



Faculty of Health Sciences

**Welcome to the Centre for Health Sciences Education
Teaching and Learning Conference 2022**



19th July 2022

**Engineers' House
The Promenade
Clifton
Bristol BS8 3NB**

We are delighted to welcome you to the 2022 CHSE Teaching and Learning conference, the first in-person conference since 2019. As in previous years this event will provide a fantastic opportunity to learn about thought-provoking, current developments in education of relevance to our Faculty, to network with colleagues and share your own thoughts and ideas, and to enjoy the superb hospitality and facilities available at Engineers House. Please stay at the end of our sessions for a complimentary drink.

Professor Astrid Linthorst: Faculty Education Director (Postgraduate)

Professor Sheena Warman: Faculty Education Director (Undergraduate)



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Programme

Room	Clifton Suite
08:50-09:30	<i>Registration (coffee/tea & pastries, fruit, hot breakfast rolls)</i>
09:30	<i>Conference opens - Introduction</i>
09:35-10:35	<i>KEYNOTE: Richard Watermeyer:</i> <i>Pandemia: The personal and professional costs of universities' response to COVID-19</i> <i>Questions</i>
10.35 – 11:00	<i>Tea & Coffee</i>

	Symposium 1	Symposium 2	E-Posters (all day)
Room	Clifton Suite	Douglas Fir	Green Room
11:00-11:15	<i>Short Presentation</i> <i>Exploring attitudes to and experiences of interprofessional learning and collaboration in heterogeneous postgraduate groups</i> G Ford	<i>Short Presentation</i> <i>Student professional development: contemporary challenges for healthcare educators</i> I Cunningham	<i>E-Poster</i> <i>Identifying with the Teachers!</i> A Burnett
11:15-11:30	<i>Short Presentation</i> <i>Inviting reflections on patient experience amongst postgraduate students through a book club</i> G Biglino	<i>Short Presentation</i> <i>Knowledge and perceptions of final year veterinary students on antimicrobial stewardship in food</i>	<i>E-Poster</i> <i>Teaching Transparency: the value of sharing case-based learning pedagogy with students</i> C Anderson

		<i>producing animals</i> R Vallis et al.	
11:30-11:45	Short Presentation <i>Emotional journey and responses of BSc students to dissection</i> C Johnson et al.	Short Presentation <i>Students' views on the value of intercalating</i> Z Deans	E-Poster <i>Outside the Box: a project to enhance the “well-roundedness” of final year medical students during a longitudinal primary care placement</i> L Grove et al.
11:45-12:00	Short Presentation <i>Co-creation and engagement: artistic re-presentation of medical students' experiences of Covid-19</i> G Biglino		E-Poster <i>Seeing Things from the Other Side: An Insight into Veterinary Education for Veterinary Students</i> E Sellers et al.
12:00-13:00	Lunch (and Poster viewing)		

Room	Clifton Suite	Douglas Fir	Green Room
13.30 – 14:00	Workshop <i>The journey into the world of the research paradigm</i> S Allsop		(Continued from the morning)
14.00 – 14:15	Pick up a Tea/ Coffee		

	<i>Symposium 3</i>	<i>Symposium 4</i>	<i>E-Posters (all day)</i>
<i>Room</i>	<i>Clifton Suite</i>	<i>Douglas Fir</i>	<i>Green Room</i>
14:15-14:30	<i>Short Presentation</i> Evaluating a bank of flipped classroom resources developed to enhance student preparation for clinical skills practical. A Catterall et al.	<i>Short Presentation</i> Collaborative programme delivery in higher education: what can we learn from the team-teaching approach? J Hockenhull et al.	<i>(Continued from the morning)</i>
14:30-14:45	<i>Short Presentation</i> How our peer-to-peer online teaching system overcame virtual learning fatigue in medical education post-pandemic E Hadley et al.	<i>Short Presentation</i> Anatomy bootcamp: evaluating the impact of an intense anatomy course on 2nd year Applied Anatomy students S Sulaiman et al.	
14:45-15:00	<i>Short Presentation</i> Running a successful online teaching series as final year medical students: the near peer experience O Ogilina et al.	<i>Short Presentation</i> Veterinary curriculum leaders: motivators, barriers and attributes S Warman	

<i>Time</i>	<i>Clifton Suite (lower ground floor)</i>
15.05– 15:20	<i>Talk about the Foundations in Medical Education Short Course</i> Sarah McLaughlin
15:20-15:35	<i>ADEE & AMEE Conference Travel Award announcement</i> Closing comments
15.35	<i>Close</i>

Keynote Presentation:

Pandemia: The personal and professional costs of universities' response to COVID-19

Professor Richard Watermeyer – University of Bristol

In this talk I will present findings from empirical research undertaken over the course of the last two years in multiple international higher education settings that reveal the professional and personal impact of universities' response to the COVID-19 pandemic on their staff. I will showcase the experience of academic and professional service staff in transitioning (both in an emergency and longer-term context) to remote working practices and in adjusting to or resisting crisis-management conditions; and the effect of both on their health and wellbeing. The pandemic will be shown to have laid bare and exacerbated an underlying crisis of higher education affecting staff communities, particularly in aggressively marketised systems. 'Pandemia' is accordingly presented as a clarion call for universities to privilege an ethic of care and a stronger commitment to compassionate and socially responsible leadership, too often neglected if not lost in higher education's hyper-competitive prestige and performance culture and yet core to the ongoing transformation of universities in a milieu of unprecedented change.



