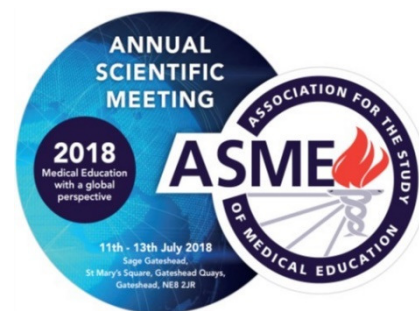


Posters on Display at ASM 2018

11th – 13th July

Sage, Gateshead



Board no.	Title	Theme
A1	Incorporating Ultrasound in to Undergraduate Anatomy Teaching: A Student-Led Multidisciplinary Pilot	Basic Science/ Biomedical Teaching & Assessment
A2	Investigating digital and 3D learning approaches in anatomy education and clinical image interpretation	Basic Science/ Biomedical Teaching & Assessment
A3	Confidence in recognising complication: Self-reported confidence in performing basic clinical procedures, being able to recognise associated complications and managing these complication in by final year medical students.	Clinical Skills
A5	Optimising hospital visits for first year medical students through introduction of a reflective logbook.	Clinical Skills
A6	Simulated ward rounds - learning ward round skills through peer assessment and feedback	Clinical Skills
A7	WISE-A Practical Approach to Preparedness for F1	Clinical Skills
A8	COGConnect - the development of a new consultation model	Communication Skills
A9	Communication Skills training at Medical School: What do F1 doctors really think?	Communication Skills
A10	Difficult conversations: How does Communication Skills training affect the confidence of F1 doctors?	Communication Skills
A11	Interns' perceptions of the importance of "soft skills" in clinical practice in India	Communication Skills
B1	Acting like a doctor: oral case presentation for medical students	Curriculum Planning
B2	Effective consultation teaching within a new curriculum	Curriculum Planning
B3	Google to the Rescue! Harnessing the power of Google Maps to profile, clarify and recruit to GP Placements in a UK medical undergraduate programme.	Curriculum Planning
B4	How to integrate and embed global health in medical curricula to create global doctors: a case study from Newcastle University Medical School	Curriculum Planning
B5	Reflecting on Reflection; Examining Students' Views of the Nature and Role of Reflective Practice	Curriculum Planning
B6	The role of the Foundation Year 1 doctor on night duty. Implications for education.	Curriculum Planning
B7	The teaching skills curriculum for the undergraduate medical curriculum: a Modified Delphi study	Curriculum Planning
B8	Ward Cover 101: On-call simulation for medical students	Curriculum Planning
B9	You said, we did: Responding to medical student evaluation feedback to enhance arterial blood gas teaching.	Curriculum Planning
B10	You've got to have Faith: Should faith have a role in medical education?	Curriculum Planning
C1	Fair assessment: creating a bespoke equality & diversity e-learning module for postgraduate examiners	E-Learning
C2	Globalisation of Paediatric Musculoskeletal Matters (PMM)	E-Learning
C3	Student evaluation of a sepsis e-learning package designed by undergraduate medical students	E-Learning
C4	The attitudes of medical students towards commercially developed and peer developed medical education apps	E-Learning
C6	'Too many cooks' or 'the more the merrier'? – Opportunities and challenges of 34 teaching fellows in one trust	Faculty Development
C7	Can teaching junior doctors on aspects of Teaching and Learning improve their confidence and increase the likelihood of them considering a career into Medical Education?	Faculty Development

