

Spring Symposium

25th April 2023

Event Handbook

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Introduction

Welcome and thank you for attending the NHS England – East of England Virtual Spring Symposium 2023.

This pack includes biographies and synopses from our facilitators and their sessions.

All our meetings and presentations are being led by colleagues and we hope that the content will be very useful and interesting to you.

Please be aware that the majority of sessions will be recorded and made available on our [website](#) after the event.

To help us with the organisation and planning of the next event; you will be emailed a link to provide us with some feedback. A certificate of attendance will be emailed to you upon completion of the feedback survey.

We have worked hard to put together what we feel will be a great event and hope you agree.

We hope you enjoy!

Faculty Support Team

Agenda

Time	Title of Session	Facilitator
09:00 – 09:10	Welcome	
09:10 – 10:40	Keynote: Team Communication in Healthcare: An Educational Perspective	Prof. Walter Eppich
10:40 - 10:55	Break	
10:55 – 12:15 Workshop 1	Health inclusion in the curriculum	Dr Emily Player & Dr Jessica Randal-Carrick
	International Medical Graduates Induction	Dr Malini Prasad
	Postgraduate Medical Expansion and Distribution	Anna Stockburn & Dr Ian Barton
	Supporting Trainers of Trainees in Difficulty	Dr Francesca Crawley & Dr Chris O'Loughlin
	Reflections on sharing medical education best practice internationally	Dr Safiya Virji
	NEW: GMC workshop for Educators	Victoria Goodwin
12:15 -12:50	Lunch	
12:50 – 14:10 Workshop 2	Health inclusion in the curriculum	Dr Emily Player & Dr Jessica Randal-Carrick
	Less than Full Time Training	Dr Rowan Burnstein
	Active Bystander Training	Mark Bailey
	Reflections on sharing medical education best practice internationally	Dr Safiya Virji
	Leadership: Enhancing the EOE Leadership Experience	Dr Harry Me & Dr Joel Kanhai
14:10-14:25	Break	
14:25-15:45 Workshop 3	Artificial Intelligence	Dr Denys Pak
	Blended Learning - how to set up a blended learning fellowship programme	Dr Sohel Samad & Blended Learning Fellows
	Postgraduate Medical Expansion and Distribution	Anna Stockburn & Dr Ian Barton
	Supporting Trainers of Trainees in Difficulty	Dr Francesca Crawley & Dr Chris O'Loughlin
	Active Bystander Training	Mark Bailey
15:55 – 16:25	SLT Update and Q&A	

Keynote

Team Communication in Healthcare: An Educational Perspective

While recent initiatives to prepare clinicians for team-based clinical practice emphasize interprofessional education, entrenched structures and practices remain that continue to foster intraprofessional approaches. These same siloes also pervade paediatric practice. Clinical workplaces are often characterized by stark boundaries and tribal mentalities between professions and disciplines.

Unfortunately, these same boundaries serve to impede the same communication pathways that are vital for safe, effective, resilient patient care. These tensions also impede collaboration within and between teams, hampering individual and team learning. Developing a culture of 'team reflection' could help overcome these tensions and serve both learning and patient care.

In this session, Walter will explore beliefs and behaviours that promote team reflection and team inclusiveness, such as the importance of psychological safety and perspective taking, inclusive leadership, and inclusive leader language. Finally, Walter will give practical strategies to integrate team reflection into your daily clinical work.

Professor Walter Eppich, MD, MEd, PhD, FSSH

Professor and Chair of RCSI SIM, the Centre for Simulation Education and Research
RCSI University of Medicine and Health Sciences, Dublin, Ireland



With a clinical background in paediatric emergency medicine, Professor Eppich uses qualitative and mixed methods approaches to study topics related to interprofessional collaborative practice, team reflection, healthcare debriefing, and team adaptation. He earned a PhD in Medical Education from Maastricht University. He has co-authored over 100 peer-reviewed articles, editorials and book chapters. In addition to his work in health professions education and healthcare simulation, Walter collaborates with team and organizational psychologists to study team processes both in and outside of healthcare. In 2018, he travelled to Antarctica to perform ethnographic field observations and in-depth qualitative interviews to investigate how Antarctic research teams adapt to ever-changing conditions in extreme environments. His research program seeks to delineate the contribution of workplace talk and team interactions to learning and performance.

Workshops 1

Health Inclusion on the Curriculum

A guide to health inclusion, what it means as a health care professional and educator and where it sits in the curriculum. An opportunity to revisit the guidance, evidence and theory surrounding health inclusion. Followed by interactive case discussions in break out rooms with time allocated for feedback and discussion.