Richard Watermeyer is Professor of Higher Education and Co-Director of the Centre for Higher Education Transformations at the University of Bristol. He is by training and orientation, a sociologist of higher education with expertise related especially to academic praxis; institutional and research governance; scientific accountability and engagement; and higher education policy reform. His recent books include: *Competitive Accountability in Academic Life: The struggle for social impact and public legitimacy* (Cheltenham: Edward Elgar) and *The Impact Agenda: Controversies, Consequences and Challenges* (Bristol: Policy). Over the last two years, much of Richard's work has focused on

the transformational challenges of the COVID-19 pandemic on university communities around the world, with a special focus on the issues of health and wellbeing for academic and professional service staff. He is currently leading an international team of researchers exploring the experience of 'long-COVID' faced by university staff in countries spanning the Global North and South.

Symposium 1

Exploring attitudes to and experiences of interprofessional learning and collaboration in heterogeneous postgraduate groups

Dr Gemma Ford – Bristol Medical School

Interprofessional education (IPE) and Interprofessional learning (IPL) are pedagogic approaches used interchangeably in the literature (1). Predominantly IPL has focused on clinical or competency-based activities or softer skills teaching such as communication, ethics and professionalism with pre-qualifying level students. Far fewer articles have examined IPE within the basic or preclinical sciences per se (2,3). Case-based collaborative learning between students across different disciplinary and professional contexts, could be categorised as an IPL opportunity. This study aimed to unpick students' experiences of and attitudes to IPL learning within a postgraduate or post-qualifying community. 15 Students were co-participants in this research. Student views were collected using a simple paper-based confidential survey containing 7 open-ended questions provided to the class straight after completion of the group task. Qualitative data was grouped into categories to construct emerging themes which were mapped to the Core Competencies for Interprofessional Collaborative Practice Framework (3,4,5).

Teamwork, communication, defined roles, and responsibilities supported IPL in postgraduate students. Limited time, and not recognising the contributions of members were identified as barriers to IPL. Students recognised the experience as a useful and meaningful opportunity to learn with, from or about other professions, as well a device for developing and enhancing transferable skills and graduate attributes (2,3). Although limited in sample size, this is a contribution to the field in terms of providing support for the utility of IPE for postgraduate students' epistemological development across different disciplinary and professional contexts. At a basic level it could inform educators how

their students work together on a project and help them to identify factors that can aid success for learners in projects or teams with a shared common goal.

References:

Ethical Approval Statement: This project gained Ethical Approval from CREAP Approval Panel on 26/03/2019; (1) Centre for the Advancement of Interprofessional Education (CAIPE) (2002) Defining IPE. Centre for the Advancement of Interprofessional Education, Fareham, UK. URL: <http://caipe.org.uk/about-us/defining-ipe/> [accessed 21 August 2020]. (2) Fernandes AR, Palombella A, Salfi J & Wainman B (2015) Dissecting through barriers: A mixed methods study on the effect of interprofessional education in a dissection course with health care professional students. *Anat Sci Educ* 8: 305–316. (3) Thistlethwaite JE (2015) Interprofessional Education and the Basic Sciences: Rationale and Outcomes. *Anat Sci Educ* 8: 299– 304. (4) Braun V & Clarke V (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101. (5) Interprofessional Education Collaborative Expert Panel (IPEC expert panel, 2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C. Interprofessional Education Collaborative.



Senior Lecturer in Translational Health Sciences and Senior Tutor PGT,
Bristol Medical School

:10 minute Presentation:

Symposium 1

Inviting reflections on patient experience amongst postgraduate students through a book club

Dr Giovanni Biglino – Bristol Medical School

Exploring lived experience can allow researchers to establish a series of events through time but also to elicit the meanings and interpretations that people attribute to these experiences(1). Many approaches are available to study an individual's lived experiences, such as phenomenology(2). But arguably the technical complexity or the technical focus of certain subjects, or simply the exclusion of concepts such as patient experience from the curriculum, may prevent research students from considering what are the lived experiences of those who may be the beneficiaries of their research. As a very simple form of stimulating a conversation around patient experience, an online book club was piloted in the academic year 2021-22, inviting postgraduate students from different programmes in the Bristol Medical School to read and discuss four books. These ranges in medical topics (cardiovascular, cancer, trauma, infectious diseases), form (essay, autobiographical account, theatre play) and voices (the clinician presenting patients' experiences, the clinician as a patient, the patient). Seven students participated to the book club. Evaluation of students perspective is planned for the summer, but in the meantime this experience has already provided fruitful in considering this simple form of discussion forum as an opportunity for public engagement.

References:

(1) Frechette et al. Capturing lived experience: methodological considerations for interpretive phenomenological inquiry. International Journal of Qualitative Methods. January 2020. doi:10.1177/1609406920907254 (2) Neubauer et al. How

phenomenology can help us learn from the experiences of others.
Perspect Med Educ 2019; 8(2):90-97



Giovanni is a biomedical engineer with an interest for interdisciplinary and creative work, paying attention to how technologies can be used for patient benefit. He is currently Senior Lecturer in Biostatistics at the Bristol Medical School and Honorary Clinical Senior Lecturer at Imperial College London. In 2020-21 he was a Future Leader in Innovation Enterprise and Research (FLIER) with the Academy of Medical Sciences. He is also an international adviser to the Youth Equity Science project at Yale University and Honorary Director of The Lived Experience Network. He has been and is involved in collaborative projects working with artists, psychologists, patients, clinicians, experts in the medical humanities and curators.

