TASME 2026

FROM VISION TO PRACTICE:

ADVANCING CLINICAL EDUCATION

ABSTRACT BOOK



FOREWORD

It is with great pleasure that we present you the abstract book for *TASME2026: From Vision to Practice – Advancing Clinical Education,* our annual spring conference brings together early-career educators, clinicians, and researchers from across the UK and beyond to explore, question, and shape the future direction of clinical education. This year we are focusing on looking to the future and how technology will influence the education and training of healthcare professionals including the use of AI and how we as educators and clinicians use these resources.

The abstracts featured in this collection are a testament to the breadth of talent, and dedication within our community of early career clinicians and academics. From innovative approaches in simulation and teaching practice to thoughtful explorations of wellbeing and equity in education, these submissions reflect the diversity of experiences and the variety of work being undertaken to improve clinical training.

We are deeply grateful to all those who submitted their work for consideration. Your contributions not only enrich this conference, but I hope will continue to drive forward change in the field. We would also like to extend our sincere thanks to our abstract reviewers, session chairs, and the wider ASME team for their tireless support in making this event possible.

As you read through the abstracts and take part in the conference, we encourage you to engage fully with the ideas presented, challenge assumptions, and spark conversations that will carry beyond this event and above all enjoy the event.

Dr Oliver Mercer

TASME Chair

Presentation Details: The Abstracts included in this book were presented at TASME2026: From Vision to Practice – Advancing Clinical Education, A one-day, national conference held at Queen Mary University of London on Saturday 9th May 2026.

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All abstracts submitted were assessed by the organising committee and either presented as an Oral (10-minute presentation), Compact Communication (4 slides, 4-minute presentation) or Poster Presentation. There was the opportunity for questions for all presentation formats.

Cinemeducation as an Educational Innovation: Using Film to Teach Empathy, Professionalism and Patient Experience in Undergraduate Medical Education

Presentation type	Compact Communication

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What problem was addressed?

Teaching empathy, professionalism, and patient experience remains a challenge in undergraduate medical education. Curricula often prioritise biomedical knowledge and can struggle to engage students in reflective learning. Cinemeducation i.e. using film as a pedagogical tool, offers a reflective, practical approach to explore empathy, ethical complexity, communication, and professional identity formation. (1) (2)

What was tried?

We developed and delivered a cinemeducation Student Selected Component (SSC) for second year undergraduate medical students. The programme centred on guided viewing and discussion of the film 'Wit', alongside student-selected films and television episodes addressing medical and ethical themes. Students actively co-created an analytic rubric to assess media portrayals of illness and healthcare. Learning activities included facilitated group discussions, comparative film analysis, reflective writing, and an experiential visit to the London Cinema Museum. A mixed-methods evaluation was conducted using an anonymous end-of-course survey incorporating Likert-scale items and open-text responses.

What lessons were learned?

Students engaged well and perceived film-based discussions valuable for exploring empathy, and ethical complexity. Quantitative data demonstrated strong agreement that the SSC enhanced understanding of empathy, communication, professionalism, and end-of-life care. Qualitative analysis identified themes of emotional impact, reflective depth, and increased awareness of patient perspectives.

Cinemeducation represented an innovative and scalable approach to teaching the human aspects of medicine. This SSC demonstrated that structured film-based learning, combined with guided reflection, can meaningfully support empathy development and professional identity formation in undergraduate medical students. It is low-resource and adaptable, making it suitable for integration within undergraduate medical curricula.

References:

1. De Souza D, Adams GC. Practical pedagogical tips for using movies in medical education. Acad Psychiatry. 2022;47(1):90-94. doi:10.1007/s40596-022-01740-y

2. Adams JE, Williams R, Gillespie C, et al. Using an animated film to foster understanding of and engagement in addressing implicit bias through empathy across the health care continuum. Acad Med. 2023;98(11 suppl):S169-S169. doi:10.1097/ACM.0000000000005389



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