

# SAPC London and South East Regional Meeting

Madingley Hall

25<sup>th</sup> – 26<sup>th</sup> January 2024

‘Challenging Inequality and Promoting Inclusiveness’



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## WELCOME

St George's extends a warm welcome to the annual meeting of the Society for Academic Primary Care (SAPC) at Madingley 2024. Madingley Hall has over twenty years history of hosting lively debate and cutting-edge topics in General Practice, making it a major highlight of the Primary Care academic calendar.

The theme for 2024 is 'Challenging Inequality and Promoting Inclusiveness'. We will be welcoming three respected keynote speakers, Dr Ban Haider and Dr Sally Hull on Thursday and Dr Margaret Ikpoh on Friday. In addition, there will be a range of themes across the two days including equity and inclusivity in education, all the way through to health promotion and digital applications in Healthcare.

Our organising committee will be around throughout the conference, so feel free to ask us anything. If in doubt, please come to the reception desk by the main stairs at Madingley and we will be happy to help.

SAPC Madingley Hall 2024 Organising Committee

## KEYNOTE SPEAKERS

### Dr Margaret Ikpoh



Dr Margaret Ikpoh is a GP Partner at Holderness Health, a practice for 36,000 patients in East Yorkshire and has worked there for 12 years. She is the practice lead for research and has had previous roles with the NIHR Yorkshire and Humber as a research champion for First5 GPs and AITs.

She is also an Associate Director for Primary Care for Hull York Medical School and is a GP Trainer.

Currently she co-chairs the regional Primary Care Workforce Group with NHS England & Improvement for the North-East and Yorkshire Regional People Board.

At the RCGP, she has been involved in the Black, Asian and Minority Ethnic Task groups and was awarded Fellow of The Year at the 2021 RCGP Inspire Awards ceremony

## **"Fostering Equity: A Call to Action for Inclusive Progress"**

## KEYNOTE SPEAKERS

**Dr Sally Hull, MRCP, FRCGP, MS**



Dr. Sally Hull has been a GP in Tower Hamlets, Jubilee Street Practice, for 30 years following training at Cambridge and St Thomas' Hospital London.

She was a founder member of the original London Hospital Department of General Practice teaching team in 1984.

Since 1996 she has been one of the three GP clinical leads in the Clinical Effectiveness Group. This team promotes primary care development, through the use of locally tailored guidelines, audit and practice-based education. The group is also involved in postgraduate education and research related to the delivery of high-quality care for chronic disease.

**“Challenging inequality in east London primary care”**

## Dr Ban Haider



Dr Ban Haider is a GP Partner in South West London, a Senior Lecturer in Primary Care and Associate Dean for Culture and Development at St George's, University of London.

Dr Haider qualified from Guy's, King's and St Thomas' Medical School in 2005 and completed her postgraduate training in South London. During this time, she developed a keen interest in inclusive clinical practice and found this to be a natural translation to her academic work. Throughout the Covid19 pandemic, she became involved in public engagement initiatives to promote vaccination uptake in marginalised communities, and this spurred her further to undertake work to address healthcare inequalities within medical curriculum and commit to upskilling future generations of healthcare professionals to recognise healthcare inequalities and play their part in addressing them.

Dr Haider has worked on a wide range of local and national projects to promote inclusive education and tackle discrimination within higher education settings. She has contributed to the development of national guidance on Challenging Exclusions within medical schools, as part of her role on the Medical Schools Council EDI Alliance. She has also worked with the UK charity *Against Violence and Abuse* to develop resources for universities to tackle sexual misconduct as part of their #Combatmisconduct project.

In her current role at St George's, Dr Haider has worked cross-institutionally on the development of an Inclusive education Framework to support courses to provide an equitable learning experience for all students. She co-chairs the Race Equality Action and Engagement Group and has delivered and co-ordinated training workshops across the institute on Allyship and Advocacy in clinical and healthcare science settings. She has recently been awarded the Vice-Chancellor's Prize for Educational Excellence in recognition of sustained contribution to addressing discrimination and inequalities in education.