:10 minute Presentation:

Symposium 1

Emotional Journey and Responses of BSc Students to Dissection

Dr Craig Johnson – School of Anatomy

Co- Authors:

Dr Sara Sulaiman – Programme Director of BSc Applied Anatomy, School of Anatomy

Professor Michelle Spear – Head of School, School of Anatomy

The first experience of dissection is often emotionally charged and sometimes a difficult encounter. Studies suggest that students can exhibit signs of emotional distress, even exhibiting signs of post-traumatic stress disorder, following their first experience of cadaveric dissection. Students' emotional response to dissection is poorly explored among non-medical populations such as science students. This study aimed to explore the emotional response to dissection experienced by anatomy students while assessing whether the avenues of support provided by the School of Anatomy are suited to students' needs.

As part of the Applied Anatomy programme, the Anatomy by Dissection unit is delivered to year-2 students. Students participate in both human and canine cadaveric dissection over the course of a year. The unit aims to encourage students to develop their anatomical knowledge, emotional intelligence, and resilience.

An initial survey showed that students felt positive and excited for their dissection sessions. Where themes of nervousness were apparent, they were often paired with excitement. Further surveys across the year showed a gradual decrease of negative emotions and increased confidence. Students reported feeling amazed, motivated, and grateful. Student reflection of their experience also showed that aspects of the "hidden" curriculum were being developed among students.

References:

N/A



Dr Craig Johnson is an anatomy lecturer at the School of Anatomy, University of Bristol. He graduated from the University of Edinburgh with a PhD investigating the transcriptional profile of early osteoarthritic tissues and using this to validate in vitro models of the disease. His teaching responsibilities span a number of units and programmes and include being the unit organiser for the Anatomy by Dissection unit, BSc Applied Anatomy Year 2 lead, and Foundation of Medicine anatomy lead. He is heavily involved in outreach and public engagement, and co-ordinate the School's public engagement activities.

:10 minute Presentation:

Symposium 1

Co-creation and engagement: artistic re-presentation of medical students' experiences of Covid-19

Dr Giovanni Biglino – Bristol Medical School

Co-Author: Sofie Layton – Royal College of Art

Medical students, especially 2020 graduates, have had a unique lens on the Covid pandemic. Graduating earlier, working on Covid wards, becoming doctors in the midst of a pandemic, their views offer important perspectives and learning.

We invited medical students to reflect creatively on the pandemic. Five students (undergraduates and immediate graduates) submitted visual re-presentations, including an animation, accompanied by short texts. These encapsulated key images and concepts, from observing the solitude of unaccompanied pregnant women in the hospital to the significance of simple everyday objects - a stethoscope, a pair of scissors, a facemask.

Students were then invited to 1:1 creative online workshops with artist Sofie Layton to further elaborate their imagery. Responding to the students' submissions and building on these sessions, the artist created a series of five large scale blueprints on Somerset paper, using a cyanotype technique, re-presenting students' experiences incorporating their language and imagery in the artworks.

The series not only memorialises how medical students viewed and lived the pandemic, but represents a further opportunity for engagement. Next iterations of the project will involve presenting the artworks and original submissions online, inviting other medical students to respond, growing a collective narrative piece.

References:

N/A



Giovanni is a biomedical engineer with an interest for interdisciplinary and creative work, paying attention to how technologies can be used for patient benefit. He is currently Senior Lecturer in Biostatistics at the Bristol Medical School and Honorary Clinical Senior Lecturer at Imperial College London. In 2020-21 he was a Future Leader in Innovation Enterprise and Research (FLIER) with the Academy of Medical Sciences. He is also an international adviser to the Youth Equity Science project at Yale University and Honorary Director of The Lived Experience Network. He has been and is involved in collaborative projects working with artists, psychologists, patients, clinicians, experts in the medical humanities and curators.

Sofie Layton is an artist whose practice includes installation, site-sensitive performance and theatre; her most recent work explored the creative interface between patients and the scientific/clinical landscape, based on a participative narrative process. She is currently exploring these themes as part of her doctoral research at the Royal College of Art.

:10 minute Presentation:

Symposium 2

Student professional development: contemporary challenges for healthcare educators

Dr Isabelle Cunningham – Bristol Dental School

Today's healthcare educators face many challenges, not least those generated by the recent Covid-19 pandemic. However, my presentation aims to highlight that there are other contemporary challenges for educators as they engage with today's generation of healthcare students, particularly those manifesting as student professionalism challenges in the clinical environment. I will present my findings from a qualitative pilot study that explored the perceptions and experiences of a clinical dental teacher and a group of recently graduated dental students. Drawing from the pilot study and the literature, I will highlight the numerous facets that appear to contribute to professionalism challenges, as experienced by teachers and students today. These include: staff-student generational differences, the professional expectations placed on young healthcare students, the concept of the 'student as customer', staff-student power relationships, the impact of staff professionalism lapses, and curriculum pressures. The contextual, social nature of professional development and the role of professional identity formation will be emphasised. I will outline how I plan to explore this complex topic in greater detail for a doctorate dissertation. The presentation will include time for delegates to offer their experiences, pose questions, and provide suggestions for my planned study.

References:

Clouder, L (2003) 'Becoming professional: Exploring the complexities of professional socialization in health and social care', *Learning in Health and Social Care*, Vol 2, (4), 213-222.

Cruess, R L & Cruess, S R (2016) 'Professionalism and professional identity formation: the cognitive base', in Cruess R L, Cruess S R & Steinert Y (eds) *Teaching Medical Professionalism: Supporting the*

Development of a Professional Identity, Cambridge, Cambridge University Press, 1-25.

