

Room and Theme	9.00-9.20am	9.20-9.40am	9.40-10.00am	10.00-10.20am	10.20-10.40am
SAGE 1					
Communication Skills	Empathy, fake empathy & how to make the empathetic statement - the views of simulated patients <i>W Laughey</i>	Medical students' views on communication skills in undergraduate paediatric medical education: A qualitative study <i>A Willis</i>	Modern Slavery: Recognition and Response <i>C Selous & E Metcalf</i>	Not seen, not heard, not understood: What effect does teaching on hearing and visual impairment and interpretation services have on Foundation doctors' confidence? <i>R Anderson</i>	Pendleton or ALOBA? A practitioner inquiry comparing feedback models' impact on preclinical communication skills teaching <i>S Holmes</i>
SAGE 2					
International Medical Education	Developing Palliative Care education and services in Kilimanjaro region, Tanzania <i>K Howorth</i>	Ebyomugaso ebikolebwa okutaasa obulamu: Basic Life Support Training in Rural Uganda <i>W Gallagher</i>	How can we better prepare UK students for international electives, especially those going to resource-poor settings? <i>A Reed</i>	International short-term placements in health professions education – A Meta-narrative review <i>B Fruhstorfer</i>	The Global Snowball - Exploring the increasing numbers of junior doctors and medical students intending to work abroad. <i>C Copplestone</i>
Barbour Room East					
Postgraduate Education	Perceived Organizational Support and Career Intentions: The Stories Shared by Early Career Doctors. <i>G Scanlan</i>	Performance enhancing routines for optimisation using metacognition (PERFORM) study: improving junior doctors' management of acutely unwell patients using sport psychology <i>H R Church</i>	Preparedness for postgraduate dental practice: strengths and challenges in practice <i>G Vance</i>	Teaching by Core Medical Trainees: A qualitative study exploring the challenges of delivering teaching as a Core Medical Trainee <i>W Hunt</i>	The relationship between socio-demographic factors and selection into UK postgraduate medical training programmes: a national cohort study <i>B Kumwenda</i>
Barbour Room West					
Basic Science/Biomedical Teaching & Assessment (1); Professionalism (2); E-learning (2);	Mixed methods research for implementing the WSLA integrated learning model in Health Science Degrees <i>R Gonzalez-Soltero</i>	Location, Location, Location: Capturing GP Bashing in the Northern Region <i>H Collingwood</i>	Undermining behaviour and bullying towards medical students: A case of conflicting views? <i>K Warren</i>	Enhancing basic neuroscience learning in the multidisciplinary environment: a novel computer-assisted-learning package using virtual cases <i>K Rajan</i>	Globalisation of Paediatric Musculoskeletal Matters (PMM)Development of Paediatric Musculoskeletal Matters Nursing (PMM-Nursing) – a Free Online Evidence Based Education E-Resource for Nurses <i>R Wyllie & N Smith</i>
C2					
Interprofessional Education	Evaluating the effectiveness of educational interventions for patient benefit: The development of reporting guidelines <i>A Kehoe</i>	Paediatric Musculoskeletal (MSK) Triage in the Community – Rightpath – A Pilot Study <i>S Jandial</i>	Pharmacy and Medical Student Inter-professional Learning in Primary Care <i>M Webb</i>	The eyes and ears of the ward: an evaluation of a Healthcare Assistant (HCA) shadowing programme from the perspective of the HCA <i>P Rusby</i>	
C5					
Practice Based Teaching & Learning (3); Undergraduate Medical Education (2)	A cross-professional study of interprofessional learning, support and feedback - in first-year junior doctor trainees and newly-qualified teachers. <i>H Foster-Collins</i>	A Foundation for Training: What Makes a Good Clinical Placement? <i>D K Adu-Sarkodie</i>	Bleep the Trauma Scribe! Truro Trauma Scribes: A Pilot Scheme Recruiting Undergraduate Medical Students as Major Trauma Scribes. <i>G Moritz</i>	Can we use multiple choice questions to assess public health, sociology, psychology and research methods? Data from the UK Medical Schools Council Assessment Alliance question bank <i>E Hothersall</i>	Evaluation of CREATE : a workplace-based assessment instrument designed to construct higher order cognitive skills among health graduates: a mixed method study. <i>B Veasuvalingam</i>
C9					
Practice Based Teaching & Learning (3); Patient Voice (2)	Joint undergraduate and postgraduate teaching in general practice: a case study of the continuum of medical education in practice <i>L Pope</i>	Situating Communities of Practice: Facilitators and Barriers to Healthcare Workers' Participation at Root Cause Analysis Meetings. <i>D Weiland</i>	Towards a pedagogy of uncertainty. The case of prescribing insulin <i>T Dorman</i>	Empowerment and Opportunity in Primary Care: Enhancing the Real-time Patients' Journey through Undergraduate Medical Education <i>H Finnamore</i>	Use of a design thinking workshop including patients, students and educators to develop new ideas to increase the patient's voice in the curriculum. <i>L Muscroft</i>
C19					
Curriculum Planning (3); CPD (1)	The Core Anatomy Syllabus for Pharmacists – A Delphi Study to Create a Foundation for Clinical Practice <i>G M Finn</i>	Transition to qualified clinician: do smartphones hold the answer? <i>J Shenouda</i>	What is an integrated curriculum? <i>A Kerr</i>	Learning to mentor and involvement in mentoring activities: Impacts on Drs health and wellbeing <i>A Steven</i>	