

# Clinical Teachers' Day

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

Wednesday 13<sup>th</sup> September – afternoon (MS Teams)

Thursday 14<sup>th</sup> September – afternoon (on-site)

## Wednesday 13<sup>th</sup> September 2023 (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 Sunshine and storms: navigating challenges and embracing exciting developments for MBBS

Prof. Hannah Cock (MBBS Course Director, Professor of Epilepsy and Medical Education)

### 13:50-14:20 Introducing 'George' – the SGUL curriculum app

Dr Shehla Baig (Reader in Medical Education, Director of MBBS Development)

### 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** consecutive 50-minute workshops from the list below

#### A) Clinical Competency Assessment (CCA) assessor refresher training

Mr Kevin Hayes (Head of MBBS Assessment)

#### B) Identifying and sharing good practice on clinical placements in primary and secondary care

Prof. Judith Ibison (Head of Primary Care, Professor of Practice: Primary Care Education)  
Prof. Debasish Banerjee (MBBS Quality Academic Lead, Professor Clinical Practice)

#### C) Supporting student-led learning in the clinical environment

Dr Saranne Weller (Reader in Higher Education Practice and Development)  
Dr Sarah Krishnanandan (Academic Lead for Learning on Secondary Care Placements)

#### D) Using 'escape rooms' in medical education

Prof. Jonathan Round (Professor of Clinical Education)  
Dr Nadir Chowdhury (Paediatric trainee)

#### E) What are Student Selected Components? And how to get involved

Dr Linda Perkins-Porras (Programme Lead and Chief Examiner for SSCs)  
Dr Olga Rodriguez Falcon (Lecturer in Higher Education & Learning Development)  
Dr Iain Crinson (SSCI and SSCG Academic Lead)  
Dr Penny Neild (SSCF Academic Lead)

#### F) Feedback. Is this going to hurt?

Dr Julie Evans (Lecturer in Clinical Communication)  
Dr Angela Kubacki (Reader in Clinical Communication)

#### G) Clinical debriefing – supporting students in difficult scenarios on clinical attachments

Dr Sara Latif (Clinical Psychologist, Paediatrics and CAMHS)  
Dr Aileen O'Brien (Reader in Psychiatry and 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 14<sup>th</sup> September 2023 (Day 2)

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

**12:30-13:30 Welcome reception with lunch**

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

**13:40-13:45 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)

**13:45-14:15 Race and assessments in undergraduate medical education**

Prof. Amir Sam (Head of Imperial College School of Medicine)

**14:15-14:45 Being a leader and living the dream**

Prof. Geeta Menon (Postgraduate Dean for Health Education England, South London)

**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) Allyship training: empowering students to challenge power imbalances**

Dr Ban Haider (Associate Dean in Culture and Development, Senior Lecturer in Primary Care)  
Margot Turner (Senior Lecturer in Diversity and Medical Education)  
Annie O'Leary (GP trainee)

**2) Supervising the physician associate student**

Tripti Chakraborty (Physician Associate Deputy Course Director)

**3) Academic support for students in difficulty**

Dr Robert Nagaj (Deputy MBBS Course Director)  
Dr Muniba Khan (Clinical and Professional Skills Support Lead)

**4) Multi Mini Interview assessor training (MBBS and Physician Associate)**

Dr Laura Byrne (MBBS Admissions Tutor)  
Sonia Gadhavi (Admissions Officer)  
Corinne Cohen (MBBS Education Support Manager)

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

**16:00-16:30 Medical Licensing Assessment update**

Mr Kevin Hayes (Head of MBBS Assessment)

**16:30-17:00 'The medical student today'**

Dr Sarah Krishnanandan (Academic Lead for Learning on Secondary Care Placements)  
MBBS students

**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 13<sup>th</sup> 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: Identifying and sharing good practice on clinical placements in primary and secondary care**

There are many examples of good practice and teaching innovation across our primary and secondary care placements. However, these areas of excellence and good practice are not always highlighted or shared more widely with others, leaving a lost opportunity to improve the student experience and make a marked difference in student satisfaction ratings. This workshop will look at how we can identify what is working well, how we can better learn from each other and improve the sharing of these areas of excellence and good practice more widely.