Finney, T G & Finney, R Z (2010) 'Are Students their Universities' Customers? An Exploratory Study', Education & Training, Vol 52, (4), 276-291.

Masella (2007) 'Renewing Professionalism in Dental Education: Overcoming the Market Environment', Journal of Dental Education, Vol 71, (2), 205-216.

Ranauta A, Freeth D, Davenport E (2018) 'Developing understanding and enactment of professionalism: undergraduate dental students' perceptions of influential experiences in this process', BDJ Online, 225 (7), DOI: 10.1038/sj.bdj.2018.813 (accessed 8-3-22).

Symonds, E (2021) 'Reframing power relationships between undergraduates and academics in the current university climate', British Journal of Sociology of Education Vol 42, (1), 127-142.



Isabelle joined Bristol Dental School in 2016 and is a Senior Clinical Lecturer and Deputy Education Director. In addition to her teaching commitments within the department of Restorative Dentistry, she spends much of her time developing the School's new dental curriculum (BDS21) with dedicated and visionary colleagues, and is Co-programme Director for BDS21.

She has set up an Educational Journal Club within the Dental School, a Faculty-wide Peer Support Scheme for teaching staff, and is keen to actively support her colleagues with their professional and educational development. Her particular interests include: healthcare student professional development in the clinical workplace, teachers' educational beliefs and values, dental team working, the early student learner, peer review of teaching, and curriculum development.

She was awarded Senior Fellowship of the Higher Education Academy in 2018 and is currently in the dissertation phase of a part-time Doctorate in Education at Bristol School of Education.

:10 minute Presentation:

Symposium 2

Knowledge and perceptions of final year veterinary students' on antimicrobial stewardship in food producing animals

Dr Rebecca Vallis – Bristol Veterinary School

Dr Sarah Wood – Bristol Veterinary School

The Royal College of Veterinary Surgeons' Day One Competences require new graduates to 'prescribe and dispense medicines correctly and responsibly'; and 'develop appropriate treatment plans and administer treatment in the interests of the patient and with regard to the resources available and appropriate public health and environmental considerations'. It is critical that veterinary undergraduates gain an appropriate understanding of antimicrobial stewardship and the ability to apply this knowledge to prescribing.

This study used a mixed methods approach to explore perceptions and knowledge of veterinary students on responsible use of antimicrobials in food producing animals. Final year veterinary students were invited to complete a questionnaire; focus groups were used to investigate key topics in more detail.

Analysis of results demonstrates that most participants were able to correctly identify first line antimicrobials licensed, however fewer correctly identified antimicrobials not licensed for use in food producing animals. Appropriate prescribing in farm animal scenarios was variable; students reported teaching on responsible use and pharmacology of antimicrobials was at the right depth but found the clinical application of this knowledge challenging.

The results from this survey can be used to inform teaching of antimicrobial stewardship and prepare students for decision making as they transition from student to new graduate.

References:

N/A



Rebecca is a Veterinary Clinical Demonstrator at Bristol Vet School. She joined the clinical demonstrator team in 2019 teaching predominantly farm based practical classes and mentoring final year veterinary students through their farm animal clinical rotation. Prior to this role she worked as a mixed practitioner in New Zealand, Australia and the UK, and spent two years working in industry promoting veterinary health planning to UK farmers.

Following a residency at Bristol with publications on identification of cattle lameness and assessment of cattle weight, **Sarah** became a Diplomat of the European college of Bovine Health management in 2015. Teaching across all years of the veterinary programmes and working in the ambulatory farm animal practice at Langford vets, her research interests encompass clinical research and innovation in veterinary education.

:10 minute Presentation:

Symposium 2

Students' views on the value of intercalating

Dr Zuzana Deans – Centre for Ethics in Medicine, Bristol Medical School

Dr Mari-Rose Kennedy — Centre for Ethics in Medicine, Bristol Medical School

Medical ethics education is a core element of every medical degree programme in the UK. Some medical schools offer an additional year of study on an intercalated programme in medical ethics or bioethics. Although it may seem reasonable to suppose such concentrated study of ethics is valuable for future doctors, little research has been conducted to test this assumption, and to date no studies have been carried out to explore medical students' views of the value of intercalating in ethics. This presentation reports initial findings of a small-scale study into students' perceptions of the value of undertaking an intercalated degree in bioethics. The findings can be characterised as the programme having a positive impact on its students as i) medical students; ii) individuals; and iii) doctors-to-be. Some of the claims about the value of intercalating were attributed to intercalation in general, and some were subject-specific. Participants also reported some negative aspects to intercalating in general. This is a work-in-progress, with data analysis ongoing.

References:

N/A



Zuzana Deans is a Senior Lecturer in medical ethics and is based in the Centre for Ethics in Medicine. Zuzana's background is philosophy and her interests include moral integrity, conscientious refusals and ethics expertise.

Mari-Rose Kennedy is a social scientist working in the Centre for Ethics in Medicine. She is currently a researcher working on a project exploring

artificial implantable muscles.

:10 minute Presentation:

Symposium 3

Evaluating a bank of flipped classroom resources developed to enhance student preparation for clinical skills practicals

Dr Alison Catterall – Bristol Veterinary School

Co-Authors: Louisa Mitchard, Sam Brown, Lucy Gray, and Sarah Baillie – members of Bristol Veterinary School Clinical Skills Lab team

Background: Flipped classroom is increasingly used to help students prepare for clinical skills practicals [1]. During the pandemic, our team set about developing flipped classrooms for every practical as in-class time was going to be more limited. The current study aimed to evaluate these flipped resources.