## **'Decolonising primary care education: An action-focused approach'.**

<b>Day 1</b>	<b>Thursday 25th January 2024</b>	<b>Venue</b>
09:00-09:45	Registration Coffee/tea	Stair Hall Gallery
09:45-10:00	Welcome and Introduction from Dr Duncan Shrewsbury Co-Chair, Society of Academic Primary Care	Saloon and Andrew
10:00-11:00	Keynote Address <b>Dr Sally Hull</b> <b>“Challenging inequality in east London primary care”</b>  <b>Dr Ban Haider</b> <b>‘Decolonising primary care education: An action-focused approach’.</b>	Saloon and Andrew
11:00-11:30	Coffee/tea	Gallery
11:30-13:00	Parallel Session 1	Various
13:00-14.00	Lunch	Dining Hall and Bar
14:00-15:15	Parallel Session 2	Various
15:15-15:30	Coffee/tea	Gallery
15:30-17:00	Workshops	Various
17:15-18:00	Tai Chi with Sifu Hong (Focusing on relaxation and re- energising the mind and body)	Saloon
18:00	Terrace Bar open  <b>(Please note that drinks are not included with the evening meal and will need to be purchased at the bar)</b>	
19:30-21:00	Dinner	Dining Hall
21:00	Quiz	Terrace Bar

<b>Day 2</b>	<b>Friday 26th January 2024</b>	Venue
07:30-09:00	Breakfast for residential delegates Check-out for residential delegates	Dining Hall Reception
07.45-08:15	Walk and Talk in the garden	Garden (meet at front door)
08:30-09:00	Registration for Friday only delegates	Stair Hall
09:00-10:30	Parallel Session 3	Various
10:30-11:00	Coffee/tea	Gallery
11:00-11:20	<b>Top scoring education:</b> A Qualitative Analysis Exploring the Alignment of an Interprofessional Virtual Simulated Home Visit with its Intended Learning Outcomes- <b><i>Vinija Thirucumaran</i></b>	Saloon  Saloon
11:20 -11:40	<b>Top scoring research:</b> How to present cancer risk assessment results to patients, GPs and specialists? Co-designing a new CanRisk report- <b><i>Dr Francisca Stutzin Donoso</i></b>	
11:45-12:30	Keynote Address:  <b>Dr Margaret Ikpoh</b> <b>“Fostering Equity: A call to action for inclusive progress”.</b>	Saloon
12:30-12:55	Student, SAPC, Early Years Research/Education and Creative Enquiry Prizes	Saloon
12:55-13:00	Closing remarks and thanks hand over to 2025	Saloon
13:00	Bagged lunch and departure	Collect from Dining Hall



**Oral Presentations and Creative Enquiry submissions are available to view in full on the [SGUL SAPC SE Conference 2024 Webpage](#)**

