



DMEG's Zone of Proximal Development



Virtual Conference

21st September 2022

10:00 – 16:10

Time	Session	People
10:00– 10:10	Welcome from President AoME and DMEG team	Professor Jacky Hayden, <i>AoME President</i> Dr Jamie Fisher, <i>DMEG</i>
10:10 – 10:40	Keynote Journey to Dean	Dr Jamie Read <i>Dean of Medical Education, Cardiff University</i>
10:40-10:50	Break	
10:50 – 11:50	Workshops in parallel	
Workshop A	Teaching resilience	Dr Georgina Budd <i>Swansea University</i> Chair: Dr Cara Bezzina
Workshop B	SBA Play: Writing amazing single best answer questions to use in your teaching	Dr Sally Sadasivam <i>County Durham and Darlington NHS Foundation, Newcastle University</i> Chair: Dr Meghna Prabhakar
11:50 – 12:25	Short Presentations Chair: Dr Navneet Kandhari	
a	Pre-learning of clinical skills using flipped classroom: a pandemic change to keep?	Kamran Siddiqui Z ¹ , Stock J ¹ , Lefroy J ² <i>¹Keele University, ²University Hospitals of North Midlands NHS Trust</i>
b	The value of near-peer teaching between cohorts of medical students in the context of education on Inclusion Health	Kaura A, Kakayor M, Mutlow F, Pushparatnam R, Wright H, Thakerar V

		<i>Imperial College London</i>
c	The 'simulated ward round': the expanding role of clinical simulation in early undergraduate medical education and preparedness for commencing clinical placement	Milward JK, Shelton C, Armer M <i>Lancaster University</i>
d	A Senior Clinical Teaching Fellow - the next step in supporting educational development for junior doctors?	Hettle D, Fowweather S, Estela C, Morgan J <i>North Bristol Academy, North Bristol NHS Trust</i>
12:25 -12:45	Video Pitch projects	
12:45 – 13:45	<p>Lunch. Podcast</p> <p>Video Pitches will be played throughout lunch on the conference platform.</p> <p>Podcast: DMEG's Dr Cara Bezzina speaks to Professor Louise Dubras about her journey from GP to Foundation Dean of a brand new Medical School in a special episode of Medical EducaTALKS. You can find Medical EducaTALKS on Spotify, Apple and Google Podcasts of on the link (linktr.ee/devmeded).</p>	
13:45 – 14:20	<p>Short Presentations</p> <p>Chair: Dr Ben Walters</p>	
e	Tolerance of Ambiguity in Veterinary Students on a Traditional (5-Year) and Graduate Entry (4-Year) Bachelor of Veterinary Science Degree Program	Arnold L ¹ , Warman S ¹ , Hammond J ² <i>¹University of Bristol, ²University of Glasgow</i>
f	ED Clinical Skills Assistant	Patel T, Tang H <i>Nottingham University Hospitals NHS Trust</i>
g	How prepared and confident are single qualified dental graduates in safely looking after Oral & Maxillofacial Surgery (OMFS) patients in hospitals and is there any scope for improvement?.	Bajalan M <i>Queen Mary University</i>
h	Discover Medical Education at NUH NHS Trust - a new staff development programme	Glover I ¹ , Khin-Htun S ² , Shah M ² <i>¹ Guy's and St Thomas' NHS Foundation Trust, ²Nottingham University Hospitals NHS Trust</i>
14:20– 15:20	Workshops in parallel	
Workshop C	Education talks	Dr Simon Lygo-Baker

		<i>University of Surrey</i> Chair: Dr Meghna Prabhakar
Workshop D	Forging a career in Med Ed	Dr Diluxshy Elgaranatnam <i>Bucks Healthcare</i> Chair: Dr Lisa-Jayne Edwards
15:20- 1530	Short Break	
15:30– 16:00	Keynote Geeky Medics- the journey so far.	Dr Lewis Potter <i>Geeky Medics</i>
1600-Close	Wrap up - what can DMEG do for you?	Dr Thomas Grother, DMEG

Video Pitches

1	Evaluating communication skills teaching in relation to patients with Limited English Proficiency(LEP) and exploring undergraduate medical student perspectives Das S, Fine M <i>Barts and the London School of Medicine and Dentistry</i>
2	Investigating the Transition into Medical School: A Grounded Theory Study Exploring the Transitions Experienced by First Year Medical Students Panesar J, Greenwood S, Rutherford S <i>Cardiff University</i>
3	What are the thoughts of third year medical students on teaching small group seminars for their successors? Assessing a peer-led teaching initiative at Warwick Medical School. Davies N, Docksey M <i>University of Warwick</i>
4	How experiential learning can be used to develop basic clinical skills in Foundation Year medical students Ari K <i>Norfolk and Norwich University Hospital</i>
5	Improving plastering skills: Casting Course for Foundation Doctors by the Royal College of Surgeons of Edinburgh's Manchester Foundation Trainee Surgical Society Lodhi S ¹ , Campbell K ¹ , Dar T ² ¹ The Manchester University NHS Foundation Trust, ² Lancashire Teaching Hospitals NHS Foundation Trust
6	A National Equality, Diversity and Inclusion Workshop Ali S, Nanda A, Lee L, Lovegrove C, Okocha M <i>Association of Surgeons in Training</i>
7	Virtual peer-led case-based practical prescribing workshop: A novel prescribing intervention for medical students. Lim JJ, Liew YJY <i>Newcastle University Medicine Malaysia</i>