Methods: A group of students was recruited to provide detailed feedback on every flipped classroom throughout the year using an online form and reflective diary entries. Two focus groups were conducted with staff who taught in the practical classes.

Results: Student feedback indicated that most flipped classrooms were well designed, prepared them for practicals, and allowed them to use practical time more effectively. Suggestions for improvement included emphasizing certain aspects of a practical more in the flipped component. Focus group participants found that as students learned the 'knows how' of a skill in advance, practical time could be more focused on teaching the skills. The challenge of managing students who had not done the flipped material was discussed.

Conclusion: Flipped classrooms are an effective way for students to prepare and optimize the time in practicals. Our results will inform further improvements as ultimately, clinical skills flipped classrooms will last forever, not just for Covid.

References:

1. Frendo Londgren M, Baillie S, Roberts JN, Sonea IM. (2021) A survey to establish the extent of flipped classroom use prior to clinical skills laboratory teaching and determine potential benefits, challenges, and possibilities. J Vet Med Educ, 48(4):463-469.



Alison is a Specialist Teaching Technician and has worked at Bristol Vet School since 2003. She has responsibility for the day to day management of the Clinical Skills Labs (CSLs) and ensuring efficient delivery of teaching and assessments for staff and students. She is heavily involved in teaching practical skills, developing flipped classrooms, and running and examining Objective Structured Clinical Examinations (OSCEs). She has also been involved in several research and development projects focussed on enhancing student learning of clinical skills e.g. making innovative models, evaluating new approaches to teaching and gathering feedback on ways to improve the CSL as an active learning space for students.

:10 minute Presentation:

Symposium 3

How our peer-to-peer online teaching system overcame virtual learning fatigue in medical education post-pandemic

Dr Emma Hadley – 5th Year Medical student, Bristol Medical School

Dr Pam Nelson – 5th Year Medical student, Bristol Medical School

Virtual learning gained exponential popularity during the peak of the COVID pandemic and has been integrated as a core learning method in medical education post-pandemic. One of these platforms, P2P, is an online peer-to-peer teaching platform set up by a group of medical students at the University of Bristol. The surge in popularity of online learning has introduced a new obstacle to learners, known as “virtual learning fatigue”. Online fatigue can have a negative impact on learners’ mental wellbeing, attitudes towards learning and productivity. However, our online peer-to-peer teaching system maintained its high attendance, engagement and positive feedback throughout the pandemic and beyond. We identified key factors that minimized virtual learning fatigue, including covering relevant curriculum-based subjects, succinct and interactive sessions, appropriate student group size, sessions grouped by topic difficulty rather than student year group, blended synchronous and asynchronous learning options, and commitment to follow through whole P2P ‘courses’. The future of medical education in the undergraduate and postgraduate cohorts will inevitably include more virtual learning in comparison to the pre-pandemic era. Therefore, it is imperative to improve and overcome virtual learning fatigue to promote high quality teaching and learning for current and future doctors.

References:

1. de Oliveira Kubrusly Sobral J, Lima D, Lima Rocha H, de Brito E, Duarte L, Bento L et al. Active methodologies association with online learning fatigue among medical students. BMC Medical Education. 2022;22(1).

2. Jiang Z, Wu H, Cheng H, Wang W, Xie A, Fitzgerald S. Twelve tips for teaching medical students online under COVID-19. Medical Education Online. 2020;26(1).
3. Yang T, Luo H, Sun D. Investigating the combined effects of group size and group composition in online discussion. Active Learning in Higher Education. 2020;23(2):115-128.
4. Singh T, Saiyad S, Virk A, Mahajan R. Online teaching in medical training: Establishing good online teaching practices from cumulative experience. International Journal of Applied and Basic Medical Research. 2020;10(3):149.
5. Nisar S, Mahboob U, Khan R, Rehman D. Challenges of peer assisted learning in online clinical skills training of ophthalmology module. BMC Medical Education. 2021;21(1).



Emma is a student on the MBChB programme and is graduating in 2022. She has a BSc with honours in biochemistry at Imperial College, and is a former member of P2P committee and tutor.

Pam is a student on the MBChB programme and is graduating in 2022.

:10 minute Presentation:

Symposium 3

Running a successful online teaching series as final year medical students: the near peer experience

Dr Oscar Oglina – 5th Year Medical student, Bristol Medical School
Dr Nicholas Rees – 5th Year Medical student, Bristol Medical School
Dr Ffion Byrne – 5th Year Medical student, Bristol Medical School

Expedited by the pandemic, online teaching- both by institutions as part of a blended learning strategy and unaffiliated organisations- has surged in popularity. However, there is significant variation in styles of online medical education platforms and many deliver overly complex revision sessions requiring a large time commitment to attend. To address this issue, as a group of final year medical students, we created a novel, online finals-orientated teaching series called Combat Finals.

We pioneered a virtual series of standalone, concise sessions, standardised against the MLA curriculum and NICE guidelines. The most recent of these sessions were each attended by over 250 people with international representation. These sessions were punctuated with interactive question polls and a monitored chat function throughout. Utilising social media, we produced daily revision content for our thousands of followers. Recognising the importance of a collaborative ethos, we established an international network of ambassadors who can create content to enhance their professional development.

We received feedback from 1330 attendees across all sessions delivered. Attendees reported an average improvement in their baseline knowledge of 51% and 36% across our lecture and single-best-answer series, respectively. 100% and 99.4% of attendees would recommend our lecture and single-best-answer series to friends, respectively.

