

Clinical Teachers' Day

(for those teaching St. George's University of London students)

Wednesday 11th September – afternoon (MS Teams)

Thursday 12th September – afternoon (on-site)

Wednesday 11th September 2024 (Day 1)

13:00-13:10 Welcome and introduction

Dr Saima Shah (Senior Lecturer in General Practice & Medical Education, Co-organiser)
Prof. Debu Banerjee (MBBS Quality Academic Lead, Professor Clinical Practice, Co-organiser)

13:10-13:50 Evolving Horizons: Navigating the Past, Present and Future of Clinical Education at City St. George's

Dr Sarah Krishnanandan (MBBS Course Director)
Dr Robert Nagaj (MBBS Deputy Course Director)

13:50-14:20 The Vision Thing: what we want to achieve and how we get there

Prof. Sir Anthony Finkelstein CBE (President, City St. George's)

14:20-14:30 BREAK

14:30-17:20 Breakout sessions (14:30-15:20, 15:30-16:20 and 16:30-17:20)

Each participant to choose/attend **THREE** 50-minute workshops from the list below

A) Clinical Competency Assessment (CCA) assessor REFRESHER training

(NOTE: this is REFRESHER training. Those attending must have completed the St. George's standard CCA assessor training to undertake this workshop)
Mr Kevin Hayes (Head of MBBS Assessment)

B) Design thinking for inclusive education

David Ross (Lecturer in Inclusive Education)

C) Patient involvement to enhance medical education: the why and the how

Katie Campion (Community Visits and Patient Involvement Lead)

D) Technology-enhanced medical learning – developments at St. George's and beyond

Centre for Technology in Education (CTiE)

E) Academic stretch across MBBS

Dr Rosa Montero (Academic Lead for Quality Improvement & Audit/Academic Lead for T Year)
Dr Imran Rafi (Academic Lead for Research)
Dr Aileen O'Brien (Academic Lead for Leadership and Healthcare Management)

F) Embedding the impact of health inequalities into clinical placements

Margot Turner (Senior Lecturer in Diversity and Medical Education)
Dr Ban Haider (Senior Lecturer in Primary Care/Associate Dean for Culture & Development)
Sharon Adebisi (MBBS F Year student)

G) Navigating 'George' – a practical introduction to the curriculum app

MBBS Curriculum team

H) Single best answer (SBA) writing workshop

Dr Saima Shah (Senior Lecturer in General Practice & Medical Education)

17:20-17:30 Summing up and close

Dr Saima Shah (Senior Lecturer in General Practice & Medical Education/Co-organiser)
Prof. Debu Banerjee (MBBS Quality Academic Lead/Professor Clinical Practice/Co-organiser)

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Thursday 12th September – afternoon (on-site)

Thursday 12th September 2024 (Day 2)

VENUE: Boardrooms 6, 7 & 8 Level 2, Hunter Wing

12:30-13:15 Welcome reception with lunch

VENUE: The Curve Lecture Theatre, Ground Floor, Hunter Wing

13:20-13:30 Introduction

Dr Saima Shah (Senior Lecturer in General Practice & Medical Education/Co-organiser)
Prof. Debu Banerjee (MBBS Quality Academic Lead/Professor Clinical Practice/Co-organiser)

13:30-14:00 Why do we bother? Understanding why clinicians might want to teach medicine

Prof. Judith Ibison (Professor Practice - Primary Care/Head of Primary Care Education)
Prof. Jonathan Round (Professor of Practice - Clinical Education)

14:00-14:45 'Clinical placements are a waste of time' – how can we better engage students (panel discussion)

Dr Nick Annear (Consultant Nephrology/Academic Lead for P Year)
Dr Mark Cottey (Consultant Senior Health/Academic Lead for Geriatric Medicine)
Dr Hena Ahmad (Consultant Neurology/Academic Lead for Neurology)
Dr Sree Kondapally (Consultant Cardiology/Academic Lead for Cardiology)
Dr Nicola Buxton (GP/Academic Lead for F Year General Practice)
Dr Louise Payne (GP/F Year GP Hub tutor)
plus current MBBS students

14:45-15:00 BREAK

15:00-15:50 Breakout session

Each participant to choose/attend **ONE** 50-minute in-person breakout session from the list below

1) Introduction to MBBS assessment

Dr Andrew Hitchings (F Year Chief Examiner)
Dr Clare Shoults (Becoming a Doctor Lead)