C9	Innovative Quality Control: The Promoting Excellence Portal, a Developmental Tool for Departmental Improvement as well as compliance	Faculty Development
C10	Lights, camera, action (and reflection): video enhanced peer observation in medical education	Faculty Development
D1	Training the trainees: Can senior trainees provide formal supervision roles?	Faculty Development
D2	Undergraduate clinical OSCE refresher training for examiners: face to face or Google Forms?	Faculty Development
D3	Undergraduate clinical teaching fellowships in 2018: a UK cross sectional survey.	Faculty Development
D4	Future primary healthcare challenge: how does education and training general practitioners need to adapt?	International Medical Education
D5	Integrating International Medical Graduates	International Medical Education
D6	The use of the Work Station Learning Activities (WSLA) methodology in Health Science Education. An experience with an international cohort of Dentistry students from the Universidad Europea de Madrid (Spain).	International Medical Education
D7	What is the feasibility and value of South-South medical electives within Africa?	International Medical Education
D8	Achieving postgraduate interprofessional learning (IPL) in acute medicine: case-based learning or simulation?	Inter-Professional Education
D9	Charity starts at medical school. What can third sector organisations add to medical education?	Inter-Professional Education
D10	Designing a multi-professional non-technical skills simulation day – pitfalls & paragons	Inter-Professional Education
E1	How does the education of health and social care staff lead to patient benefit: a realist synthesis?	Inter-Professional Education
E2	Inter-Professional Education: Building Bridges between Pre-Hospital and In-Hospital Emergency Teams	Inter-Professional Education
E3	Inter-professional learning in the Emergency Department: an evaluation of a case-based podcast	Inter-Professional Education
E4	Multi-disciplinary perceptions of multi-disciplinary medical simulation	Inter-Professional Education
E5	Overcoming the challenges of Inter-Professional Education Delivery in a Busy Clinical Environment	Inter-Professional Education
E6	Simulating complexity: providing undergraduate students with exposure in early clinical training to the multidisciplinary management of frail older people.	Inter-Professional Education
E7	SYLLABUS AND CQUIN - USING INTERPROFESSIONAL SIMULATION TO ADDRESS BOTH NEEDS	Inter-Professional Education
E8	Using case studies to test a model of education for health and social care staff that leads to patient benefit: a realist evaluation	Inter-Professional Education
E9	What makes interprofessional working effective?	Inter-Professional Education
E10	The patients' voice: why be a volunteer in medical student training? A mixed methods approach	Patient Voice
F1	'Protected clerking time' – one-to-one teaching with consultants on AMU	Postgraduate Education
F2	A near-peer approach to delivering foundation year teaching	Postgraduate Education
F3	An audit of poster design at a national medical education conference for trainees and medical students: an opportunity for improvement	Postgraduate Education
F4	Desperate to learn: Do junior doctors improve their urological knowledge and skills during the UK Foundation Programme?	Postgraduate Education
F5	Developing and evaluating an annual medical education conference via a regional trainee medical education branch	Postgraduate Education
F6	Developing and Supporting Overseas Doctors – Half a decade on	Postgraduate Education
F7	Developing Foundation Year 1 Doctors Leadership Skills in the Workplace through Mentoring and a Weekly-Teaching Programme	Postgraduate Education

F10	Negotiating the Transition from Student to Clinician: A Phenomenological Exploration of the Experience of Clinical Entrustment	Postgraduate Education
G1	PACES 2020: Updating a clinical skills examination to better reflect clinical practice	Postgraduate Education
G2	Perceptions of Reflection: A Peer Teaching Intervention for Speciality Registrars in Geriatric Medicine	Postgraduate Education
G3	Prescribing for Overseas Doctors (PrOD)	Postgraduate Education
G4	Proactive Care of Older Persons undergoing Surgery (POPS) training during a transitional training course for surgeons.	Postgraduate Education
G5	Simulation training during an induction bootcamp and its relevance to clinical practice.	Postgraduate Education
G6	Student engagement with an online Masters programme in Clinical Education	Postgraduate Education
G7	The value of self-directed taster weeks for Foundation Year 1 trainees	Postgraduate Education
G8	What's In A Name - Exploring The Name By Which Junior Doctors Address Their Consultants	Postgraduate Education
G9	Why do core medical trainees use PACES courses?	Postgraduate Education
H1	Supply and demand: The use of simulation in a surgical induction bootcamp to meet trainees' cross-cover needs	Practice Based Teaching And Learning
H2	'What is a Doctor?': An exploration of the changing perceptions of Undergraduate Medical Students at The University of Nottingham	Professionalism
H4	'He didn't draw the curtains around': Exploring multiple stakeholders' narratives of resistance during safety and dignity dilemmas	Professionalism
H5	Medical students' perceptions and experiences of human factors in medicine: A part of the "hidden curriculum"?	Professionalism
H6	Professionalism of Mental Healthcare	Professionalism
H7	Role of a doctor	Professionalism
H8	The Devil in the Detail. Establishing medical student indemnity in modern multi-professional community learning environments in the UK	Professionalism
H9	Using 'learning cafés' to address challenging areas of a medical school curriculum	Professionalism
H10	Who do you think you are? PA student perceptions of professional identity formation	Professionalism
J1	Can Myers-Briggs type indicator predict specialty preference in UK Undergraduate Medical Students?	Psychometrics
J2	Exploring Motivational Factors Involved in Pursuing a Career in Medicine	Psychometrics
J4	Exploring Medical Student experiences of denigration of General Practice by clinical teachers	Selection
J5	How best to select for resilience: is this compatible with a values-based selection process?	Selection
J6	Multiple mini-interviews do not disadvantage medical school applicants from widening participation programmes: one medical school's experience	Selection
J7	Piloting a new and innovative way of interviewing candidates for Medical School places	Selection
J8	Selecting for the future: A retrospective study of trainees' personality type and pre-university achievements	Selection
J9	So you want to be a doctor: Where do schoolchildren get information from to aid their medical career decision making?	Selection
J10	The role of medical students as mentors in the effective delivery of a widening access to medicine programme.	Selection
J11	Widening access through simulation: Using ABCDE assessment of a simulated trauma patient to augment work experience	Selection
K1	An interprofessional model to implement Massive Blood Loss Guidelines	Teaching About Specific Subjects