## **WORKSHOP C: Supporting student-led learning in the clinical environment**

Learning in clinical settings during placements is not just the outcome of direct clinical teaching but also student engagement with the opportunities for interprofessional learning, clinical, communication and interpersonal skills development as well as practising professional behaviours. We cannot, however, assume that students will actively engage with independent learning during their placements. In this workshop we will be exploring some of the ways in which you can create an environment that supports students to become self-regulated learners who can set their own goals, plan their development, seek feedback, and reflect on their learning. We will also reflect on the hidden curriculum of the clinical setting and how we can create a learning environment that is more inclusive for students.

## **WORKSHOP D: Using 'escape rooms' in medical education**

Escape rooms have grown in popularity over recent years within the leisure and entertainment industry. From birthday parties to corporate events, their utility as team-based exercises have seen the reach of escape rooms develop even further. In this workshop, we discuss the potential for using escape rooms as a novel tool within the medical education arena. Through discussion and practical tasks, this workshop aims to equip attendees with the tools to develop their own medical education escape rooms.

## **WORKSHOP E: What are Student Selected Components and how to get involved**

SSCs make up 10% of the MBBS curriculum and provide an important opportunity for students to choose an area of clinical or academic interest to explore further beyond the core curriculum. At SGUL, we offer four SSCs at different time points throughout the course, each with its own specifications. These challenge students to develop their skills in literature searching and academic writing, audit and data analysis necessary to design a poster, and hone clinical skills and knowledge in a clinical area of their choosing. This session will provide an introduction to the SSC programme and discuss different ways of getting involved from occasional marking, to supervising a small group of students in conducting literature reviews, to clinical placement supervision. SSCs are a rewarding way of getting involved in teaching and guiding potential career choices of future doctors.

## **WORKSHOP F: Feedback. Is this going to hurt?**

When we hear the dreaded term 'feedback', how many of us feel a heart sink moment? If someone suggests you might like some feedback, is your response 'no, not really'. Feedback is so commonly given now, but how effective is it really? So many of us have been taught how to give feedback. But think: Have you ever been taught how to receive feedback? If feedback is not heard and reflected on, is it just like whispering in the wind? This workshop will explore practical ways in which you can prepare your students to receive feedback. We will also look at how you personally receive feedback. No more whispering in the wind!

## **WORKSHOP G: Clinical debriefing – supporting students dealing with difficult scenarios on clinical attachments**

Students witness or experience difficult scenarios including death, distressed patients, domestic abuse and severe trauma, often for the first time on clinical attachments. This workshop will discuss such scenarios and look at how clinical teams support and debrief with each other with examples from a number of settings, including paediatric and psychiatry. We will explore how we as clinical teachers can help prepare students for such experiences across all of our specialties and how we can include students in aspects of existing clinical team debriefing.

### **WORKSHOP 1: Allyship training: empowering students to challenge power imbalances**

This workshop will explore some of the work that has been undertaken at SGUL in relation to student training on allyship and inequalities in healthcare and research. The session will cover rationale for student allyship training, give an overview of content and key priorities, look at clinical teachers as allies and examine case scenarios, with discussion.

### **WORKSHOP 2: Supervising the physician associate student**

An interactive workshop explaining who PAs are, the student learning journey and what is expected of supervisors and students as well as discussion on possible challenges supervisors may face and what to do.

### **WORKSHOP 3: Academic support for students in difficulty**

This is a session designed to discuss what the potential barriers are to academic success in the MBBS programme, share strategies to facilitate learning during clinical years, and outline what support is available from the faculty for students retaking a year or returning from an interruption in study. We aim to focus on the clinical placement in particular, as an opportunity for finding and connecting with students experiencing learning challenges. For those clinical teachers who are interested, there may be opportunities to get involved in academic support.

### **WORKSHOP 4: Multi Mini Interview (MMI) assessor training**

This training is for those interested in becoming an interview assessor for applicants to the SGUL MBBS programme, or for those who would like refresher training. The MBBS team relies upon the support of practising clinicians and academics to help determine the best candidates to become our future doctors. This session will provide an overview of the admissions/interview process and provide specific training on how to assess applicants via the multiple mini interview (MMI) system.