



14th ANNUAL SCIENTIFIC MEETING

10th – 12th March 2021

Never waste a good crisis: what have we learned about classroom and clinical education from a global pandemic?

Virtual meeting hosted by the UCD College of Health and Agricultural Sciences at University College Dublin



Conference Information

Certificates of Attendance

This event has been approved for CPD points by the Royal College of Physicians in Ireland as follows:

10 March 2021 – 6 points

11 March 2021 – 4 points

12 March 2021 – 3 points

All certificates will be emailed to delegates one month after the event.

Registration

You will have received a copy of this program because you have already registered for the conference. If you are aware of colleagues who intend to come to the conference, but have not already registered, please encourage them to go to the link <https://www.inhed.ie/events/inhed2021-annual-scientific-conference/> and to complete the registration process. People who register will receive a unique access username and password to join the conference and will not be possible for unregistered people to access conference events apart from the special interest groups meetings at the end of the conference day on Wednesday 10th and Thursday 11th of March.

We will accept late registrations on Wednesday, Thursday and Friday. Please bear in mind that any late registrations will also have to pay the full conference fee of €60.

Breaks

Zoom conferencing can be very tiring. To mitigate this we have arranged frequent breaks in the programme where you can switch off, make a cup of tea and clear your head. This means that we have effectively broken the conference up into one hour slots. If you join a two hour workshop, you will find that there is a scheduled 15 minute break in the middle of it and then you join part two using the same link as part one.

Confidentiality and Media Policy

This is a closed scientific meeting and all abstracts and videoed presentations have been submitted on the understanding that they remain confidential to the meeting participants. Abstract and video content may only be cited with the explicit permission of the authors. Thus, it is possible to communicate about presentation using social media, but you cannot use the precise text of the abstract without permission.

We will be asking authors and presenters to allow us to share their pre-prepared video presentations via web streaming after the conference from the INHED website. Thus, you will be able to view presentations that you missed after the conference if the presenters give us permission to allow their presentation to be streamed.

We would be very grateful if you could share information about the conference and your thoughts about what you are seeing and hearing using [#INHED2021](#).

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Conference Programme

Wednesday March 10 th 2021	
10:00 – 13:00	<p>Pre-conference workshop 1 <i>Dr Karen Dunne, Dundalk Institute of Technology, Eileen Dunne, Carbon Coaching, and Dr Jenny Moffett, HPEC, RCSI – Resilience building for students and educators</i> (Please see Note1 below)</p>
13:45 – 14:00	<p>Conference Launch <i>Professor Mark Rogers - UCD Registrar (13:45)</i> <i>Dr Katherine Howell - Chair of INHED organising committee (13:50)</i> <i>Prof Peter Cantillon - Chair of INHED (13:55)</i></p>
14:00 – 15:00	<p>Key note Speech Prof Rachel Ellaway (University of Calgary) – Augmentation as a lens on teaching and learning</p>
15:00 – 15:10	Refreshment Break
15:10 – 16:10	<p>Workshop 1 Part 1 <i>Dr Mark Pickering and Dr Tom Flanagan (UCD): “Zoom without the Gloom: Building a Better Online Learning Environment through Partnership & Collaboration” (Part 1 of 2)</i></p>
	<p>Workshop 2 Part 1 <i>Dr Catherine Redmond (UCD): Development of an interdisciplinary curricular framework to promote effective teaching and learning of evidence-based practice (Part 1 of 2)</i></p>
	<p>Educational research parallel sessions 1. Clinical Education 2. Resilience and Well-being 3. Quality Assurance and Evaluation</p>
16:10 – 16:30	<p>Educational development parallel sessions 1. Assessment and Learning 2. Teaching and Learning Innovations</p>
	Refreshment Break
16:30 – 17:30	<p>Workshop 1 Part 2 <i>Dr Mark Pickering and Dr Tom Flanagan (UCD): “Zoom without the Gloom: Building a Better Online Learning Environment through Partnership & Collaboration”. (Part 2 of 2)</i></p>
	<p>Workshop 2 Part 2 <i>Dr Catherine Redmond (UCD): Development of an interdisciplinary curricular framework to promote effective teaching and learning of evidence-based practice (Part 2 of 2)</i></p>
	<p>Workshop 3 <i>Dr Thomas Kropmans (NUIG): The global impact of COVID-19 on practical assessment design</i></p>
	<p>Workshop 4 <i>Caoimhe Harrington (MUH) & Anne-Marie Lydon (UCHG): Online clinical education – how we did it in physiotherapy</i></p>
	<p>Educational research parallel sessions 1. Responses to reduced Clinical Placements</p>
	<p>Educational development parallel sessions 1. Resilience & Well-being</p>
17:30 – 18:30	<p><i>Prof Eva Doherty(RCSI): Inaugural communication skills education and research group meeting</i> <i>Noreen O’Leary (UL) & Dr Emer Guinan (TCD) – Interprofessional Education Special Interest Group</i></p>