References:

N/A



Oscar Oglina is a 5th year medical student at the University of Bristol, co-founder of international, commended and award nominated teaching series Combat Finals and co-founder of national network Breast Project. He is also president of Bristol Paediatric society and Teddy Bear Hospital Society.

Nicolas Rees is a 5th Year Medical student at the University of Bristol, President of the Ophthalmology society and co-founder of international, commended and award nominated teaching series Combat Finals.

Ffion Byrne is a 5th Year Medical student at the University of Bristol, Chair of the Teddy Bear Hospital Society and co-founder of international, commended and award nominated teaching series Combat Finals.

:10 minute Presentation:

Symposium 4

Collaborative programme delivery in higher education: what can we learn from the team-teaching approach?

Dr Joanna Hockenhull – Bristol Veterinary School

Dr Susan Horseman – Bristol Veterinary School

Higher Education degree programmes are typically taught collaboratively by different members of staff throughout their duration. There is a risk that coherency may be compromised if students do not appreciate how teaching activities relate to each other, the unit or the wider programme. This risk can be compounded if teaching staff have insufficient awareness of how their own contribution feeds into the whole.

Collaborative delivery falls loosely into the definition of team teaching. Team teaching is a well-established teaching practice subject to a large body of pedagogic research. It is likely that lessons learned in wider team teaching practice are also relevant for collaboratively taught programmes and can be used to strengthen this practice. Here we explore the published literature on team teaching, with the aim of identifying evidence-based recommendations for best practice to enhance the efficacy of collaboratively taught programmes in Higher Education, whether delivered online or face-to-face.

References:

N/A



Jo Hockenhull is an animal welfare researcher at Bristol Veterinary School. Her research focuses on the welfare of domestic animals, mainly equines and livestock. As the welfare of these animals relies so heavily on the decisions made by their human caregivers, most of her research involves talking to owners/farmers, vets, industry representatives and

other stakeholders about their understandings, beliefs and choices when it comes to the animals in their care. Jo was previously lecturer and unit organiser for the BSc Animal Behaviour and Welfare Science programme, and currently lectures at the University of Bristol and more widely on animal welfare and human-animal interactions.

Sue began her teaching career as a riding instructor in the West Midlands. Joining the Animal Behaviour and Welfare degree programme at Bristol Vet School, Sue felt she had found her calling, combining her love of animals with academic curiosity. Gaining funding to complete an MSc in Dairy Cattle Welfare and then a PhD in Equine Welfare, Sue was lucky enough to spend a further five years studying at the Vet School after completing her undergraduate degree. It was during this time that Sue also developed a passion for teaching and was lucky enough to be able to complete her associate fellowship in higher education during this time. At the end of her PhD she left Bristol, taking up a lecturing job at Duchy College in Cornwall, managing their MSc in Equitation Science. Sue is now a lecturer in Clinical Companion Animal Behaviour at Bristol Vet School and spends the majority of her time teaching behaviour, welfare and ethics to undergraduate veterinary and veterinary nursing students.

:10 minute Presentation:

Symposium 4

Anatomy Bootcamp: Evaluating the Impact of an Intense Anatomy Course on 2nd year Applied Anatomy Students

Dr Sara Sulaiman – Programme Director of BSc Applied Anatomy, School of Anatomy

Co-authors: all School of Anatomy

Dr Craig Johnson

Dr Dan Baumgardt

Dr Hettie Thomas

Dr Lucy Hyde

Professor Michelle Spear

Dr Natalia Trepp Centellas

Dr Sarah Allsop

Mr Tom Cornwall

Ms Victoria Duggan

Restrictions on facilities and face-to-face learning opportunities during the COVID-19 pandemic meant that applied anatomy students did not have the same access to anatomical specimens. As one of several mitigations across the programme, we describe the Bootcamp experience offered to 2nd year students.

The 2nd year of the Applied Anatomy programme has a strong reliance on practically applied teaching. Acknowledging that first-year students had missed opportunities for study in the dissection room, and that the 2nd year of the course built upon this foundational knowledge, the Applied Anatomy Programme decided to create an intense-one-week long anatomy review course (Bootcamp) for the 2nd year cohort. This intense course aimed to expose students to anatomical specimens, build their confidence and strengthen their sense of community and drew upon the Bootcamp/Intensive device often employed in postgraduate medical CPD.

Student feedback was extremely positive, more than 90% of students agreed that the anatomy Bootcamp enhanced their understanding of anatomical concepts, improved their confidence in dealing with anatomical specimens, and helped them to get to know their peers on the course. Students also reported that the anatomy Bootcamp has helped them to identify personal areas of strengths and recognised areas that require improvement.

Although both anatomists and students have raised to the challenge and successfully adapted to the new style of virtual anatomy learning, it is important for educators to carefully consider the inevitable consequences of the shift and develop opportunities for students to achieve all programme learning outcomes, formal and hidden, that could otherwise be missed.

References:

N/A



After graduating from Dundee University with a PhD degree in Human Anatomy in 2014, Sara took a position as a Lecturer in Anatomy at Northumbria University, UK. She contributed to the teaching and delivery of various modules in the department of Applied Sciences, as well as the Keith B. Taylor Global Scholars Program of St. George's International School of Medicine. Sara is currently a senior lecturer in anatomy teaching across different units and programmes at the School of Anatomy. She is also the BSc Applied Anatomy Programme director, the School's Careers and Employability contact and Athena Swan application lead.

