



**INAUGURAL
SCIENTIFIC
MEETING 2020**



**13th – 14th
February
2020**



**TRINITY
BIOMEDICAL
SCIENCES
INSTITUTE - TBSI
TRINITY COLLEGE
DUBLIN**

**PREPARING STUDENTS FOR THE
COMPLEXITIES OF PRACTICE AND
TRANSFORMATIVE EXPERIENCES.**



INHED2020 Annual Scientific Meeting

Preparing students for the complexities of practice and transformative experiences

Trinity Biomedical Science Institute (TBSI), Trinity College Dublin
13th -14th February 2020

Thursday 13th February 2020		
8:00-9:00	Registration (Tea/Coffee)	TBSI Foyer
9:00- 9:20	Conference Opening Dean Orla Sheils Professor Michael Gill	Tercentenary Lecture Theatre
09:20-10:00	Plenary 1 Professor Trudie Roberts <i>Understanding and developing learning in clinical settings</i> In this presentation I will discuss a project aimed to explore students' early clinical placement experiences in audiology, medicine, and nursing. In this study we set out to explore students' understandings of their clinical placement learning, what clinical placement was like for students, whether there were any differences between students and staff members' understandings of early clinical placements, and how workplace learning can best be facilitated. Previous research and practice in healthcare education has assumed that to enhance students' learning in clinical settings, students must be better "prepared". In contrast, our results emphasised the role of the specific clinical environment in students' learning. We observed that students learned through practice, through making minor mistakes, and through interaction with particular people, objects, and places. Rather than focusing on preparation, we suggest that educators and researchers consider the ways that clinical interactions and environments can be improved. Using the experience gained from this project, we are now working to further develop clinical placements in medicine and to enhance student and Faculty understanding of early clinical placement learning.	
10:00-10:30	Plenary 2 Professor Hedy Wald <i>Professional Identity (Trans)Formation for Flourishing in Health Professions Education & Practice: Reflection, Relationships, Resilience</i> The active, dynamic process of professional identity formation is fundamental to preparing health professions' students for complexities of practice and transformative experiences. This session will describe core themes within this process, ie. reflection, relationships, and resilience (both emotional and moral), review relevant literature, and present some exemplars of curriculum implementation.	
10:30-10:50	Question and Answers- Professor Martina Hennessy	Tercentenary Lecture Theatre
10:50-11:20	Tea/Coffee	
11:20- 13:00	Parallel Sessions Presentations/ Workshops	Multiple Venues
13:00-14:00	Lunch	KEA, Bullnose
14:00-15:30	Parallel Sessions Presentations/ Workshops	Multiple Venues
15:30-16:00	Tea/Coffee	
16:00-17:00	Student Led Session	Tercentenary Lecture Theatre
17:00-18:00	INHED AGM	Tercentenary Lecture Theatre
19:00-Close	Dinner	Dining Hall

INHED2020 Annual Scientific Meeting

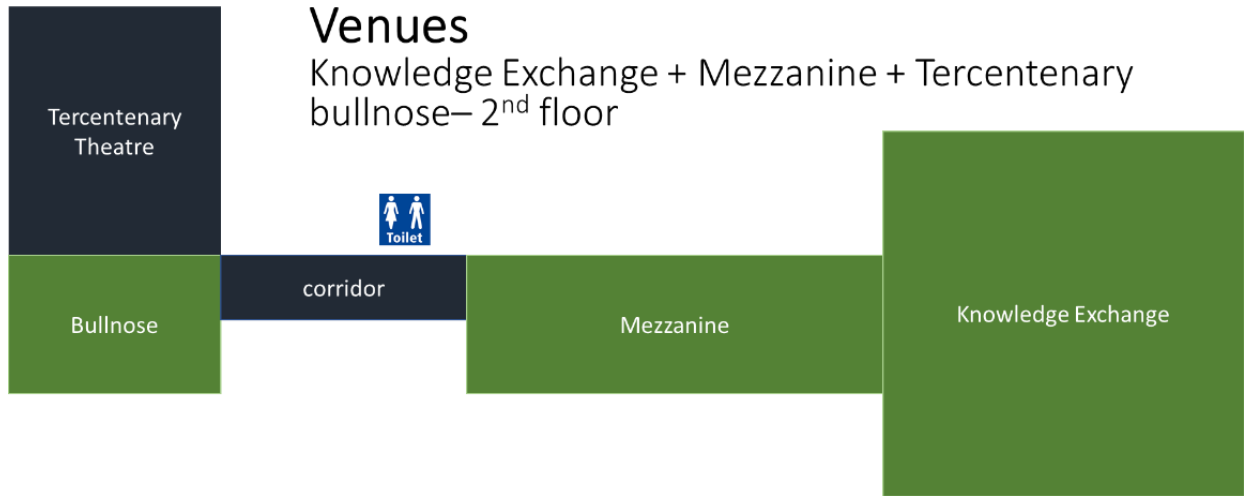
Preparing students for the complexities of practice and transformative experiences