Dr Emily Player and Dr Jessica Randal-Carrick

Dr Emily Player is a GP working in Deep End Practice in Norwich, Norfolk. Emily has an interest in medical education and works as a GP tutor for the University of East Anglia, she is a GP trainer and is the Quality and assurance medical lead for the Norfolk and Waveney training HUB. Emily is interested in health inclusion and delivering education to enable inclusivity in primary care. Emily is the East Anglia Faculty educational lead for RCGP.

Dr Jessica Randall-Carrick is an Early Career GP with a particular interest in promoting health equity. She is the C&P ICS Clinical Lead for Diabetes & Obesity, and Co-Leads CVD Prevention with Dr Val Thomas (C&P Public Health Consultant). Jessica launched Deep End: East of England in September 2021, connecting those individuals & practices who are serious about improving the health & well-being of those communities who live in our most deprived areas, or face the most challenging socioeconomic circumstances. There are now Deep End networks in each of the six ICS' across EoE, seeking to support health & care organisations intentionally mitigate health inequalities, based the established expertise & experience of our Deep End Colleagues in Scotland & across the UK.

International Medical Graduates (IMG) Induction

Enhanced induction for International Medical Graduates aims to welcome, prepare and support the doctors for working in the NHS. It is a multifaceted learning exercise touching on socio-cultural, ethical, professional communication, and governance domains among others. This session looks at the why, what, where and how this induction could be provided and discussion about the way this evolves in the future.

Dr Malini Prasad

Malini Prasad – MBBS; FRCOG; MMed. Edu; MSc (Healthcare Leadership); MD Malini is a gynaecologist in Suffolk with a special interest in early diagnosis and management of gynaecological cancers. She has an interest in Medical Education. She is the Associate Dean for Equality, Diversity, Inclusivity and Differential Attainment in the HEE EoE and the Training Programme Director for the School of Obstetrics and Gynaecology. She is the Fellows and Members Representative at the Race Equality Taskforce RCOG.

Postgraduate Medical Expansion and Distribution

The distribution of specialty training programme has now reached Phase A, following an initial trial of 3 specialty training programmes. The distribution programme is a long-term project to contribute to addressing the health inequalities currently visible across England. The programme aims to ensure that the supply of the future workforce of consultants and postgraduate doctors in training is in the right place, at the right time in the right numbers to support the needs of the population. This is also being managed alongside a period of expansion within postgraduate medical programmes across Mental Health and Cancer and Diagnostics programmes.

In this workshop, we will explore with you the background to how the modelling and allocation of training posts has been achieved nationally as well as the opportunities and challenges that the East of England has encountered to date within the programme. We will also talk through specific scenarios with you to support and enhance your understanding of the wide range of factors to consider when gaining or losing training posts within a training programme.

Anna Stockburn and Dr Ian Barton

Anna Stockburn is the Senior Education Programme Manager for Distribution and Expansion in the East of England region. Her role is to coordinate and support the expansion and distribution of all postgraduate medical training programmes in the East of England alongside the Deputy Dean for Strategy and Risk and each Head of School and Training Programme Director.

Anna has worked for Health Education England since 2015, and has experience in assessment, recruitment, professional support & well-being, and programme management of postgraduate doctors in training. Anna also has 18 months experience working in HEE's national education funding reform team, where she was responsible for the funding policy of postgraduate medicine. Anna was responsible for coordinating the yearly updates to the DHSC Education and Training Tariff Guidance and also developed HEE's new national funding policy for Less-than Full-time training.

Dr Ian Barton: Having started his consultant career as an intensivist in Whipps Cross Hospital, Ian moved to Basildon Hospital in 1997 as a consultant nephrologist. His educational roles there included Unit Training Director for Medicine, RCP District College Tutor, Clinical Tutor, Modernising Medical Careers Lead and Foundation Programme Director. He became the Regional Clinical Tutor Lead in 2008 and moved on to become the Head of School of Medicine in 2010.

He subsequently became the Deputy Chair of the National Heads of School of Medicine Group and was a member of the JRCPTB's Management and Policy Board. He gave up all these roles in 2017 to become the Deputy Dean for Secondary and Tertiary Care.

Supporting Trainers of Trainees in Difficulty

This will be a practical workshop aimed at supporting trainers and TPDs who manage trainees who have performance concerns. We will base the workshop on case studies and will be plenty of opportunity for interaction, questions, and answers. The workshop will focus on practical tips for supporting trainees, from recognising early warning signs through to the management of complex cases and challenging outcomes. We will share some of the findings from the work undertaken by the Professional Support and Well-Being Service and also provide a reminder of the services available to support trainees.

Dr Francesca Crawley and Dr Chris O'Loughlin

Francesca Crawley is an Associate Dean at HEE and the Lead Clinical Case Manager for the PSW. She is a Consultant Neurologist at West Suffolk Foundation Trust.

