

## Workshop Abstracts

Wednesday, 7th February 2018

### ***W01. Practitioner research. Supporting learners' learning and your career development***

Deirdre Bennett<sup>1</sup> and Tim Dornan<sup>2</sup>

<sup>1</sup> Medical Education Unit, University College Cork, <sup>2</sup>Queen's University Belfast

The place of research in medical educators' portfolios of responsibilities is uncertain. Workloads and job descriptions don't favour it. Yet promotion procedures demand it. Research, moreover, can add interest to 'the day job'. Current trends in research methodology – moving away from RCTs towards design-based, and implementation research – create new opportunities for scholarly educators. This workshop introduces participants to the concept of practitioner research, helps them think how they could conduct it in their practice settings, and introduces some methodological insights that could help them do so.

### ***W02. Pre-conference Workshop: Teacher Development***

Facilitated by faculty from the Masters in Health Professions Education/ Clinical Education at UCC, UL & NUIG

This full day workshop will be facilitated by faculty from the Masters programmes in Health Professions Education and Clinical Education at NUIG, UL and UCC. It will focus on the needs of clinical teachers. Topics covered will include teaching on the run in a clinical environment, questioning and answering strategies, teaching professionalism and teaching clinical skills in a simulated environment.

### ***W03. Delving into Qualitative Research: A Team-Based Learning Exploration***

Dr. Dorene Balmer, The Children's Hospital Philadelphia & Perelman School of Medicine, University of Pennsylvania

This workshop is aimed at interested and/or novice qualitative researchers (research experience is helpful but not necessary).

Qualitative research is increasingly recognized in health professions education as a rigorous way to answer important research questions. To gain an understanding of qualitative research, this workshop will employ team-based learning, an innovative teaching modality that, like qualitative research, emphasizes multiple perspectives and diverse approaches to real life issues. In this workshop, participants will be introduced to the philosophical roots of qualitative research but spend the majority of time delving into qualitative research methods - sampling, data collection, data analysis and criteria for 'validity'. Participants will work together in small groups, and as a whole, to solve problems taken from actual qualitative research in health professions education.

## Workshop Abstracts

Thursday, 8th February 2018

### ***W04. Preparing your INMED Funding Application***

Dr. Aislinn Joy & Dr. Colm O'Tuathaigh. Medical Education Unit, School of Medicine, University College Cork, Cork.

This workshop is for health professions education researchers who may be considering submitting a funding proposal under one of INMED's current grant programmes. The aim of this workshop is to familiarise workshop participants with the strategies for writing successful grant applications to INMED. Specifically, the workshop will focus on the process for preparing and submitting an application under each of the INMED funding streams (Small Education Research Grant, Research in Medical Education [RIME], Travel Grant) and will highlight important differences across each of these programmes. Strategies for preparing a successful INMED funding application will be discussed with reference to previously funded applications, as well as how common application omissions can be avoided.

### ***W05. Stress Management and Resilience Training for Healthcare Students: Pearls and Pitfalls***

Dr. Margaret O'Rourke, UCC. Medical Education Unit, School of Medicine, University College Cork,.

Increased stress has been identified as a key aspect of poor student health in medical school, interacting with maladaptive health behaviours to negatively impact on students' health and wellbeing. It is generally acknowledged that students need to be provided with the resources and support to develop better stress management and resilience strategies. Developed at University College Cork in 2008, SAFEMED is an evidence based health and well-being programme which uses a cognitive behavioural therapy (CBT)-based coaching approach to promote more adaptive approaches to managing stress while working in healthcare and during life in general. This workshop provides participants with a brief history of the research and development of SAFEMED, a summary of current INMED-funded RIME research data, an outline of the framework and tools and a practical "taster" of the programme itself. The workshop will include a presentation on the pearls and pitfalls of incorporating stress management into medical training.