2) Student welfare and wellbeing

Dr Jane Cronin-Davis (Dean of Welfare & Support)
Dr Aileen O'Brien (Reader in Psychiatry & Education)

3) Facilitating student choice: Student Selected Components (SSCs)

Dr Linda Perkins-Porras (SSC Programme Lead & Chief Examiner)
Dr Yee Ean Ong (SSCT Lead)
Dr Penny Neild (SSCF1 Lead)

4) Educational spaces as colonial places

Dr Thushari Welikala (Senior Lecturer in Higher Education Innovation & Development)

5) Unlocking superpowers: supporting our students with neuro disabilities in the clinical environment

Ms Sarah-Jane Anscomb (Lecturer in Advanced Clinical Practice)
Dr Angela Kubacki (Reader in Clinical Communication)
Ms Joanne Morrison (Lecturer in Learning Disability)

VENUE: The Curve Lecture Theatre, Ground Floor, Hunter Wing

16:00-16:30 Medicine in a changing world

Professor Dame Parveen Kumar DBE (Emerita Professor of Medicine and Education at Barts and the London/co-Chair of the BMJ Commission for the future of the NHS/Ambassador to the UK Health Alliance for Climate Change (UKHACC))

16:30-17:00 Lightning talks

- MLA update
- Primary care out of hours project
- Virtual patient interviews (a Student-Staff Partnership Grant project)
- Patient Handover: teaching and learning the skills and attitudes required for successful shift handover (a Student-Staff Partnership Grant project)
- Introducing the Centre for Innovation & Development in Education

17:00-17:30 Summing up, discussion and close

Dr Saima Shah (Senior Lecturer in General Practice & Medical Education/Co-organiser)
Prof. Debu Banerjee (MBBS Quality Academic Lead, Professor Clinical Practice/Co-organiser)

VENUE: Boardrooms 6, 7 & 8 Level 2, Hunter Wing

17:30-18:30 Post event reception

Workshop descriptors

Wednesday 11th September

WORKSHOP A: Clinical Competency Assessment (prev. OSCE) examiner refresher training

All Clinical Competency Assessment (CCA) examiners must complete CCA examiner refresher training every three years. Key outcomes from the training workshop include:

- Review the domain-based approach to marking
- Identify the keys to consistency from both SGUL and examiners
- Identify potential sources of unconscious bias
- Highlight characteristics of best practice for examiners
- Refresh how we set passing standards for each station
- Focus on providing quality feedback
- Provide a forum for question and discussion for examiners

WORKSHOP B: Design thinking for inclusive education

This interactive workshop is designed to explore the role of design thinking in education. Take a moment to consider what Equality, Diversity, and Inclusion (EDI) issues affect your teaching and consider ways of producing practical ideas that you can use in your teaching practice.

WORKSHOP C: Patient involvement to enhance medical education: the why and the how

The three pillars of quality in healthcare are safety, effectiveness, and patient experience (NHS England). Patients can experience healthcare that we know to be good, effective, and most importantly makes them better AND it can be the worst experience of their life. Patient involvement is critical to not only understanding patient experience but also in working collaboratively to make meaningful improvements in healthcare. In this session, we will explore the barriers to patient involvement in medical education, how storytelling and narrative can help bring teaching to life and we will look at some practical tips for **how** to involve people really well. During the session we will try out a few meeting structures that can be used for involvement as well as reflecting on some of the myths surrounding involvement.

WORKSHOP D: Technology-enhanced medical learning – developments at St. George's and beyond

The Centre for Technology in Education works with staff and programme teams from across the institution to deliver a wide range of technology projects aiming to improve the student and staff experience and to enhance our education provision. This session will touch upon some of the key issues currently under discussion in the field, with particular reference to the seismic changes triggered by both digital accessibility legislation and the widespread availability of generative AI tools. It will also bring together updates from the key ongoing projects at St Georges, including work with VR and mixed reality, workplace-based assessments, and virtual patient simulations. The session will showcase the opportunities available to staff to enhance their practice through technology and direct them towards ways they can get involved.

WORKSHOP E: Academic stretch across MBBS

Academic stretch refers to activities that aim to challenge students and provide opportunities for them beyond the core curriculum, especially in the areas of research and audit, quality improvement and leadership and management. This workshop will guide you through the opportunities that will be open to students in MBBS through the Academic Stretch programme and provide you with ways to get involved in helping students deliver projects that can help your practice, whether in the community or hospital. The programme looks at Leadership, Research and Quality Improvement opportunities that students can select to do in their own time, outside of the core curriculum. We will discuss challenges and possibilities and give examples of where students have been involved in academic stretch activities.

