

Workshop Outlines

Wednesday, 6th February 2019

Pre-Conference Workshop 01; Teacher development (full-day workshop)

Facilitated by Faculty from the Masters in Clinical Education/ Health Professions Education at NUIG, UCC & UL; Peter Cantillon (NUIG), Catherine Sweeney (UCC), Robert Gaffney (UCC), Sarah Harney (UL)

We are blessed! There are now three Masters in medical/health professions education programs in Ireland. The three programs collaborate each year to offer an integrated and coherent teacher development day as part of the INMED preconference workshop series. This year, the University of Limerick will offer a two hour workshop entitled “small group teaching – lessons learned from students and tutors”. A UCC team will lead a workshop looking at how to provide safe and effective feedback. The teacher development day will end with a workshop led by NUI Galway demonstrating evidence-based techniques for making the most of teaching opportunities when you are busy.

Pre-conference workshop 02; Humanities in Health-Professions Education (half-day workshop)

Facilitated by Faculty from the School of Humanities and School of Medicine at NUIG

Workshop Facilitators: Dr. Seán Crosson, Prof. Gerard Flaherty, Dr. Conn Holohan, Ms. Mary McPartlan, Prof. Felix Ó Murchadha, Dr. Orla Richardson, Dr. Ian Walsh

This 3-hour workshop will be led by NUI Galway academics from the School of Humanities, in collaboration with the School of Medicine. The aim of the workshop will be to increase participants' appreciation of the potential for a deeper engagement between health professions educators and local experts in the humanities. University Schools of Humanities provide a rich but largely untapped resource for innovative health professional curricular design and assessment. Local academics representing the disciplines of drama and theatre studies, film and digital media, philosophy and music will introduce key concepts to the participants and encourage them to be creative in integrating the humanities into mainstream health professions education. This interactive workshop will be framed by opening and closing remarks from an experienced medical educator who will share the experiences of the NUI Galway undergraduate medical programme and challenge the participants to forge stronger collaborations with the Arts community in humanising their own healthcare curricula.

Pre-conference workshop 03; 'Schwartz Rounds in Action: improving patient care through staff care (half-day workshop)

Facilitated by Barbara Wren & Catherine Anne Field

Background and rationale: Health care professionals and allied health care staff and students work in often complex, challenging and potentially distressing situations when caring for patients. They work in environments with high levels of organisational change and uncertainty and regular turnover of staff. Working in health care carries the risk of burnout among staff, it can also lead to increased boundaries and defences when dealing with patients. Evidence has shown that withdrawal from feelings / emotions can lead to a decrease in compassion and empathy which can decrease the ability to provide high quality care to patients. The Schwartz Rounds which are structured monthly meetings provide a forum for staff from all disciplines to reflect on the emotional aspects of their work. Galway University Hospital is one of two clinical sites in Ireland piloting this intervention.

Short description of workshop: This workshop will outline the background of the development and implementation of Schwartz Rounds which originated in the United States and have been implemented throughout the United Kingdom and are now being rolled out in Ireland. Participants will have the opportunity to observe a real life Schwartz Round in action.

Pre-conference workshop 04; Identifying and Responding to Students in Distress and at Risk (half-day workshop)

Facilitated by James McCormack (NUIG)

The aim of this workshop is to provide staff who have daily contact with students with some knowledge and skills to identify and respond to distressed and at risk students. This will facilitate early intervention and increase the likelihood of students being linked with support services which is crucial to their mental health. This is abridged version of the full day training. The delivery method is a mix of slides, small/large group activities and exercises with James incorporating vignettes from clinical practice and personal experience to keep the material alive (and the audience awake!).

Topics covered:

- How to recognise signs of distress.
- My World Survey – a glimpse at the stressors for students
- Identifying at risk Students: risk factors, protective factors, warning signs
- The range of resources and support services within colleges and in the community with which students may be linked with depending on their needs.
- Clarifying the scope and limits of staff members' role when responding to vulnerable students.
- Confidentiality and its limits
- Communication skills for responding effectively to students in distress or at risk.
- Self-Care for staff.

Workshop Outlines

Thursday, 7th February 2019

Morning Parallel Session - NUI Galway-led workshop: Addressing Student Well-Being Head On

Facilitated by Pádraig McNeela, Diarmuid O'Donovan and John Hannon (NUIG)

Aim: Explore challenges to students' own health and wellbeing, and how educators can better support personal and interpersonal development.