:10 minute Presentation:

Symposium 4

Veterinary curriculum leaders: motivators, barriers and attributes

Professor Sheena Warman – Bristol Veterinary School

Co-authors:

Kate Cobb – University of Nottingham, UK

Heidi Janicke – St George's, Granada

Martin Cake – Murdoch University, Australia

Melinda Bell – Royal Veterinary College, UK

Sarah Kelly – Ohio State University, USA

Emma Read – Royal Veterinary College, UK

Elizabeth Armitage-Chan – Royal Veterinary College, UK

Expedited by the pandemic, online teaching- both by institutions as part of a blended learning strategy and unaffiliated organisations- has surged in popularity. However, there is significant variation in styles of online medical education platforms and many deliver overly complex revision sessions requiring a large time commitment to attend. To address this issue, as a group of final year medical students, we created a novel, online finals-orientated teaching series called Combat Finals.

We pioneered a virtual series of standalone, concise sessions, standardised against the MLA curriculum and NICE guidelines. The most recent of these sessions were each attended by over 250 people with international representation. These sessions were punctuated with interactive question polls and a monitored chat function throughout. Utilising social media, we produced daily revision content for our thousands of followers. Recognising the importance of a collaborative ethos, we established an international network of ambassadors who can create content to enhance their professional development.

We received feedback from 1330 attendees across all sessions delivered. Attendees reported an average improvement in their baseline knowledge of 51% and 36% across our lecture and single-best-answer

series, respectively. 100% and 99.4% of attendees would recommend our lecture and single-best-answer series to friends, respectively.

References:

N/A



Sheena Warman is Professor of Veterinary Education. Following four years in mixed practice, Sheena undertook specialist training in small animal medicine, gaining RCVS and European Boards and worked in clinical practice until 2017. Sheena has previously been BVSc Final Year Lead, BVSc Programme Director, and School Education Director. She is currently Faculty Education Director (UG) and Deputy Head of School, and is leading the Steering Group for the BVSc Curriculum Review. She is co-leading an international team exploring the experiences of veterinary curriculum leaders.

:10 minute Presentation:

Workshop

The journey into the world of the research paradigm

Dr Sarah Allsop – Bristol Medical School

Have you ever considered the philosophical standpoint under which you undertake your work as an academic? How do your beliefs and experiences influence and affect your teaching or research practices? This session will reflect on my own experiential journey into the language and philosophy of qualitative research, and share how gaining a better understanding of the research paradigm, can improve the quality of pedagogy both teaching and research. The session will explore concepts of aims, axiology, ontology, epistemology, rhetoric and methodology and get participants to explore their own views and values in the context of the scholarship of learning and teaching.

References:

Lincoln, Y. S., Lynham, S. A. and Guba, E. G. 2011. Paradigmatic controversies, contradictions, and emerging confluences, revisited. In: Denzin, N. K. and Lincoln, Y. S. (eds.) The Sage handbook of qualitative research. 4th ed., Creswell, J. W. 2007. Qualitative inquiry and research design: choosing among five traditions, Thousand Oaks, Sage., Brown, M. and Dueñas, A. 2020. A Medical Science Educator's Guide to Selecting a Research Paradigm: Building a Basis for Better Research. Medical Science Educator, 30, 545-553.
<https://doi.org/10.1007/s40670-019-00898-9>



Sarah is a Senior Lecturer in Medical and Anatomy Education. She has special interests in early years' medical education and supporting students as partners in learning. She has taught in higher education for over 10 years with a background as a doctor in the NHS and is currently pursuing her doctorate in Medical Education.

:1-hour workshop:

E-Poster

Identifying with the Teachers!

Andrew Burnett – Teaching and Learning for Health Professionals,
Faculty of Health Sciences

The number of healthcare professionals attending and completing the TLHP postgraduate certificate programme for education has significantly and continually increased over the past 5 years. How do these students view their new teaching identity within the context of their own healthcare profession? Does this alter during or after their taught experience of becoming teachers? Does their own professional identity influence their teaching identity? With the growth in interest in teaching within the health professions, the opportunity to explore these questions may deliver insights that develop our ability to attract greater numbers of those wishing to be preceptors and draw them from a wider range of health professions.

In this poster, I share my unfinished experience of interviewing these students over a period of more than 3 years during the Covid-19 pandemic and begin to offer some ideas on the emerging themes.

References:

Kiger, M.E. and Varpio, L., 2020. Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical teacher*, 42(8), pp.846-854. Stets, J.E. and Burke, P.J., 2000. Identity theory and social identity theory. *Social psychology quarterly*, pp.224-237.



Andrew is a lecturer within Teaching and Learning for Health Professionals (TLHP), Faculty of Health Sciences, University of Bristol.

:E-Poster:

E-Poster

Teaching Transparency: the value of sharing case-based learning pedagogy with students

Chloe Anderson – Bristol Veterinary School

In 2019 Bristol Veterinary School launched the BVSc Accelerated Graduate Entry Programme (AGEP), a fast-track undergraduate degree featuring case-based learning (CBL). Initial evaluation indicated that students struggled with aspects of CBL such as the emphasis on independent learning and the role of the facilitator. This study aimed to explore whether "sharing our pedagogic goals and rationales" with students (Cook-Sather, 2011) could help address these challenges.