Thursday March 11th 2021

11:00 – 13:00	<p>Pre-conference masterclass <i>Dr Louise Younie (BARTS) – Flourishing through creative enquiry</i></p>
14:00 - 15:00	<p>Key note Speech Prof Walter Eppich (RCSI) - Team inclusiveness as an educational strategy</p>
15:00 - 15:10	<p><i>Refreshment Break</i></p>
15:10 - 16:10	<p>Workshop 5 Part 1 <i>Prof Jane Tyerman (University of Ottawa) & Prof Marian Luctkar-Flude (Queen's University): Creating Virtual Simulation Games to Enhance Learner Engagement (Part 1 of 2)</i></p>
	<p>Workshop 6 Part 1 <i>UL: Moving small-group tutorials from classroom to online (Part 1 of 2)</i></p>
	<p>Educational research parallel sessions 1. <i>Simulation & Technology</i> 2. <i>Student Learning Approaches</i> 3. <i>Interprofessional Education & Reviews</i></p>
	<p>Educational development parallel sessions 1. <i>Online Clinical Teaching & Placements (1)</i> 2. <i>Online Clinical Teaching & Placements (2)</i></p>
16:10 - 16:30	<p><i>Refreshment Break</i></p>
16:30 - 17:30	<p>Workshop 5 Part 2 <i>Prof Jane Tyerman (University of Ottawa) & Prof Marian Luctkar-Flude (Queen's University): Creating Virtual Simulation Games to Enhance Learner Engagement (Part 2 of 2)</i></p>
	<p>Workshop 6 Part 2 <i>UL: Moving small-group tutorials from classroom to online (Part 2 of 2)</i></p>
	<p>Workshop 7 <i>Orla Daly (UCD): Looking beyond the crisis: Mainstreaming H5P to create engaging and interactive digital learning resources with instant formative feedback</i></p>
	<p>Workshop 8 <i>Health Sciences (UCD): Virtual approaches to education and training in UCD</i></p>
	<p>Workshop 9 <i>Dr Clare Corish and Dr Sharleen O'Reilly (UCD): The impact of COVID-19 on healthcare profession practice placements internationally: lessons learnt and future directions</i></p>
	<p>Educational research parallel sessions 1. <i>Graduate Education</i></p>
17:30 – 17:45	<p><i>Refreshment Break</i></p>
	17:45 - 18:45

Friday March 12th 2021

14:00-15:00	Key note Speech Dr Lara Varpio (USU) - Earthquakes of thought and dancing on fault lines: How the pandemic could change everything
15:00 - 15:05	<i>Refreshment Break</i>
15:05- 16:20	Student-led session <i>Chaired by Prof Mary Higgins (UCD) & Dr Katherine Howell (UCD)</i> Patient-led session <i>IPPOSI: Involving patients as educators</i>
16:20 - 16:30	<i>Refreshment Break</i>
16:30 - 17:30	Educational research parallel sessions 1. <i>Patient Voice</i> 2. <i>Student Voice</i> 3. <i>Peer Learning & EPA</i> 4. <i>Reflective Practice</i>
16:30 - 17:30	Educational development parallel sessions 1. <i>Teaching Innovations and communication</i> 2. <i>Peer based learning/innovative skills development</i> 3. <i>Reflection and Feedback</i>
17:30 - 18:00	Close of conference. Prizes and Research awards