Objectives:

Share Irish research findings on student health and wellbeing to promote educator reflection

Work with participants to identify key challenges to health and wellbeing among their students

For participants to share knowledge of activities and interventions that support healthcare students

Consider feasible solution strategies for improving student health and wellbeing, in the curriculum and in support systems

Afternoon Parallel Session - Workshop: NUIG Led workshop; “Out of the Silos!- Learning how to learn together” An Interprofessional Educator Workshop

Facilitated by Professional Alliance of Clinical Educators (PACE), College of Medicine, Nursing and Health Sciences, NUIG. Workshop Facilitators: Eimear Burke, Rosemary Geoghegan, Caroline Hills, Maureen Kelly, Marion O'Regan Martin Power, Eileen Walsh

The problem

Educational innovations, advancements in teaching and assessment strategies, educational research and development of best practice guidelines, are continuously occurring within health and social care programmes. However traditionally there is very little cross pollination between the various health related professions (eg nursing, medicine, social care, allied health professions) with respect to sharing information and experience in the educational domain. Accordingly important knowledge advances can remain restricted within the professional silos. This represents a significant lost opportunity for academics to learn from and with each other.

What we did

The Professional Alliance of Clinical Educators (PACE), College Medicine, Nursing and Health Sciences, NUI Galway, is a faculty development forum for educators involved in teaching and assessing on health and social care programmes. Throughout the academic year lunchtime meetings are held regularly to share best practice innovations and research in education and assessment.

The workshop

This workshop will map out the set up and development of PACE. The PACE experience will serve as a prompt for workshop participants to explore the drivers, rewards and challenges of health and social care educators coming together to share and learn. Participants will have an opportunity to explore strategies that may overcome perceived challenges to this type of inter-professional faculty development, and to consider if this practice would be feasible within their own setting.

Workshop Outlines

Friday, 8th February 2019

Rapid Infusion Workshop 1; Training in Compassion- is it possible and how would you do it?

Facilitated by Professor David Shlim

Compassion is often thought of as a character trait rather than a quality that can be cultivated. A goal for training in compassion would be to achieve a compassion that is more stable, inclusive, and effortless. Patients can very easily detect when a caregiver is conveying a genuinely compassionate attitude, but caregivers aren't always able to convey that feeling. The workshop will explore the basis of compassion, help develop confidence in a vocabulary of compassion, and introduce the ways that one can utilize greater compassion in one's work, while at the same time making it easier.

Rapid Infusion Workshop 2: Mentoring undergraduate students in the health sciences

Facilitated by Yvonne Finn, Caroline Hills & Siobhan Smyth (NUIG)

Undergraduate students in the Health Sciences rate mentoring as important. However implementation of an effective mentoring programme can be challenging in undergraduate curricula and this may lead to poor engagement by mentees and/or mentors. This workshop employs a structured brain-storming process, the nominal group technique, whereby participants work together to reach agreement, by consensus, on the top 10 recommendations for an effective mentoring programme in the undergraduate Health Sciences.

Rapid Infusion Workshop 3 : Getting Published.

Facilitated by Peter Cantillon (NUIG)

Many new entrants to academic posts struggle to get their research published in academic journals. This two hour workshop is largely targeted at delegates early in their academic careers. It will cover paper drafting issues such as title, abstract construction, writing a compelling introduction, presenting a coherent research narrative and selling your paper to the editorial team. It will also describe how the editorial process works and how to respond to the inevitable critical comments that you will receive via the peer review process. This workshop has been used in a variety of settings in the UK and Ireland and is based on the authors experience as an editorial team member at the BMJ and education for primary care.

Rapid Infusion Workshop 4: EXQUISITE Qualitative research

Deirdre Bennett^{1,3} & Jenny Johnston^{2,3}

1. University College Cork
2. Queen's University Belfast
3. The European Centre of Excellence in Qualitative Study and Inquiry in Training and Education (EXQUISITE)

Target audience: Newcomers to qualitative research, or those who have some experience in the area, and would like to learn more.

Workshop Summary: Broadly speaking, analytical approaches in qualitative research examine either *what is said* (the content), or *how it is said* (the language used). Each category offers interesting possibilities for the researcher. The objective of this workshop is to discuss how to choose an analytical approach, and to provide participants with the opportunity to apply different approaches to authentic data. Participants will learn about the procedures, and the strengths and limitations of content and language focussed approaches.

Rapid Infusion Workshop 5: Supporting medical students workplace-learning
Facilitated by Tim Dornan, Grainne Kearney, Richard Conn (QUB)

A century ago, when medical students learned as apprentices, there would have been no need to discuss this. But growing student numbers, increasing demands on curricula, and pressurised clinical workplaces have led to necessary changes in clinical education. This makes issues of how we support students to become doctors more important than ever. But what really goes on in clinical placements? What are the principles of effective clinical education? And how can clinical teachers create conditions to support it in overstretched clinical environments with limited resources?

This workshop will be of interest to clinical teachers, faculty developers, and curriculum leaders. In it, we present findings of a recent systematic review of up-to-date evidence on how medical students learn in the workplace, which updates and builds on previous work by Professor Dornan. We invite participants to discuss case studies of good clinical education from across the globe, exploring how students learn on clinical placements, how this contributes to them becoming doctors, and how educators can support them in the process.