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Friday 14th February 2020		
9:00-10:30	Parallel Sessions Presentations/ Workshops	Multiple Venues
10:30-11:00	Tea/Coffee	KEA, Bullnose
11:00-11:40	<p>Plenary 3 Entrustable Professional Activities and the essence of trusting learners to take over responsibilities</p> <p>The seniors among us: remember when you first handed keys to your kid when asked to borrow your car? Or educators: when you decided to give a learner control over your patient, because you wanted them to experience responsibility, but also were not fully sure they could handle it? Entrustable Professional Activities are tied to entrustment decision making, an approach in assessment that may shift our thinking about workplace-based assessment. This contribution will discuss some of the intricacies.</p>	
11:40-12:20	<p>Plenary 4 Professor Zubin Austin <i>If “competency” is our answer – have we asked the right question?</i></p> <p>This session will review recently published work examining diverse models for the assessment and measurement of competence. Lessons learned from this review and implications for educators and regulators will be discussed.</p>	
12:20-12:40	Question and Answers Professor Cicely Roche	Tercentenary Lecture Theatre
12:40-13:00	Prizes and Close	Tercentenary Lecture Theatre

Venues

Knowledge Exchange + Mezzanine + Tercentenary
bullnose– 2nd floor



In-Conference Workshops Schedule

Thursday, 13th February 2020 11:30-13:00

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| W01 | Dr Cicely Roche, Dr Ciara O'Farrell.
Trinity College Dublin | Evidencing and Assessing 'Troublesome attributes' across the disciplines |
| W02 | Dr Anel Wiese, Dr Deirdre Bennett,
University College Cork | Unravelling the complexities of practice and workplace learning in postgraduate medical education |
| W03 | Aileen Barrett, Georgina Farr,
Lighthouse Communications | Project management in medical education innovation |
| W07 | Jenny Moffett, RCSI | Stirred but not shaken. Helping health professions' learners to navigate uncertain situations |

Thursday, 13th February 2020 14:00-15:30

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| W04 | Dr. Anne O'Connor, Ms. Mairead Cahill,
School of Allied Health, University of Limerick

Professor Zubin Austin | A challenge shared is a learning opportunity explored.....
Collaborative learning in health professional education |
| W05 | Professor and Koffler Chair in Management,

Leslie Dan Faculty of Pharmacy, University of Toronto | Emotional Intelligence 101: Who do you think you are?
An introduction to emotional intelligence in the professions |
| W10 | Dr. Eva Flynn, Discipline of General Practice,
National University of Ireland, Galway. | The complexities of life for students and educators – how Mindfulness transforms wellbeing. |

Friday, 14th February 2020 9:00-10:30

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| W08 | Dr Josephine Boland, Independent Medical
Education Consultant, Galway, Ireland | Using quality criteria to identify Entrustable Professional Activities for a profession. |
| W09 | Dr. Enda O'Connor, St. James's Hospital, Trinity
College Dublin | Exploring quality in medical education |
| W06 | Julie Browne, Centre for Medical Education,
Cardiff University School of Medicine | Shared understandings: interprofessional educators and their community of practice |
| W11 | Dr Margaret O'Rourke, University College Cork | Student Support in Healthcare professions - promoting resilience |