Chris O'Loughlin is a Consultant Adult Psychiatrist working around Ely. Chris was previously Director of Medical Education, Core Training Programme Director in Cambridge and Peterborough Foundation Trust (CPFT) and up until recently, Head of School for Psychiatry in the East of England (EoE). Chris is Deputy Postgraduate Dean in Health Education England, EoE, and also provides input as a case manager for the PSW and runs ARCP Chair training in collaboration with other HEE EoE colleagues. Away from work Chris enjoys music, and in warmer weather does triathlons (to relax rather than compete).

Reflections on Sharing Medical Education Best Practice Internationally

Over 2000 doctors graduate annually in Jordan but there are only 30 Family Medicine speciality training posts. Therefore, most doctors in Jordan work as GPs without any specialist qualification after completing medical school. To fill this considerable educational gap, Erasmus+ funded the creation of a unique one-year Primary Healthcare Diploma to upskill Jordanian GPs. This was a collaborative project where Dr Virji lead UK contributions on behalf of QMUL with her expertise from her role as a TPD for HEE EoE. Safiya co-developed this diploma with Radboud University (The Netherlands), KU Leuven (Belgium), and three Jordanian medical schools. The learning outcomes of this diploma include improving clinical care, empowering doctors, enhancing patient experience, and reducing healthcare costs.

This workshop shares some of the concepts and lessons learnt as a senior GP educator working with doctors from diverse backgrounds to understand and reduce health inequalities and deliver a tailored, and relevant learning experience. Delivering material onsite in Jordan as well as virtually has enabled a good appreciation of the context of social justice and what factors lead to educational, social and health inequalities. Having recently delivered trainers workshops and trainee modules in Jordan, Safiya hopes to facilitate discussions on how to develop a personalised approach to learning which promotes the identification and achievement of

educational goals in underrepresented learners which can then lead to behavioural change in marginalised groups.

Dr Safiya Virji

Safiya is a GP with a special interest in leadership and education. She is a Training Programme Director (TPD) for GP trainees in Luton – many of whom are international medical graduates (IMGs). Safiya's role is to ensure a good quality training environment is developed and maintained in an area of high patient deprivation. Being the most senior member of the team, Safiya also supports the development of her two TPD colleagues. In addition to being an educational supervisor (ES) to GP trainees in the workplace, she is an ES for qualified GPs who have conditions on their practice from the GMC.

Safiya has a bachelor's degree in management following an interest in learning styles and how to enhance working environments to get the best out of a team. Having completed a 2.5-year term as a clinical director for Luton CCG, as well as a master's degree in medical education, she now works as a senior clinical lecturer at Queen Mary's University of London (QMUL) with undergraduate medical students and postgraduate GPs where she combines her leadership and educational interests in health equity.

Safiya is an NHS appraiser and is interested in the development and wellbeing of her GP colleagues. Taking time to understand where peers are in their personal and professional journey by conducting regular annual appraisals and facilitating the exploration of how they can move forward and achieve their goals, brings her a massive amount of gratification.

Outside of the workplace, Safiya is a clinic lead for a charity and leads medical clinics with healthcare professionals from across the world for orphans and vulnerable in the Middle East. Her aim is to facilitate learning and development for both her and the people around her. Encouraging people to believe in themselves and what they have to offer is the most satisfying experience she has come across to date.

GMC workshop for Educators

This session will look at equality, diversity and inclusion and the GMC's approach to addressing disproportionate referrals to fitness to practice processes and differential attainment in medical education.

Victoria Goodwin

Victoria Goodwin is a Regional Liaison Adviser at the GMC.

Workshops 2

Health Inclusion on the Curriculum

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Less Than Full Time

This workshop will review current LTFT programs in the region and the most recent guidance from the Gold Guide and the impact for EoE.

Dr Rowan Burnstein

Rowan is Deputy Dean at NHS England, formerly Health Education England East of England, responsible for LTFT, Consultant in Anaesthesia and Intensive Care.

Active Bystander Training

The Active Bystander training programme aims to empower staff to challenge poor behaviours and bring about cultural change through the reinforcement of messages defining the boundaries of unacceptable behaviour.

- An understanding of what bystander apathy is and the importance of being an active bystander
- Learn skills and techniques to positively challenge bullying, harassment, micro-aggressions and other inappropriate behaviours
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- Decision-making techniques to help delegates overcome fear and self-doubt when faced with a challenging situation
- Assertiveness techniques to give delegates confidence and tools to speak out, whether they are dealing with the challenge directly or calling for help from others

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Having seen first-hand in his therapy work the effect that bullying and inappropriate behaviour can have on people's psychological well-being; he is committed to empowering as many people as possible to be active bystanders.

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Leadership: Enhancing the EOE Leadership Experience

Leadership is an essential competency which must be developed and demonstrated among trainees. Understanding this, HEE EOE has developed a series of resources and opportunities to support trainees in developing this capability. However, trainees / trainers often find this arena difficult to navigate.

