

## PROGRAMME: BeSST CONFERENCE 2023 (27<sup>TH</sup> AUGUST)

09.30- 09.35	Welcome and Introduction		
09 40 –10.10	Plenary	Hiroshi Nishigori and Junichiro Miyachi	Behavioral and Social Science Education in Relation to Clinical Practice: The Case of Japan
10.15 - 11.15	Session 1	Karen Adams	Staff and students co-producing multi-disciplinary teaching resources with an emphasis on BSS
		Abby Barnes, Chase Ledin and Helen Eborall	HIV/AIDS: a case study of applied critical public health as a building block in the early years curriculum
		Lauren Hardie-Bick, and Marina Boulton	An integrated approach to teaching and learning about inequalities and inclusion in healthcare at Brighton and Sussex Medical School (BSMS).
11.15 –11.45	<b>Break</b>		
11 45 –12.30	Session 2	Foster, Anna and Kathy Kendall	“I am training students for a job I’ve never done”: A Qualitative Study of the Experiences of Teaching Biomedical Science Subjects to Medical Students in the UK
		Paul Stronge	‘Yes, but what does that mean you do exactly?’ An auto-ethnographic reflection on job titles and the quiet work they perform in upholding and interrogating integration in medical education
		Penny List and Karen Adams	The behavioural and social sciences should be integrated into knowledge exams for medical students: Discuss!
12.35 –13.05	Session 3	Suhad Daher-Nashif	When the dead speak for us: behavioural and social sciences integration in anatomy education
		Stephanie Powell, Naa Okantey, Bi Anbreen	Reflective tools to support real-world, community-engaged learning
13.05 – 1400	<b>Lunch</b>		
14.00 –15.00	Session 4	Lauren Olsen	Distribution of Pedagogical Power and the Process of Integration in the U.S.
		Kelly Underman	Burnout Inventories and the Unsettled Science of Wellness in Health Professions Education
		Alexandra Vinson	The Struggle to Integrate SJT Scores into US Admissions Decision-Making Processes
15.05–15.35	Session 5	Rosalynn Vega	Medical Anthropology at the National Autonomous University of Mexico (UNAM)
		Paul Whybrow	‘Nothing that is worth knowing can be taught’: A critical reflection on the concept of the hidden curriculum within medical education
15.40–15 45	Closing Comments		

## POSTERS

Dana Alkhatib, Abigail Ocansey and Evie Fioratou	Reflecting on Cognitive Dispositions to Respond (CDRs) in clinical practice: Development of a formative assessment at Dundee Medical School, UK
Ines Blanco-Romero, Reagan Lee, Heather McAdam, Wesley McLoughlin, Felicity Pelling, Molly White, Helen Eborall and Jeni Harden	An audit of social sciences in the clinical curriculum at Edinburgh Medical School.
Helen Eborall, Sophie Carmichael, Claire Gardiner, Liz Griffiths, Jen Learmonth, Alison Leitch	Community link working and medical students – the Edinburgh experience