K2	Buku Haematology- An App to address clinical haematology queries	Teaching About Specific Subjects
K3	Can we successfully teach novice junior doctors basic interventional ultrasound in a single focused training session?	
K4	Changes in medical student attitudes towards public health following an innovative model of integrated inter-professional teaching	Teaching About Specific Subjects
K5	How well do new junior doctors interpret and document ECGs? An audit investigating the documentation surrounding ECGs before and after the introduction of an 'ECG interpretation course'.	Teaching About Specific Subjects
K6	Introductory Laparoscopic Skills for Pre-Surgical Trainees	Teaching About Specific Subjects
K7	The Core Anatomy Syllabus for Undergraduate Nurses– A Delphi Study to Create a Foundation for Clinical Practice	Teaching About Specific Subjects
K8	What to stop and what to start: improving undergraduate medical student's ability to manage patients at the end of life	Teaching About Specific Subjects
L1	Do commendation forms improve University of Bristol medical student perception of positive feedback received?	Teaching, Learning & Assessment On Clinical Rotations
L3	Evaluating the 'purple pen' prescribing scheme for fifth years at Keele University Medical School: A mixed methods study	Teaching, Learning & Assessment On Clinical Rotations
L4	Exploring the physical environment of mental health inpatient wards: a medical student perspective	Teaching, Learning & Assessment On Clinical Rotations
L5	Junior Doctor Medical Specialty Departmental Induction: The Hurdles to Success and an Attempt at Change	Teaching, Learning & Assessment On Clinical Rotations
L6	Modern Era, Mobile Methods	Teaching, Learning & Assessment On Clinical Rotations
L7	Tracheostomy Teaching for Junior Critical Care Staff	Teaching, Learning & Assessment On Clinical Rotations
L8	What perceived effects do the anticipatory thoughts of medical students have on their initial clinical experience?	Teaching, Learning & Assessment On Clinical Rotations
L9	In-Situ Simulation in the Emergency Department, is it worth it? A Systematic Review.	TEL (Technology Enhanced Learning)
L10	What is the Role of Telephone Simulation-Based Training (T-SBT) in Preparing Infection Specialists for Clinical Practice?	TEL (Technology Enhanced Learning)
M1	Assessment Translation Process of high-stakes undergraduate SBA examination papers	Undergraduate Medical Education - Assessment
M2	Building A Validity Argument for the Use of EPAs in the Workplace-Based Assessment of Final Year Medical Students	Undergraduate Medical Education - Assessment
M3	Do medical student clerking portfolios reflect the balance of pathology admitted to hospitals in the UK?	Undergraduate Medical Education - Assessment
M5	'How to be a Fy1 Course' addressing issues of anxiety and preparedness in newly qualified doctors	Undergraduate Medical Education - Assessment
M6	How well does objective examination of professionalism discriminate medical students practice commensurate with regulatory expectations?	Undergraduate Medical Education - Assessment