Presentation Guidelines

1. **The INHED 2020 Conference** will be presented using the Zoom web conferencing platform. If you have never used Zoom, instructions on creating an account and basic features can be found [here](#).
2. **Research presentations** will include 8 minutes presentation time and 3 minutes for questions and comments. You will be encouraged to present live at your allocated time, but all presenters must submit a pre-recorded presentation that can be played if there is a technical problem with direct presentation on the day. Guidance on the preparation and transfer of pre-recorded presentations is provided below. **Please note that pre-recorded research presentations longer than eight minutes duration will not be accepted.**
3. **Educational development presentations** will include 5 minutes presentation time and 3 minutes for questions. You will be encouraged to present live at your allocated time, but all presenters must submit a pre-recorded presentation that can be played if there is a technical problem with direct presentation on the day. Guidance on the preparation and transfer of pre-recorded presentations is provided below. **Please note that pre-recorded educational presentations longer than five minutes duration will not be accepted.**

Pre-recording your presentations

1. Pre-recorded presentations should be submitted in .MP4 or .WMV formats only.
2. Pre-recording can be done using Zoom, PowerPoint and Panopto, please find links to recording guides below. The advantage of using zoom or Panopto is that they record your face, your voice as well as your presentation slides. The recording function in PowerPoint will record your voice with each slide, but not your face.
 - [Pre-recording via Zoom](#)
 - [Pre-recording via Powerpoint](#)
 - [Pre-recording via Panopto](#)
3. We will be in touch week commencing 22nd February to explain how recorded presentations can be shared with us. **The deadline for receipt of presentation recordings will be Wednesday, March 3rd at 5 PM.**

For Presenters: on the day

1. You will be sent a zoom link to a dedicated education research/development presentation session in the week before the event. If you are presenting in more than one session, you will be sent two or more zoom links.
2. You should join your allocated presentation session 15 minutes before the scheduled start time.
3. You should make yourself known to the two session facilitators, i.e. the session chair and the session technician.
4. Please ensure your webcam and microphone is working. In preparation for the meeting, we ask that everyone test both via the Zoom Test site (<https://zoom.us/test>)

5. At the time of presentation, you will be given host capabilities to allow you share your screen to the session's audience. An INHED support team will be on standby with your pre-recorded presentation in the event that you encounter technical difficulties.
6. Questions will be submitted via the chat facility and will be read out and presented by the session chair.

Special Interest Groups

This year for the first time we are creating space for special interest groups to meet virtually via the INHED conference. On Wednesday, March 10th and Thursday, March 11th we have set aside one hour each day between 5:30 PM and 6:30 PM for special interest group meetings. We will advertise a list of these meeting titles and descriptions on Monday, March 8. Each meeting title will come with a zoom link that will allow you to access the meeting and participate in the appropriate date and time. We hope to have special interest groups talking about communication skills, interprofessional education and educational research. If you would like to establish a special interest group looking at a different theme, let us know with the proposed title, a description of what the special interest group will be discussing via our email address info@inhed.ie

Prof. Eva Doherty (RCSI) - Communication skills education and research special interest group

The aim of the session will be to get to know everyone, share what we are working on and how we can support each other to promote best practice .

Noreen O'Leary (UL) & Dr Emer Guinan (TCD) – Interprofessional Education Special Interest Group

Title: Exploring key priorities over the next 12 months

As with so many areas of education and healthcare, the landscape IECP has changed significantly over the last 12 months. Healthcare practitioners have needed to collaborate in new and innovative ways to both manage COVID-19 and the service disruptions caused by COVID-19 restriction. Interprofessional education has also been impacted, with the move to online learning and placement curtailments. We want to take this time together to explore how we can utilise the SIG to ensure IECP continues and grows in the climate we currently find ourselves in.

Keynote Speakers

Professor Rachel Ellaway

Professor of Medical Education in Community Health Sciences and Co-Director of the Office of Health and Medical Education Scholarship at the Cumming School of Medicine at the University of Calgary



Professor Rachel Ellaway is a renowned scholar and thinker in the field of health professional education. She received her PhD from the University of Edinburgh, and she moved to Canada in 2007 to join the newly opened Northern Ontario School of Medicine. In 2015 she joined the University of Calgary as the Director of the Office of Health and Medical Education Scholarship. As a generalist scholar, Professor Ellaway has made many substantial contributions to medical education right across the spectrum and she has long been an active voice in shaping and challenging the field. She ran the AMEE Fringe for many years and is currently the Editor in Chief of the journal *Advances in Health Sciences Education*.

Keynote Address: *Augmentation as a lens on teaching and learning*

Learning and teaching are everyday activities and yet they are notoriously challenging to understand and direct effectively. Teaching is essentially about controlling the learning environment, sometimes making the journey easier, at other times making it more challenging so as to direct learning in the desired directions. Despite this, we rarely consider augmentation as part of official educational theory or practice. In this presentation Dr. Ellaway will explore the many ways in which augmentation can be used as a lens to better understand and direct educational practice in the health professions.