**PARALLEL SESSION 1 Thursday 25<sup>th</sup> January 11.30 – 13:00**

THEME	Medical Education (1)	Inequalities (1)	Organisation of Care	Women's Health
LOCATION	Andrew	Board	Kings	West
11.30	19 -Increasing Medical Student GP Placements in Areas of Socio-Economic Deprivation <b>Ismail Ismail</b>	14 -What impact do self-referral and direct access pathways for patients have on health inequalities? <b>Adam Harvey-Sullivan</b>	48 -Total Triage Model in General Practice: A systematic review of the Opportunities and Challenges. <b>Sam Rolfe</b>	
11.45	18 -Supporting students experiencing discrimination in primary care placements <b>Agalya Ramanathan</b>	25 -A qualitative study to explore how cultural and social diversity impacts general practitioners (GPs) in discussions about end-of-life decision-making with patients <b>Siena Sahota</b>	65-Health Catch-UP: a mixed methods process evaluation of an innovative infectious disease screening and vaccination tool in primary care for at risk migrant patients. <b>Felicity Knight</b>	4 -Facilitators and Barriers to Vaccination Uptake in Pregnancy: A Qualitative Systematic Review <b>Mohammad S Razai</b>
12.00	33 -How do Undergraduate Healthcare Students Learn the Skills and Attitudes required for Successful Shift Handover in the Modern Hospital: A Phenomenological Investigation <b>Jacqueline Driscoll</b>	28 -The GP Guiding and Processing: improving Female Migrants' Access to Mental and Physical Health Support Through General Practitioner Health <b>Patrick Nyikavaranda</b>	38 -Telephone training to improve the quality of ECGs in remote screening for atrial fibrillation <b>Kethaki Prathivadi Bhayankaram</b>	13-A systematic review exploring patient's experiences discussing difficulties conceiving outside of specialist fertility care in the UK <b>Ella Blendis</b>
12.15	42 -Student experience and perceptions of the leadership component of a Longitudinal Placement for second year medical students. <b>Yvonne Batson-Wright</b>	24 -Protocol for GP UPLINK (Understanding Populations and): a mixed methods analysis of local demographics and primary care workload. <b>Stephen J Woolford</b>	31 -General Practitioner (GP) Workforce Sustainability to maximise effective and equitable patient care: a realist review of what works, for whom and in what circumstances? <b>Harry Dunn</b>	26 -Evaluating the Evidence: Should Universal Group B Streptococcus Screening Be Recommended for Pregnant Women in the UK? <b>Mohid Malik</b>
12.30	41 -Does assessment frequency affect? overall student performance? <b>Kristie Kear</b>	39 -Engaging Local Communities in Primary Care Research: Focusing on populations in ethnically diverse areas in South London. <b>Judith Bedzo-Nutakor</b>	37 -Co-Designing Dementia Care with Community Health and Wellbeing Workers (CHWWs): A Pathway toward Transformative Care Practice <b>Pallavi Nair</b>	34 -Global blood pressure screening of pregnant women and women with a background of hypertensive disorders of pregnancy: May Measurement Month 2019 <b>Liza Bowen</b>
12.45	<b>10-Creative Enquiry</b> My Paradox <b>Maisie Irvine</b>	<b>7- Creative Enquiry</b> Third Space <b>Ravleena Wasan</b>	<b>19-Creative Enquiry</b> Asclepius <b>Aleena Khan</b>	<b>3-Creative Enquiry</b> A Mermaids Tale <b>Chihiro Nagano and Khadija Karim</b>

Oral Presentations and Creative Enquiry submissions are available to view in full on the [SGUL SAPC SE Conference 2024 Webpage](#)

PARALLEL SESSION 2 Thursday 25 <sup>th</sup> January 14:00 – 15:15				
THEME	Digital	Patient Perspectives	Prescribing	Medical Education(2)
LOCATION	Board	Andrew	Kings	West
2.00	60 - Implementing a digital rare disease case-finding tool in UK primary care: a qualitative study of health professionals' experience <b>Reem Yahia</b>	47 - Patients' perspectives of social prescribing in UK primary care: abstract of a qualitative systematic review <b>Adil Terracciano</b>		43 -The Stories Our General Practice Teachers Tell: Teaching Medical Students on a Longitudinal Placement in General Practice. A Narrative Analysis <b>Rini Paul</b>
2.15	27 Developing a GP OSCE Chatbot <b>Harpreet Chohan</b>	58 - Improving culturally appropriate support services for Pakistani family carers through social prescribing <b>Sarah McMullen and Madiha Sajid</b>	7 - Demographic and practice determinants of national variation in antibiotic prescribing in primary care <b>Charles Cheng</b>	44 -Learning through the lens of the clinical humanities: What do medical students learn about health inequalities on their year 2 GP longitudinal placement? <b>Stephanie Wassell</b>
2.30	6 - mHealth physical activity intervention in Czech Republic general practice prediabetes and type 2 diabetes patients (ENERGISED): rationale and RCT protocol <b>Tess Harris</b>	59 - Patient and professional experiences of access to general practice: a qualitative study informed by the Candidacy framework <b>Evleen Price</b>	22 – Role of Feno in predicting the responsiveness of inhaled corticosteroids in COPD: A systematic review. <b>Reshma Ramesh</b>	46 - Exploring the Relationship Between Empathy and Burnout in Medical Students: A Systematic Review and Narrative Synthesis <b>Adna Mohamud</b>
2.45	63 - Exploring perceptions around the potential implementation of Artificial Intelligence within the English NHS Diabetic Eye Screening Programme: a qualitative analysis of survey responses <b>Lakshmi Chandrasekaran</b>	WS7 Primary care education and current challenges; bringing the patients and the community into the classroom. <b>Adetutu Popoola</b>	23 - Are general practitioners following NICE guidelines in the management of adults with mild to moderate eczema? Audit in an inner-city practice <b>Manpreet Kaur</b>	62 -Leadership and Management in Primary Care: a pilot placement <b>Judith Ibison</b>
3.00	<b>11-Creative Enquiry</b> One for All <b>Ivon Kandiah</b>	<b>18-Creative Enquiry</b> You Will Be Seen Now <b>Seri Durosinmi</b>	<b>2- Creative Enquiry</b> The True Weight of Medicine <b>Chaitanya Sharma, Wang Yui To, Sungjun Park, Camilla Shidrawi, Sammith Raj</b>	<b>16-Creative Enquiry</b> Getting Ready & Under Oath <b>Sophia Geaney</b>