8	<p>Academy of Medical Education: Medical Education Certificate First Edition, Honduras Henriquez GS^{1,2}, Alvarado Carias IE^{2,3}, Pinerda JN³, Suazo Rivera JF^{2,4}, Solano J^{2,5} ¹ Hospital Regional del Sur, Honduras, ² Asociacion de Educacion Medica Hondurena, Honduras, ³ Hospital Zafiro, Honduras, ⁴ West Middlesex Hospital, ⁵ Salford Royal Hospital</p>
9	<p>Advanced Communication Training for Postgraduate doctors using a Learning Conversation based debrief Shedden R, Irving S, Hitch O, Bear G NHS Tayside</p>
10	<p>Exploring wellbeing measurement in medical students: A cross sectional survey and interviews Simons G¹, Effah R² ¹ Centre for Workforce Wellbeing, ² University of Southampton</p>
11	<p>Was medical student voluntary clinical support during Covid-19 an opportunity for service-based learning? Byrne M¹, Alexander L², Brown M³, Arora A⁴, Harvey A⁵, Ashcroft J⁴, Clelland A⁴, Hayes S⁶, Kinder F⁷, Dominic C⁸, Asif A⁹, Mogg J¹⁰, Bandyopadhyay S¹, Freer R¹¹, Lakhani A¹², Pace S¹³, Schindler N¹⁴, Brassett C⁴, Burford B⁵, Vance G⁴, Allan R¹ ¹ University of Oxford, ² St Thomas' Hospital, ³ Imperial College London, ⁴ University of Cambridge, ⁵ Newcastle University, ⁶ Cardiff University, ⁷ Leeds University, ⁸ Bart's and the London Medical School, ⁹ Leicester University, ¹⁰ Oxford University Hospitals, ¹¹ Royal Free Hospital, ¹² Chelsea and Westminster Hospital, ¹³ Newham University Hospital, ¹⁴ Norfolk and Norwich University Hospitals Foundation Trust</p>
12	<p>Junior Dr Diaries: educating medical students on the practical life of a junior doctor Moussa R¹, Moussa E² ¹ Hillingdon Hospital, ² Royal Surrey County Hospital</p>
13	<p>The lived experience of an initial cohort of medical students entering a newly established medical school Liu G¹, Gandhi A¹, Correia I¹, Ali M¹, Johnson J¹, Miranda B^{1,2} ¹ Anglia Ruskin University, ² St Andrew's Centre for Plastic Surgery & Burns Broomfield Hospital</p>

Workshop Summaries

AM Workshop A Teaching resilience

Dr Georgina Budd, Swansea University

How can self-care and reflective time make us better doctors?

Being a Dr has always been a difficult career but the pressures in recent years and the impact of current affairs has worsened this. Burnout is consequently on the rise with devastating consequences for physician mental health.

Words like resilience and wellbeing have become buzzwords or are used without understanding what they really mean and whose responsibility they are.

In this workshop we will explore the signs and symptoms of burnout and what you can do when you and your colleagues are suffering. We will also challenge the stigma around self-care and why it is important not just for your sanity but your performance as a doctor.

AM Workshop B SBA Play : writing amazing single best answer questions to use in your teaching

Dr Sally Sadasivam, County Durham and Darlington NHS Foundation Trust and Newcastle University

Assessment drives learning? Correct!

What better way to get learners to engage in your teaching sessions than to provide a selection of in-session single best answer style quiz questions. This will test understanding of the material and let you know whether you taught it properly. Using quizzes during teaching is also interactive and fun and can help prepare students for future assessments.

But here is the catch: a lot of SBA questions are poorly constructed and may not be testing what the author wanted to test.

In this workshop, we will discuss general SBA writing principles, cast our critical eyes over some existing SBA questions and then have a go ourselves. Whether you wish to have a go at writing questions, understand more about SBA construction or just gain some insights to help you sit exams yourself - this workshop is for you!

PM Workshop C Education talks

Dr Simon Lygo-Baker, University of Surrey

This workshop will introduce its attendees to educational theory and how it is applied in practice. It will encourage attendees to consider the theoretical basis to teaching and learning, and how this can be best-employed by the novice educator. This workshop is aimed at students or those in their first educational role.

PM Workshop D Forging a career in Med Ed

Dr Diluxshy Elgaranatnam, Bucks Healthcare

This workshop will explore how early-career educators can move forward with their medical education career without the need for a specific career pathway. It will encourage attendees to consider the different approaches to incorporating formal medical education roles into their current job plan. This workshop is aimed at those who have already completed an entry-level medical education role (i.e. CTF) and looking to develop more formally as an educator.