Professor Walter Eppich, MD, PhD, FSSH

Professor and Chair of RCSI SIM, the Centre for Simulation Education and Research



Walter has taught extensively on basic and advanced simulation educator courses and has spoken about simulation, feedback, and debriefing around the world. He has co-authored over 80 peer-reviewed articles and book chapters and co-founded Debrief2Learn.org, an online, open access resource for healthcare simulation educators. He joined the RCSI SIM Centre for Simulation Education and Research at the Royal College of Surgeons in Ireland in late 2020. Building on a clinical background as a paediatric emergency physician, Walter's research uses qualitative methodologies to study synergies between simulation and workplace learning in the areas of team reflection, healthcare debriefing, and team adaptation. He earned a PhD in Medical Education from Maastricht University with a thesis entitled "*Learning through Talk: The Role of Discourse in Medical Education*". He collaborates with team and organizational psychologists to study team processes both in and outside of healthcare. Walter is particularly interested in how workplace talk and team interactions shape learning and performance.

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Keynote Address: Team inclusiveness as an educational strategy

Walter will explore workplace talk and conversational learning. Specifically, he will discuss specific strategies to promote team inclusiveness and its learning potential.

Dr Lara Varpio

Professor and Associate Director of Research, Dept. of Medicine, Uniformed Services University, Washington DC



Dr. Lara Varpio is Professor of Medicine, and Associate Director of Research for the Center for Health Professions Education at the Uniformed Services University, USA, and adjunct faculty with McMaster University's Department of Medicine. Dr. Varpio is internationally recognized for her expertise in social science research methodologies, methods, and theory. She has secured over \$5.5million in research grants, given +120 peer-reviewed conference presentations, disseminated +120 peer-reviewed publications, and given keynote talks around the world. Dr. Varpio has been recognized with many awards including being selected to host and mentor an Australian Fulbright Scholar and to participate as a Karolinska Fellow.

Keynote Address: Earthquakes of thought and dancing on fault lines: How the pandemic could change everything

Over the past twelve months, everything changed: clinics were inundated, schools were shuttered, and “social distancing” was coined. Such transformations forced us to examine the foundational objectives and assumptions underpinning health professions education practices. In this talk, I highlight topics that I think should be reviewed and discuss the implications of these examinations, including how they could forever change our field.

Pre-Conference Workshops

Resilience building for students and educators.

Facilitators - Dr Karen Dunne, Dundalk Institute of Technology, Eileen Dunne, Carbon Coaching, and Dr Jenny Moffett, HPEC, RCSI.

This three-hour online workshop highlights practical approaches to foster resilience for staff and students in the higher education environment. The workshop was first delivered as part of the National Forum for the Enhancement of Teaching and Learning in Higher Education National Seminar Series, in January 2021.

The facilitators, Dr Karen Dunne, Dundalk Institute of Technology, Jenny Moffett, HPEC RCSI and Eileen Dunne, Carbon Coaching, use an active online learning environment to promote discussion on the resilience evidence base, and share ideas for practice.

At the end of this workshop, participants should be able to:

- Describe what is meant by resilience
- Explain the benefits of resilience for staff and students
- Explain the importance of growth mindset for resilience
- Apply tools and techniques to promote resilience and successfully manage challenges

Please pre-register your interest in this workshop as spaces are limited. Note that this session will not be recorded but slides and resources will be made available after the event.

Pre-Conference Masterclass – Flourishing through creative enquiry

Dr Louise Younie (Barts and The London School of Medicine and Dentistry, Queen Mary University of London)

Target audience

Under or post-graduate educators interested in student wellbeing and creative enquiry educational methods.

Rationale

This workshop explores the concept of flourishing and how creative enquiry may support student wellbeing. In parallel with increasing burnout, depression, anxiety and suicide, (potentially deepened through COVID times), there has been growing interest in physician ‘resilience’ and how to promote it¹. Typically, resilience is framed as an individual capacity to remain positive and ‘bounce back’ in the face of adversity drawing on the Latin root ‘resilire’ to ‘spring back’ or ‘rebound’. Resilience thus described might give us the impression it is about the individual capacity to be tough and to return unchanged from our difficulties and traumas, a kind of militarism which lays burnout at the door of the ‘weak’ individual². Flourishing offers an alternative conceptualisation of wellbeing through *humane relationship* – with oneself and others. Creative enquiry has the potential for human flourishing through, for example inviting

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personal engagement, meaning making, emotional expression and a holistic and relational focus³⁻⁶ Flourishing, as a concept has metaphorical depth⁷, it has increasingly been the subject of psychology research⁸ and also has philosophical roots (Aristotle's eudaimonia)⁹.