WORKSHOPS Thursday 25th January 15:30 – 17:00					
LOCATION	Andrew	Kings	West	Board	Saloon
Facilitator	Engaging with the human dimension through the arts <b>Louise Younie</b>	Using collaborative methodology to widen access to primary care research, using the Primary care Academic Collaborative (PACT) approach. <b>Stephen Woolford</b>	Stigma, blame and exclusion in medical terminology and language. <b>Julia Bailey</b>	Towards Fairer Futures: Re-imagining Health for Liberation <b>Nivethitha Ram Ganapathiram and Kavian Kulasabanathan</b>	Unlocking the learning potential of the clinical placement <b>Liza Kirtchuk and Laila Abdullah</b>

**Oral Presentations and Creative Enquiry submissions are available to view in full on the [SGUL SAPC SE Conference 2024 Webpage](#)**

PARALLEL SESSION 3 Friday 26 <sup>th</sup> January 09:00-10.30					
THEME	Medical Education (3)	Health Promotion	Screening	Chronic Disease Management	Inequalities (2)
LOCATION	Saloon	Board	Kings	West	Andrew
9.00	10 - Medical student perceptions of gender and pain: a review of the literature <b>Maia Patrick-Smith</b>	30 -Patient and Public Involvement and Engagement (PPIE) of underserved communities: Addressing the Power imbalance. <b>Emily Clark</b>	64-Withdrawal of inhaled corticosteroids from patients with COPD: A systematic review and meta-analysis of resumption of ICS treatment, effect on exacerbation frequency and lung function <b>Andrea Georgiou</b>	20 - Comparison of mortality outcomes in type 2 diabetes mellitus amongst different ethnic groups: systematic review and meta-analysis of longitudinal studies <b>Umar A R Chaudhry</b>	52 -Examining ethnic group differences in GP contacts with children and young people during the covid-19 pandemic <b>Kimberley Foley</b>
9.15	12 -Conceptualising undergraduate clinical GP placements as clinical Communities of Practice: drawing on findings from a case study of an Undergraduate Longitudinal GP Placement <b>Liza Kirtchuk</b>	3 -Interventions to increase vaccination against COVID-19, influenza, and pertussis during pregnancy: a systematic review and meta-analysis <b>Mohammad S Razai</b>	35 - Exploring public understanding of information about risk stratified bowel cancer screening: A think aloud study with user testing <b>Lily C Taylor</b>	40 -Evaluating the effectiveness of community health worker interventions on glycaemic control in type 2 diabetes: a systematic review and meta-analysis. <b>Joseph Evans</b>	54 -How can primary care practitioners encourage undergraduate medical school curricula to optimise and enhance teaching on healthcare and cultural inequalities? <b>Reshani Premanantharaj and Iman Rizvi</b>
9.30	15 - Identifying interprofessional, multidisciplinary learning opportunities in the undergraduate primary care curriculum <b>Felicity Lalloo and Stephanie Powell</b>	36 - Prescribing and interpreting results in primary care; a novel approach for Undergraduate Medical Students <b>Sana Javed</b>	50 -How Prepared are GP Practices for Working in Partnership with Hairdressing Salons to Promote the Uptake of Cardiovascular Disease (CVD) Screening Among Women Living in London's Deprived and Ethnically Dense Communities? BELONG STUDY <b>Muriel Kalu</b>	55 - In-programme training in behaviour change techniques for lay health workers to support patients newly referred for treatment for pulmonary rehabilitation <b>Patrick White</b>	61 -Critical inclusion: Rethinking primary care for vulnerabilized populations <b>Neil Singh</b>
9.45	16 - Designing and implementing an SSC for medical students on critical appraisal . <b>Agalya Ramanathan</b>	9 - Preventing Return to Smoking Postpartum – Emergent Findings from The Babybreathe Trial <b>Charlotte Wahlich</b>	51- Co-development of Breast Cancer Health Promotion educational materials for ethnically diverse women working with hairdressing and beauty salons: BELONG Study <b>Shouq Aldharman</b>	5 -Rethinking continuity in primary care for people with mesothelioma <b>Emilie Couchman</b>	49 - Do primary care quality improvement frameworks consider equity? <b>Alice Barrell</b>
10.00	17 - Transgender healthcare: improving GP trainees' knowledge and confidence <b>Natasha O'Sullivan</b>	45 -Co-design of culturally appropriate educational materials for cardiovascular health promotion in hairdressing salons: BELONG Study <b>Shouq Aldharman</b>	29 -Can remote testing for chronic kidney disease improve outcomes without widening existing health inequalities? A collaborative quality improvement project in primary care <b>Kathryn Griffiths</b>	1 -Mind over matter: strength, mobility, and confidence in a sheltered housing population after an 8-week planned exercise programme <b>Alice Doyle and Eloise Blanquet</b>	WS3 ACREW vs the Ivory Tower – a match made in heaven? <b>Emily Clark</b>