M7	The Conference Concept: a novel assessment approach for year 1 medical students	Undergraduate Medical Education - Assessment
M8	Video-based examiner score comparison and adjustment (VESCA): measuring the influence of different examiner-groups on OSCE scores.	Undergraduate Medical Education - Assessment
N1	A Bad Day at the Office: Can Video Simulation Reduce Anxiety About Situational Judgement Tests?	Undergraduate Medical Education - Teaching & Learning
N2	A pilot surgical teaching programme for undergraduates' improved confidence in surgical skills and increased interest in surgery as a career	Undergraduate Medical Education - Teaching & Learning
N3	A simulation to help prepare undergraduate students for in-hospital on call shifts	Undergraduate Medical Education - Teaching & Learning
N4	An Update: A prospective study to compare teaching of intimate examinations by Clinical Teaching Associates (CTA) with traditional methods in multimodal platform.	Undergraduate Medical Education - Teaching & Learning
N5	Combatting "ethical erosion": where does Newcastle Medical School teach compassion and empathy in Undergraduate Medical Education?	Undergraduate Medical Education - Teaching & Learning
N7	Cultural competence in UK medical education	Undergraduate Medical Education - Teaching & Learning
N8	Developing a peer student mentorship program: Lessons learned	Undergraduate Medical Education - Teaching & Learning
N9	Development of a paper-based simulated on-call session for final year medical students	Undergraduate Medical Education - Teaching & Learning
N10	Diagnostic Reasoning, Time To Change?	Undergraduate Medical Education - Teaching & Learning
P1	Does 'in-situ' simulation have a role in preparing final year medical students for their foundation years	Undergraduate Medical Education - Teaching & Learning
P2	Early Surgical Exposure For Medical Students: Efficacy and Effect on Choice of Electives	Undergraduate Medical Education - Teaching & Learning
P3	electronic marking in practice sessions to improve student experience	Undergraduate Medical Education - Teaching & Learning
P4	Enhancing empathy in undergraduate psychiatry: a multimodal approach	Undergraduate Medical Education - Teaching & Learning
P5	Establishing Student Grand Rounds to Promote Presenting skills and Peer Teaching	Undergraduate Medical Education - Teaching & Learning
P6	Evaluating the usability and acceptability of the discharge summary feedback (DSF) tool –field-testing with final year assistantship students.	Undergraduate Medical Education - Teaching & Learning
P7	Evaluation of the use of escape room Games as a method of teaching human factors to medical students.	Undergraduate Medical Education - Teaching & Learning
P8	Exploring third year undergraduate medical students' perceptions of the appropriateness and utility of including therapeutic yoga and mindfulness within the undergraduate curriculum at Imperial College	Undergraduate Medical Education - Teaching & Learning

P9	Eyes wide open: Does prior knowledge of the scenario alter the students' learning outcomes in simulation-based teaching?	Undergraduate Medical Education - Teaching & Learning
P10	Facilitating real-time decision making using toxicology simulation	Undergraduate Medical Education - Teaching & Learning
Q1	Fatal attraction? Introducing a new Forensic Medicine SSC	Undergraduate Medical Education - Teaching & Learning
Q2	From the couch to the simulation suite: Introducing a psychiatry simulation programme for medical students	Undergraduate Medical Education - Teaching & Learning
Q3	GERT lush: improving empathy in first year medical students	Undergraduate Medical Education - Teaching & Learning
Q4	Global Health Student Selected Components in Undergraduate Medical Education: A qualitative case study using feedback and reflective writings	Undergraduate Medical Education - Teaching & Learning
Q5	Helping early years medical students make the transition to the acute clinical setting: applying scientific knowledge and coping with the change in learning environment	Undergraduate Medical Education - Teaching & Learning
Q6	Hot Off The Press: Novelty Teaching Newspaper Found to be Useful Educational Resource!	Undergraduate Medical Education - Teaching & Learning
Q7	How do medical students feel about clinical uncertainty in a simulated environment?	Undergraduate Medical Education - Teaching & Learning
Q8	Immersive on-call simulation for final year medical students improves non-technical skills required for medical on-call work	Undergraduate Medical Education - Teaching & Learning
Q9	Improving undergraduate medical education: the surgical skills for students course	Undergraduate Medical Education - Teaching & Learning
Q10	Improving undergraduate palliative care teaching – use of simulation to address an unmet need	Undergraduate Medical Education - Teaching & Learning
Q11	Inside the 'black box' - interactive practice in clinical reasoning for 2. year students	Undergraduate Medical Education - Teaching & Learning
R1	Introducing Young People to Careers in Healthcare: An Innovative Approach	Undergraduate Medical Education - Teaching & Learning
R2	Introduction of academic mentors and an e-portfolio to support students personal and academic development	Undergraduate Medical Education - Teaching & Learning
R3	Leading the ward round: the F1 experience.	Undergraduate Medical Education - Teaching & Learning
R4	Learning to touch in clinical medicine: medical students' views and experiences	Undergraduate Medical Education - Teaching & Learning
R5	Medicine Calling: Evaluating a different approach to the recruitment crisis in psychiatry	Undergraduate Medical Education - Teaching & Learning
R6	Multi-disciplinary Student Simulation: Is more participants better?	Undergraduate Medical Education - Teaching & Learning