## Workshop Outlines

**Friday, 9th February 2018**

### ***W06. Rapid Infusion Workshop: Interprofessional learning in (and for) the workplace.***

Dr. Aislinn Joy UCC & Dr. Emer Guinan TCD

1. Medical Education Unit, School of Medicine, University College Cork.

2. Faculty of Health Sciences, Trinity College Dublin, the University of Dublin.

Interprofessional education is advocated to help prepare healthcare professional students for future professional practice, in particular for interprofessional collaboration in multidisciplinary healthcare teams. Interventions can include case studies, workshops, simulations and workplace experiences, aiming to examine the benefits of interprofessional collaboration to optimise the quality of patient care. In the development of interprofessional education interventions in the workplace, it has been noted that clinician factors, organisational factors and interprofessional education factors should be considered from the planning stages to maximise the chance of success and sustainability. This workshop will explore factors that can arise when orchestrating interprofessional education interventions in (and for) the workplace to prepare healthcare professional students for future professional practice.

### ***W07. Rapid Infusion Workshop: Building an Effective Undergraduate Research Programme.***

Colm O'Tuathaigh<sup>1</sup>, Sarah O'Neill<sup>2</sup>, Roisin Dwyer<sup>3</sup>

<sup>1</sup> Medical Education Unit, School of Medicine, University College Cork, Cork; <sup>2</sup> Molecular and Cellular Therapeutics, Royal College of Surgeons in Ireland, Dublin; <sup>3</sup> Lambe Institute for Translational Research, NUI Galway, Galway.

Encouraging research and fostering the development of core skills in evidence-based medicine are recognised as high priority competencies by the World Federation of Medical Education (WFME). Medical schools now provide opportunities for students to participate in compulsory or optional clinical, translational, or health service-related research during their undergraduate degree programme. This workshop will provide an introduction to the approaches employed by Irish medical schools to improve undergraduate medical student research skills, and will encourage participants to consider how they might facilitate opportunities for medical students to both participate in research and learn how research findings are translated into the clinical arena.

***W08. Rapid Infusion Workshop: Getting Published.***

Prof. Peter Cantillon, NUIG

*Department of General Practice, Clinical Science Institute, NUI Galway, Galway.*

This is a workshop for early career health professions education researchers who want to publish their work. The workshop was designed by people who have worked both as educational researchers and as journal editors. The workshop will cover issues such as how to present your academic paper in the best possible form for publication, how to select journals appropriate for publishing your work, how the editorial process works and how to respond to reviewer and editorial critique in a timely and structured manner. The workshop will also examine some of the major challenges faced by authors in seeking to publish their work and will endeavour to provide practicable solutions.

***W09. Rapid Infusion Workshop: Communication Skills Education - What's New?***

Prof. Nicole Muller UCC, Dr. Helen Kelly UCC, Dr Pat. Henn UCC, Dr. Simon Smith UCC and Dr. Eva Doherty RSCI

*1 Speech and Hearing Sciences, University College Cork, Cork; 2 Medical Education Unit, School of Medicine, University College Cork; 3 Royal College of Surgeons in Ireland, Dublin.*

Contemporary health professions degree programmes prepare students to provide patient-centred care, and to employ effective patient –healthcare provider (HCP) communication. Effective communication have been shown to be crucial for safe patient care, and educators have a responsibility to provide healthcare students and trainees with the proper tools and skills to improve communication with patients. This mini-symposium, consisting of a combination of three invited talks and a panel discussion, will explore current issues related to teaching of communication skills to healthcare students.

Professor Nicole Müller and Dr Helen Kelly (UCC) will discuss communication skills training in the context of the management of patients with communication disorders.

Drs Patrick Henn and Simon Smith (UCC) will summarise research data describing barriers to effective clinical communication involving older adults with age-related hearing impairment, and they will discuss their implications for communication skills training in the undergraduate medical curriculum.

Dr Eva Doherty (RCSI) will discuss some of the results from the recently published National Patient Experience Survey report, highlighting their implications for communication skills training.