10:15	<b>8-Creative Enquiry</b> Flourishing <b>Liliane Zhukovsky</b>	<b>13-Creative Enquiry</b> The lines between-Images from my pottery <b>Jenifer King</b>	<b>15- Creative Enquiry</b> Syncopation <b>Feya Qureshi</b>	<b>5-Creative Enquiry</b> The Burden of Chronic Pain through sculpture <b>Mili Shetty</b>	<b>9-Creative Enquiry</b> Colours of Unity <b>Nathan Yapp</b>

## Workshops

There are five workshops at Madingley 2024, each lasting about 90 minutes. These will run in parallel on Thursday between **15:30 to 17:00**. You are invited to sign-up for one workshop at the registration table. There are limitations on the numbers of participants due to facilitator numbers and room size, so please sign up for your preferred workshop as soon as possible. If your first choice is not available, please think about an alternative, good numbers of delegates across all workshops will help the facilitation.

All workshops encourage participation and discussion. Please consider the workshop abstracts before making your choice.

The workshops were all scored in the selection process, and there is a wide range of education and research topics.

### **Workshop 1**

Unlocking the learning potential of the clinical placement

**Room:** Saloon

**Facilitators:** Dr Liza Kirtchuk/ Laila Abdullah

#### **Aim and intended outcome/educational objectives:**

By the end of this workshop you will be able to:

Analyse the factors impacting on student learning and identity formation in your own setting at the following levels:

- Student
- Placement environment
- Clinical teacher
- Wider faculty and school

Apply an evidence-based approach to the design of clinical placements that supports students as active participants within a Community of Practice and maximises their capacity to develop as self-regulated learners

Apply strategies and practical tools that support students to develop as self-regulated learners and to negotiate their professional identities. This includes addressing identity dissonance that can arise due to the complexity of integrating existent multifaceted identities with their evolving professional identities, thus supporting diversity to flourish and promoting inclusive learning spaces

## **Workshop 2**

Using collaborative methodology to widen access to primary care research, using the Primary care Academic Collaborative (PACT) approach.

**Room:** Kings

**Facilitators:** Dr Stephen J Woolford/ Dr Ola Abdellatif

### **Aim and intended outcome/educational objectives:**

- To highlight the role that collaborative methodology can have in improving access to primary care research.
- To explore how collaborative methodology can be used to encourage more equitable research practices.
- To encourage discussions about how collaborative methodology can be incorporated into attendees' personal work and to generate new ideas for future PACT projects

## **Workshop 3**

Stigma, blame and exclusion in medical terminology and language.

**Room:** West

**Facilitators:** Julia Bailey

### **Aim and intended outcome/educational objectives:**

- To develop skills in critical analysis of routine medical terminology
- To analyse and critique the content and structure of medical language and terminology
- To find ways to re-word potentially harmful ways of referring to patients and their illnesses to reduce stigma, blame and marginalisation

## **Workshop 4**

Towards Fairer Futures: Re-imagining Health for Liberation

**Room:** Board

**Facilitators:** Nivethitha Ram Ganapathiram/ Kavian Kulasabanathan

### **Aim / Intended outcome:**

- Consider the concepts of 'the ecological model of violence' and 'carcerality' as a lens through which to unpack structural determinants of health.
- Evaluate the NHS as site of structural violence and critically consider the ways in which everyday clinical practice may perpetuate harm.

- Consider 'peace theory' and 'abolitionist theory' as tools in challenging health inequality and promoting inclusiveness.
- Consider the importance of collective imagination in health justice and apply creative visioning techniques (drawing on different mediums such as poetry, visual art and music).

## **Workshop 5**

Engaging with the human dimension through the arts

**Room:** Andrew

**Facilitators:** Louise Younie

**Aim / Intended outcome:** To share thinking and practice on opening up educational or research spaces exploring lived experience through the arts.

By the end of the workshop participants will have:

- a greater understanding of creative enquiry (exploring lived experience through the arts)
- experienced examples of creative enquiry process
- reflected on the value of creative enquiry spaces in education/research
- reflected on facilitation and pedagogical/research considerations

## **Creative Enquiry**

Creative enquiry offers engagement with other languages of expression, embracing metaphor and symbol as we explore the ambiguity, complexity and the intersubjectivity inherent in lived experience and patient care. Creative Enquiry approaches can enrich and extend our engagement with the art and practice of medicine.

As part of the Society for Academic Primary Care (SAPC) South East conference 2024 we invited submissions from all creative mediums for presentation including painting, photography, prose, poetry, sculpture, music, dance, monologue and film, accompanied by a written reflection.

The chosen submissions will be presented at the end of each of the parallel sessions on Thursday and Friday.

All submissions will be available for viewing on the [\*\*SGUL SAPC SE Conference 2024 Webpage\*\*](#)



## INFORMATION FOR PRESENTERS

Please be in the room where your presentation is scheduled to take place at least five minutes before the time the session is due to begin and introduce yourself to your session Chair, and prepare your presentation on the AV equipment if necessary.

We have allowed a 15-minute slot for each presentation. This allows the presenter to speak for **ten minutes** and then up to 5 minutes for questions and discussion. It is important that your presentation does not overrun.

Session chairs have been asked to keep strictly to time to allow participants to move between parallel sessions if they wish to. They will show you a **yellow** warning card to indicate that you have two minutes left, and a **red** card when time is up and you need to conclude your presentation.

For any problems with presentations during the conference, please speak to the conference team at the SAPC registration desk.

## **PRIZES**

### **Medical Student Prize**

For medical students presenting work they have undertaken whilst taking an undergraduate course. There will be a prize of £100 (gift voucher) for the winning presentation.

### **Early Career Prize (1 x Educator and 1 x Researcher)**

Early career is defined as being in the first 5 years of an academic (research/education) career. There will be a prize of £100 (gift voucher) each for the winning presentations.

### **Creative Enquiry Prize**

Submissions will be nominated for presentation in each of the parallel sessions from any creative medium. There will be a prize of £100 (gift voucher) for the winning presentation.

### **SAPC Prize (1 x Education and 1x Research)**

Complimentary registration for attendees from each regional SAPC conference. This should be used to send a promising early career researcher and an early year educator to the ASM who will be identified through an outstanding oral presentation at the regional meeting.

### **Criteria for judgement**

- Overall structure and format
- Topical area of interest
- Originality of research question
- Quality of research methods used or planned
- Quality of presentation
- Response to questions/discussion



### **Prize presentation**

Prizes will be presented on Friday after the Keynote Address

## Evening Entertainment

### **17:15-18:00 Tai-Chi Session (Saloon)**

Tai Chi with Sifu Hong

(Focusing on relaxation and re-energising the mind and body)

### **DINNER – Thursday 25<sup>th</sup> January**

Every year at the conference we look forward to a wonderful dinner in the atmospheric Dining Hall at Madingley. This year the dinner will be preceded by drinks in the Terrace Bar. (In order to keep the conference fees to a minimum, drinks will not be included in the reception or evening meal and will need to be purchased separately, please purchase your drinks in the Terrace Bar before entering the dining hall)



### **21:00 – Quiz (Terrace Bar)**

Evening quiz with Dr Nicola Buxton and Dr Jacqueline Driscoll

## MADINGLEY HALL INFORMATION

The conference will be busy, so please be patient as you move between sessions, and have a second choice in mind if your preferred session is full. Organisers will be monitoring meeting rooms to ensure they do not exceed capacity.

### **Access for visitors with disabilities**

The entrance to Madingley Hall is level, and can be easily accessed by wheelchair users. Two designated parking spaces are available at the front of the Hall. All areas on the ground floor of the main Hall are accessible by wheelchair: a wheelchair lift provides access to two adapted bedrooms, and a modified WC is located by the Terrace Bar.

### **Internet Access**

Free WiFi is available throughout the Hall. Eduroam is available if you are already set up for it. If not, you can get a password from the SAPC Registration Desk or from Madingley Reception.

### **Fire Procedures**

Fire instructions are posted throughout the building – please read these carefully to familiarise yourself with the Hall's fire procedures. On hearing a constant alarm, evacuate and assemble on the gravel forecourt at the front of the building.

### **Smoking Policy**

All internal areas including bedrooms are designated NO SMOKING areas.

### **Check-in**

Residential delegates should check in at Madingley Reception, who will advise when rooms are likely to be ready. Luggage will be stored until that time.



### **Check-out**

Residential delegates must vacate their rooms by **11:00 am** on Friday. Please return your room key to Madingley Reception. Luggage will be stored until your departure.

### **Taxis**

Madingley Reception will be happy to arrange taxis. Alternatively call Panther Taxis – 01223 715715 or CAMTAX – 01223 242424.

### **Lost property**

Please take responsibility for the security of your own equipment and belongings. Please report lost property to Madingley Reception.

Further information for **residential delegates** can be found in the 'Welcome to Madingley Hall' booklet which you will find in your bedroom.

# MADINGLEY HALL ORIENTATION

Please refer to the floorplan on page 19

## Conference Registration Desk

Stair Hall on the ground floor. A member of the host team will be here at most times during the conference to register latecomers and to deal with any queries or problems.

## Reception Office

In the Entrance Hall on the ground floor. Madingley Hall staff issue keys from here for residential delegates, and to deal with queries about your room. It is staffed 24 hours a day. Please ask Madingley Reception to arrange any taxi bookings.

## Dining Hall

Off the Entrance Hall on the right. Breakfast, lunch and dinner are served here.

## Gallery – First Floor

Through the Dining Hall, across the Stair Hall and up the stairs. Refreshments are served here during tea and coffee breaks.

## Saloon (linked by AV to Andrew)

This opens off the Gallery. All **Keynote Addresses and Plenary Sessions** will be held here.

## Andrew Room

Off the end of the Gallery.

## Board Room

On the ground floor off the Stair Hall, between the Dining Hall and the stairs to the Gallery. **Parallel Sessions** will be held here.

## Prince Consort Room

On the first floor, off the Gallery.