This is trainer focused workshop exploring the barriers to trainees engaging with leadership activities and helping to empower trainers to assist trainees further.

The workshop explores leadership under the umbrella of: The Trainee and Leadership and Leadership in Theory and Leadership in Practice. We will also discuss the development of a simplified leadership journal which trainees can carry from their foundation to speciality training.

Dr Harry Me

Dr Harry Mee is an ST5 in Rehabilitation Medicine. He is a 2023 HEE Leadership Fellow and Fellow in the King's Next Steps Program and along with his colleague Dr Kanhai, is jointly responsible for developing and promoting the HEE Leadership Ladder and as part of the Leadership Steering Group developing initiatives and opportunities for EOE trainees.

He has a particular interest in systems leadership and is developing a podcast series complementing the HEE EoE leadership ladder, to hopefully provide another means by which trainees can access leadership resources.

Dr Joel Kanhai

Dr Joel Kanhai is a ST3 in General Practice based in Bedford. He is a 2023 HEE Leadership Fellow and Fellow in the King's Next Steps Program. Within the scope of the fellowship his is jointly responsible for developing and promoting the HEE Leadership Ladder and as part of the Leadership Steering Group developing initiatives and opportunities for EOE trainees.

His interest aligns with his lived experience as a trainee new to the NHS and UK. He has held roles within his own VTS as an International Medical Graduate Representative where he has developed a broad view of the challenges of IMGs and how this can be addressed. He has been a LEAF BUD Faculty which is the HEE program for developing trainees with the skills to be Educators and Trainers. Merging these two experiences he brings insight to the Integrated Teaching Across the Region Steering Group, which looks at the delivery of training for the General Practice School.

Workshops 3

Artificial Intelligence

Artificial Intelligence (AI) is changing the way we learn and practice medicine. During the session, we will focus on AI as a technology, exploring how it works, its clinical applications, current trends (such as generative AI), and development opportunities for clinical and non-clinical staff in this domain.

One of the primary objectives of this sessions is to encourage 'computational thinking' - applying general computer science concepts to solve clinical, administrative, or logistical problems. While modern technologies like AI are evolving extremely fast, it is important to have a realistic outlook on what problems they can or cannot solve, potential barriers to adoption and their impact on our jobs.

Dr Denys Pak

As an Associate Postgraduate Dean for Digital Innovations and Clinical Entrepreneurs, Denys is responsible for supporting innovators and upskilling our workforce regarding the scope of emerging digital health technologies, their applications, and the challenges around the deployment and adoption of these solutions in clinical practice. Denys has established two fellowship programmes in the East of England: The Fellowship in Digital Health and the Fellowship in Clinical Artificial Intelligence to support trainees interested in leading digital transformation within the system. The Clinical AI programme is due to commence in July 2023 and will be run collaboratively with The London Centre for Medical Imaging and AI and the Cambridge Centre for AI in Medicine (CCAIM).

In his role with national innovation accelerator programmes, Denys assesses funding applications for the NHS Innovation Accelerator and SBRI Healthcare, and also participates in the national Digital, Artificial Intelligence and Robotic in Education (DART-Ed) project. His clinical background in neurology and stroke medicine enables him to offer a unique perspective on the digital health field. As a clinical entrepreneur and AI enthusiast, Denys is especially interested in exploring the potential of artificial intelligence, specifically image recognition and natural language processing within healthcare settings. Additionally, he is currently leading the development of a Leadership in Digital Health course at the University of East Anglia, scheduled to launch in 2024. Denys is also a mentor on several innovation accelerator programmes, including Conception X (PhD deep tech venture programme), and has extensive experience in supporting health tech start-ups throughout their development journey.

Blended Learning – How to set up a Blended Learning Fellowship Programme

This session will aim to cover two elements. The first section will cover how to set up a blended learning programme with some examples of courses we have created. The second section will cover how to storyboard an e-learning course.

Dr Sohel Samad and Blended Learning Fellows

Dr Sohel Samad is an anaesthetic ST6 trainee and also a Senior Blended Learning fellow working with HEE EOE. Sohel has an interest in education and utilising e-learning and blended learning methods to improve medical education.

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Useful Information for Delegates

Feedback

A feedback survey will be sent out at the end of the day.

Certificates

Certificates of attendance will be sent out upon completion of the feedback survey. Please allow up to 4 weeks for certificates to be issued.

Recordings

Recordings of all sessions we have been given permission to record will be uploaded to the [webpage](#) following the event. Please allow up to 4 weeks for these to be uploaded.

For any further questions, please contact educatorsfaculty.eoe@hee.nhs.uk

Thank you all very much for attending the
Spring Symposium 2023

We hope that you have enjoyed yourselves.