R7	Paediatric Simulation: Assessing medical student confidence in simulated acute scenarios	Undergraduate Medical Education - Teaching & Learning
R8	Peer group high-fidelity simulation debriefing for final year medical students	Undergraduate Medical Education - Teaching & Learning
R9	Peer Teaching a challenge for both students and teaching staff.	Undergraduate Medical Education - Teaching & Learning
R10	Practical Simulation of the Research Process: An innovative introduction to academia	Undergraduate Medical Education - Teaching & Learning
S1	Pre-briefing in Simulation- How much is enough?	Undergraduate Medical Education - Teaching & Learning
S2	Putting Long Term Conditions (LTC) in Context - a New Approach to Improve Third Year Medical Students' Understanding of the Impact on Patients Lives.	Undergraduate Medical Education - Teaching & Learning
S3	Revealing the hidden curriculum to medical students: How do they perceive this has and will continue to influence them?	Undergraduate Medical Education - Teaching & Learning
S4	Survey fatigue among medical students: are feedback surveys just an educational ritual?	Undergraduate Medical Education - Teaching & Learning
S5	The effect of survey and student characteristics on the quality of course evaluation in UK undergraduate medical education: A Systematic Review of the literature	Undergraduate Medical Education - Teaching & Learning
S6	The impact of emergency gynaecology simulation clinics on the affective component of learning in medical undergraduates	Undergraduate Medical Education - Teaching & Learning
S7	The Patient's Journey, a Student's Path	Undergraduate Medical Education - Teaching & Learning
T1	Threshold concepts in psychiatry education at undergraduate level	Undergraduate Medical Education - Teaching & Learning
T2	Undergraduate medical student perceptions of the purpose of reflective writing	Undergraduate Medical Education - Teaching & Learning
T3	Understanding Medical Students' Perceptions of General Practice	Undergraduate Medical Education - Teaching & Learning
T4	Using Principles of Graphic Design to improve Educational Poster Readability	Undergraduate Medical Education - Teaching & Learning
T5	Using Team-Based Revision (TBR) to prepare medical students for the Prescribing Safety Assessment (PSA)	Undergraduate Medical Education - Teaching & Learning
T6	What is the impact of ranking medical students for postgraduate training programme applications?	Undergraduate Medical Education - Teaching & Learning
T7	Writing It Right: Does a teaching session affect the quality of medical student's clinical documentation for the simulated assessment of an acutely unwell patient?	Undergraduate Medical Education - Teaching & Learning

TEL1	A Blended Learning Approach to Clinical Skills Teaching: E-learning for Paediatric Gait, Arms and Legs Examination (pGALS).	TEL (Technology Enhanced Learning)
TEL2	Can 'Slacking' facilitate medical curriculum delivery? A mixed methods exploration in an undergraduate education department	TEL (Technology Enhanced Learning)
TEL3	Can Virtual Reality Fully Immersive Interactive Technology (VR FIIT) use prior to simulation reduce stress response and improve learning?	TEL (Technology Enhanced Learning)
TEL4	Exploring student perceptions of virtual and augmented reality as a tool for learning in medicine	TEL (Technology Enhanced Learning)
TEL5	Immersive Virtual Reality as a Cost-Effective Alternative to Traditional Undergraduate and Postgraduate Medical Education	TEL (Technology Enhanced Learning)
TEL6	Time after Time: Do repetition learning apps help knowledge retention in medical students?	TEL (Technology Enhanced Learning)
TEL7	Using the Microsoft Hub in facilitating multi-centre research between University of Bristol Academies	TEL (Technology Enhanced Learning)
TEL8	Virtual reality Fully Immersive Interactive Technology (VR FIIT). A comparison with tutorial teaching.	TEL (Technology Enhanced Learning)
TEL9	Virtual Reality Fully Immersive Interactive Technology. Can this enhance simulation training and reduce skill fade?	TEL (Technology Enhanced Learning)
TEL10	Virtual Reality Fully Immersive Interactive Technology. Can this improve medical students' preparedness for resuscitation?	TEL (Technology Enhanced Learning)