Action research methodology was used as an "intervention in personal practice to bring about improvement" (McNiff et al, 1996). BVSc AGEF students were introduced to learning theories such as constructivism, andragogy and metacognition via an online resource. They then attended a focus group to explore the research questions:

- 1 The extent of student knowledge about CBL (and where are the limitations);
- 2 What value students place on pedagogical knowledge;
- 3 How pedagogical knowledge makes students feel towards CBL and what impact it has on their experience of it.

Qualitative data from the focus group was analysed using a mixture of inductive and deductive thematic analysis.

There were five main themes which emerged from the data: Understanding of CBL; Consciousness of learning; Personal reflections; Skills and experience; Groupwork.

Results in brief: Students were unanimous in their view that pedagogical transparency enhanced an appreciation for CBL; both the process and the skills gained. Students also gained a greater awareness of the personal and the collective learning experience.

Learning points: Many BVSc AGEP students graduate from didactic degrees and the shift to CBL can represent a significant challenge. For Schools adopting CBL there needs to be consideration for the management of this transition process. Pedagogic knowledge can empower the student learning experience, helping them to better gauge their ability and progress.

References:

Lessons in Higher Education: Five Pedagogical Practices that Promote Active Learning for Faculty and Students, Alison Cook-Sather. Journal of Faculty Development, v25 n3 p33-39, Sept 2011. McNiff, J., Lomax, P. and Whitehead, J., 1996. You and Your Action Research Project. London: Routledge.



Chloe has recently moved into the role of Curriculum Review and Development Manager at Bristol Veterinary School (BVS). Her previous role as Project Manager at BVS involved coordinating the development and implementation of the BVSc Accelerated Graduate Entry Programme (AGEP) which launched in 2019. Chloe has a background in Public Engagement and International Student Recruitment at the University of Bristol and is currently pursuing a part-time MA in Education at the University of Bath. This project was the basis of her educational enquiry unit on this course.

:E-Poster:

E-Poster

Seeing Things from the Other Side: An Insight into Veterinary Education for Veterinary Students

Ellie Sellers – Bristol Veterinary School

Co-Authors – members of the Clinical Demonstrator Team involved in the Extra Mural Studies (EMS) placements and students undertaking EMS placements – Bristol Veterinary School

Rebecca Vallis

Ben Cargill

Vicky Carliell

Anna Garvey

Lindsey Gould

Mia McLeod

Abi Miles

Sarah O'Shaughnessy

Lucy Squire

Sumuduni Tehminimulle

Background:

During the COVID-19 pandemic, students were unable to partake in their usual clinical extra-mural studies (EMS) placements. To facilitate students to meet RCVS requirements for EMS, the clinical demonstrator team offered veterinary education placements to three final year students during the Autumn term of 2020. The placements also provided an opportunity for students to develop teaching skills, explore career pathways and improve their reflective practice. The placements were highly successful and were re-offered in Spring 2022 with eight applicants for four places.

Overview:

Students were integrated into the clinical demonstrator team, managing their own teaching timetable alongside administrative 'tasks' such as

reviewing and updating teaching resources. Students were supported in all the teaching sessions, initially shadowing staff, and given opportunities to teach independently. Students led veterinary education research journal club, and engaged in reflective practice, including peer observation.

Student feedback:

‘I am keen to develop a potential career plan to follow in the clinical demonstrator steps’

‘I developed my communication skills’

‘I feel more prepared for a first opinion job’

What next:

The clinical demonstrator team hope to extend these opportunities in 2022-23, offering one-week placements to six final years to allow them to gain insight into the veterinary education career pathway.

References:

N/A



Ellie works within the Farm Animal department of the Veterinary Clinical Demonstrator Team at Bristol Vet School.

:E-Poster:

E-Poster

Outside the Box: a project to enhance the “well-roundedness” of final year medical students during a longitudinal primary care placement

Dr Lizzie Grove – Bristol Medical School
Dr Veronica Boon – Bristol Medical School

Introduction

The abilities of the well-rounded practitioner extend beyond standard clinical competencies toward attributes like emotional intelligence, self-care, and situational empathy. In our nine-week primary care apprenticeship, we sought to help students develop fresh approaches to such personal and professional development.

Research Question

What was the student and tutor experience of exploring and presenting learning “outside the box”?

Methods

A video introduced three potential topic areas: lifestyle challenge, creative practice, and medical literature review. Students picked a topic that was new to them and relevant to their future practice. At the end of the clerkship the students presented their topic exploration to student colleagues. Students and tutors completed questionnaires on the process.

Outcomes

There was 100% student engagement. 100% of the tutors were positive about the project, “we all enjoyed the presentations” and 67% of students rated the opportunity as ‘good or excellent’.

Most students chose lifestyle challenges such as sleep hygiene and outdoor swimming. “These activities have left me happier, healthier and better placed to manage the stresses of medicine!”. A creative project

involved learning music production and writing a song about a mental health. A student described “profound learning” by reading *With The End in Mind* by Kathryn Mannix’. Students valued hearing their colleagues projects “lots of areas ...to think about going forward for my own health and my future patient’s”.

Discussion and Conclusion

We have shown that programmed self-development opportunities are well rated by students, and potentially useful in terms of their development as well-rounded practitioners.

References:

1. Bombeke, K., Symons, L., Debaene, L., De Winter, B., Schol, S., & Van Royen, P. (2010). Help, I’m losing patient-centredness! Experiences of medical students and their teachers. *Medical education*, 44(7), 662-673. GMC guidance on good medical practice.



Lizzie is a GP and GP co-lead for year 4 and 5 primary care placement, centre academic primary care.

Veronica is a GP and GP co-lead for year 5 primary care placement, centre academic primary care.

:E-Poster:

