth
14:45 – 14:55	Presentation of Honorary Fellow	
14:55 – 15:05	Break	
15:05 – 16:20	Short Presentations Theme: <b>UG Learning and Curriculum</b>	5 x 10 min, 3 min Qs via Chat/Chair
	“Can You Watch Me Please?” An Evaluation of Supervised Learning Events for Medical Students	Desai A, Green J, Goodfellow R  Cardiff University School of Medicine
	The hidden interprofessional curriculum: workplace collaborative practices through the eyes of junior medical students	Leedham-Green K, Knight A, Iedema R  Imperial College London Kings College London
	Representation of LGBTQ+ people in medical assessment and teaching scenarios	Alexander EC, Lyne R, Mattaghi-Taromsari Y, Lever I  Paediatric Liver, GI and Nutrition Centre and Mowatlands Kings College London
	Patients at the heart of learning – the role of reflective learning for undergraduate medical students.	Hodges EL, Newton Z, Metcalf E  Cardiff University
	What Resources do Prospective Medical Applicants Want and Use?	Jones RT, Wilson DJ, Webb KL  Cardiff University
16:20-16:25	Short Break	
16:25-16:35	Rapid Poster Pitch	1 min/poster (posters 10-19)
16:35 - 17:35	Short Presentations Theme: <b>UG Learning and Curriculum</b>	4 x 10 min, 3 min Qs via Chat/Chair
	Audit of Cardiff University C21 Phase 1 Curriculum	Ooi SZY, Newton Z, Hart K  Cardiff University

	Addressing the challenges of interprofessional learning for undergraduate medical students who have no fellow health professional students with whom to learn.	Muir EH, McGregor AH, Mahmoud K, Muhammed A  Imperial Faculty of Medicine, London
	Students' transition to doctor: exploration through visual and narrative methods	Seedat N, Webb K, Riley S  Cardiff University
	Prospective Assessment of a Critical Appraisal Teaching Programme on Medical Students' Confidence and Performance in Appraising Medical Literature	Lee A, Ardissino M, Bednarczuk N, Tennyson M, Khajuria A  Imperial College London, Chelsea and Westminster Hospital, Kings College Hospital, Cambridge University Hospitals NHS Foundation Trust, University of Oxford
17:35 – 17:40	Second day roundup	

### Thursday 16 September

Time	Session	Authors/Presenters
	60 minute Workshops in parallel	
11.00 – 12.00	What makes a successful interprofessional educational programme? A JASME/TASME Workshop.	Stevenson K, Cullum R, Devlin R
	Presentations beyond The Matrix	Fisher R  Sheffield Children's Hospital
	Medical education and the philosopher's stone! ...Exploring your personal philosophy of education	Horne L  Blackpool Victoria Teaching Hospitals
12:00 - 12:15	Break	
12:15 – 13:15	Networking, facilitated and general	<i>Wonder.me</i>
13:15 – 14:00	Break	
14:00 - 14:10	Welcome day 3	
14:10 – 15:40	Short presentations: <b>HOT TOPICS</b>	6 x 10 min, 3 min Qs via Chat/Chair
	Women in Medical Education: an exploration of female educators' narratives	Boam AP, Webb K, Browne J, Eghosa-Aimufa OO  Cardiff University
	Teaching interventions to improve antimicrobial stewardship in Uganda	Scott NL, Barstow JP

		Queen's Medical Centre Nottingham, Nottingham Medical School
	Perceptions of collaborative mobile learning in medical education: a phenomenological study of medical educators and students at a UK medical school	Thomas J  University of Nottingham
	What is expected of the interprofessional educator?	Browne J, Bullock AD  Cardiff University
	Seeking Meaningful Lived Experience Involvement in PsychEDUp	Bao J, Kohara S, Stirling M, Butler S, Keynejad R, Saunders C  South London and Maudsley NHS Trust, Kings College London, Mind and Body Expert Advisory Group
	Designing and implementing a Trust level novice-to-expert faculty development programme	Khin-Htun S, Baxendale B, Taylor R, Myint NL,  NUH NHS Trust
15:40 – 15:55	Break	
15:55 – 16:05	Presentation of Honorary Fellowship	
16:05 – 16:15	AoME Membership and Fellowship Awards	
16:15 – 17:15	Panel Discussion Backlog of Education: whose responsibility?	Chair Professor Jacky Hayden Panel: Anne James, Chief Executive Hospitals Plymouth; Dr Shahid Merali, Lead for Primary Care Education, Aston Medical School; Health Education and Improvement Wales (HEIW) tbc.; James Bedford, Surgeon Manchester;
17:15 –17:30	Conference wrap-up	Professor Jacky Hayden CBE, AoME President

## Posters

Posters will be presented on Padlet. Delegates and authors will be able to post comments and questions underneath your poster. There will be the opportunity to present your poster in 1 minute within one of the rapid poster sessions on the 14<sup>th</sup> and 15<sup>th</sup> September (please see your poster number for your day).

1	Improving Dental Student Compliance with Completion of the New Patient Restorative Proforma	Kelly N, Byrne N, Nic Iomhair A, Stewart J  Queen's University Belfast School of Dentistry
2	Establishing simulation training for multidisciplinary teams at University Hospital Southampton	Thompson F, Salje J, Spooner L  University Hospital Southampton
3	Learning together how to work together: a pilot interprofessional simulation day for newly-qualified nurses and final year medical students	Larkworthy J, Armstrong M  Brighton and Sussex University Hospitals
4	Project to Improve the Quality of a District General Hospital's Post-Graduate Paediatric Teaching Programme	Howells A  Kings College NHS Trust
5	Clinical Fellows in Education: The benefits of exclusively education based doctors to develop undergraduate learning	Jones E, Murphy K, Tulip A, Wright J, Wroe N, Filewood R, Owen E.  Mid Yorks NHS Trust
6	To Blog or not to blog? A faculty comparison of different modes of facilitated peer-peer online learning: blogs versus discussion boards versus virtual tutorials	Harris D, Griffiths J, Hayes J, Grose J, Pease N, Rawlinson F  Cardiff University
7	Interprofessional in-situ simulation in critical care	Rimmer A, Evans L, Tottle C, Hepburn D,  Royal Gwent Hospital.
8	Teaching ENT to 3rd Year Medical Students: A QI project developing a curriculum-based, student-centred, one-week ENT Programme.	McKenna M, Heyman J, Hitti E, Owens D, Backhouse S
9	Crash Course in Prescribing: An Interactive Case-Based Teaching for Final Year Medical Students	Ge Y, Rogerson F, Mehta C, Elniel AR  Epsom and St Helier University Hospitals NHS Trust
10	Quantitative analysis of the development of self-regulated learning skills in year 1 medical students	Randall J, Rutherford S, Browne J  Cardiff University
11	Creating an undergraduate journal club for East Lancashire Hospitals Trust (ELHT)	Handa N, Pramanik S  Royal Blackburn Hospital
12	"Too specialist?" – engaging final year medical students in tertiary and quaternary cardiothoracic care	Jones AM, Thompson RA, Watkins DL, Surendrakumar V, Khan ZH, Jones NL

		Royal Papworth Hospital NHS Foundation Trust
13	Introduction of Multi-professional Training in Focused Ultrasound for Undergraduate Medical Students	Watkins D, Curry S, Thompson RA, Jones AM, Jones NL, Khan Z  Royal Papworth Hospitals
14	Improving Confidence of Medical Students Whilst On-call	Rajeswaran T, Li H,  East Kent Hospitals University NHS Foundation Trust
15	Evaluating the usefulness and utility of a webinar as a platform to educate students on a UK clinical academic programme	Tennyson M <sup>1</sup> , Hayat H <sup>2</sup> , Khajuria A <sup>3</sup>  <sup>1</sup> University of Cambridge, <sup>2</sup> University of Oxford, <sup>3</sup> Imperial College London
16	The Role of Educational Supervisors and their Feedback in an Undergraduate Medical Curriculum	Ray I, Green J, Goodfellow R,  Cardiff University
17	Foundation For Finals: An Interactive Revision Course for Final Year Medical Students	Shehata Z, Watts M, Craggs H
18	Supporting educational & teaching needs on non-trainee grade junior doctors through collaborative learning: A novel healthcare education initiative	Sacre W, Simon B  University Hospitals of Leicester NHS Trust