WORKSHOP F: Embedding the impact of health inequalities into clinical placements

This will be an interactive workshop where we share practice and develop new ideas. Initially we will share work done in earlier years of the medicine programme and a final year student will share a brilliant initiative on high morbidity rates in pregnancy of Black women. The workshop will include group work to explore opportunities within clinical placements to enhance learning in relation to health inequality and discuss ideas for promoting solution-focused approaches to these issues.

WORKSHOP G: Navigating 'George' – a practical introduction to the curriculum app

In September 2023, we launched 'George', the first cloud-hosted curriculum app that allows clinical teachers to access the curriculum from the clinic/bedside. In this workshop, you will have an opportunity to explore George on your handheld device, understand how to use it to improve the student experience and programme outcomes and keep abreast of the Medical Licensing Assessment (MLA) content map for your specialty. This will be followed by a discussion sharing ideas on how to support students becoming independent learners in the clinical workplace using George.'

WORKSHOP H: Single best answer (SBA) question writing workshop

Single Best Answer (SBA) questions are a main component of written assessments for MBBS at SGUL. This workshop gives an introduction to SBA writing, with participants learning how to write SBAs for SGUL assessments. Key outcomes from the training workshop include:

- Review how SBAs are used in assessment at SGUL
- Learn how to structure and write SBAs
- Highlight best practice for SBA writing
- Identify diversity and inclusion in SBA writing
- Provide a forum for questions and discussion for attendees

Thursday 12th September

BREAKOUT SESSION 1: Introduction to MBBS assessment

This session will provide a solid introduction and overview of the different types of assessment methods used throughout the MBBS programme at St. George's, including end of year written and clinical examinations, assessment through student selected components (SSCs) and the longitudinal Becoming a Doctor domain which assesses student's professionalism, knowledge, and competencies throughout each year of the programme. We will outline the work undertaken to create/write the assessment, how blueprinting and standard setting work and how we ensure our assessments are GMC competency compliant. We will also use this session to provide information about how you, as clinical teachers can get involved in MBBS assessment at St. George's

BREAKOUT SESSION 2: Student welfare and wellbeing

This workshop will look at the current issues particularly affecting student's welfare and wellbeing today, with an opportunity to hear about some of the recent updates and developments to support and improve student welfare and wellbeing at St. George's. We will also consider the impact of technology on student welfare and the challenges the digital world presents but also how new technology is being used to enhance wellbeing initiatives, including the new virtual reality project currently being developed.

BREAKOUT SESSION 3: Facilitating student choice: Student Selected Components (SSCs)

SSCs offer different ways you can be closely involved in preparing students for a successful career in medicine and inspire in them a lifelong passion for your chosen field. Because students are able to select projects and placements that resonate with their individual interests and goals, they are usually well motivated and engaged. This workshop will discuss how and why you should get involved in supervising/marketing SSCs in Year 2, T Year and/or F Year. It will focus on opportunities to actively help students to share their learning experience. This may provide audit data that can inform further projects, posters for conferences or publications and you will help develop your teaching practice and mentoring skills by inspiring the next generation of doctors. NOTE: all clinical SSC placements attract the NHS England Undergraduate Medical Tariff and hours can be recorded in the SGUL academic teaching diary if applicable.

BREAKOUT SESSION 4: Educational spaces as colonial places

'De-colonisation' of healthcare and medical education has received increased attention within the current higher education sector, both in the UK and elsewhere. In this session, we will focus on understanding *why* and *how* educational spaces can be understood as colonial places. What coloniality means and how coloniality is embedded in the practice of teaching and learning within healthcare education will be discussed using some emergent insights from a Student-Staff Partnership Grant project, funded by St. George's, University of London. This interactive session will discuss the subtle ways within which institutionalized coloniality operates and the challenges encountered in uncovering and addressing coloniality while operating within colonially structured places.

BREAKOUT SESSION 5: Unlocking superpowers: supporting our students with neuro disabilities in the clinical environment

In this session, participants will explore the support required to facilitate effective learning on clinical placements for students with invisible disabilities. We will summarise what effect common neuro disabilities have on learning, discuss the tools available to improve accessibility in teaching and consider the support required for clinical placements for students with neuro disabilities.