## Terrace Bar

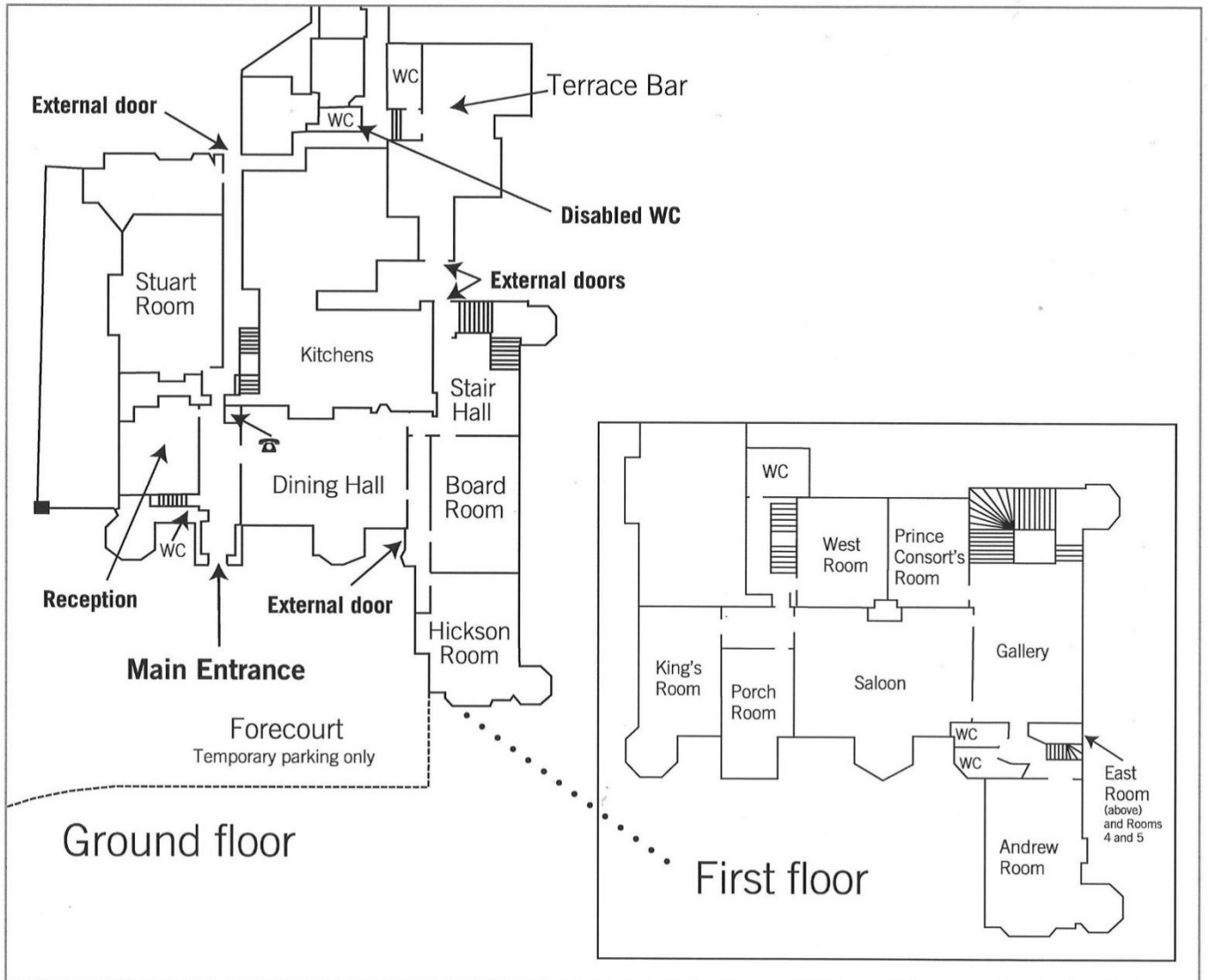
Cash bar open from 6.00pm to 11.00pm.

## WCs

These can be found:

- In the basement just inside the main entrance to the left
- Between the Gallery and the Andrew Room
- Off the Terrace Bar

# FLOOR PLAN



## DELEGATE LIST

<b>Title</b>	<b>First Name</b>	<b>Surname</b>	<b>Email</b>
Dr	Adam	Harvey-Sullivan	adam.sullivan@qmul.ac.uk
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## NOTES