Methods

- Collaborative engagement with flourishing as a concept including metaphorical, psychological and philosophical dimensions
- Consider student lived experience through creative enquiry expressions (in times of COVID and beyond)
- Experience creative enquiry methods which are being used in student education
- Collaborative exploration of strengths and weaknesses of creative enquiry for human flourishing

Outcome

By the end of this workshop participants will have explored the concept of flourishing and experienced and evaluated the ways in which creative enquiry could be drawn upon to support students.



In-Conference Workshops

Workshop 1: Zoom without the Gloom: Building a Better Online Learning Environment through Partnership & Collaboration

Dr Mark Pickering and Dr Tom Flanagan (UCD)

Partnership and collaboration are key ingredients in creating a successful learning environment and community. Achieving this has become increasingly difficult, and increasingly important, in a time when most education is happening remotely. In this session, the facilitators will share their experiences in adapting to the online teaching environment, and the techniques that they have employed to support student learning. Participants will be placed in the role of the students and experience the value in both co-facilitation of sessions, as well as in collaborative activities with their peers.

Workshop 2: Development of an interdisciplinary curricular framework to promote effective teaching and learning of evidence-based practice

Facilitators:

Caitriona Cunningham, Andrea Dineen, Robin Farrell, Shane Foley, Deirdre O'Donnell, Emma O'Neill, Sharleen O'Reilly, Catherine Redmond, Diarmuid Stokes

This interactive workshop aimed specifically at educators (both academics and clinical educators) will showcase a novel, cross-discipline, vertically-integrated framework development process to optimize the teaching, learning and assessment of Evidence Based Practice (EBP) across entry-level health professional programmes. EBP is defined as the integration of best research evidence with clinical expertise and patient values (Sackett, 1996) and is one of four competency domains required for clinical effectiveness. In a recent report the National Clinical Effectiveness Committee recommended that all health professional educators explicitly integrate EBP into their healthcare curricula and advocate an interprofessional focus to the teaching and delivery of the core common components (Lehane et al. 2018).

Utilising a co-design approach, students and faculty from 6 schools with the UCD College of Health and Agricultural Science aligned core EBP competencies to stages and incorporated these into a pedagogic framework. This framework has been populated with suggested activities for each stage, suitable to achieve these competencies. The purpose of this workshop is to engage external stakeholders from other institutions to review the framework and activities.

The aims of this interactive workshop are:

- Present a novel methodology for designing a curriculum approach to evidence based practice
- Gather further external educator feedback to inform the framework
- To discuss next steps for disseminating and implementing the EBP framework

Why would I attend this workshop?

- To explore a model for embedding EBP across HC curricula using small group activities
- To share experience and ideas around a co-design approach to EBP curriculum
- To learn about novel software (mural app) and world café to enable collaborative group activities
- To participate in development and implementation planning of this cross discipline framework

Workshop 3: The global impact of COVID-19 on practical assessment design

Dr Thomas Kropmans, NUIG

Zoom, MS Teams and Google Meet changed the world of telecommunication during the pandemic. Teleconference software was already used for Objective Structured Clinical Examinations (OSCE) two decades ago but performing an OSCE (Objective Structured Clinical Examination) or MMI (Multiple Mini Interviews) on a flat communication platform is not easy.

In early March 2020, Duke-National University Singapore Medical School embraced the challenge of ensuring competent final year medical students could complete their final year of studies. Using Zoom facilitated briefings, they and few other groups published their experiences in using video communication technology platforms for clinical skills assessments.

OSCE validity and reliability using conferencing platforms are seriously compromised. Qpercom recently embedded video into their advanced assessment solution allowing Universities to run their physical OSCEs fully remotely and from home. This workshop teaches how to implement Qpercom advance assessment solution with embedded video technology in to your assessment design of clinical skills assessment.

The workshop will be delivered fully online and participants will experience the sensation of being moved from station to station while being questioned in each of the stations about their own remote experiences and assessment designs so far. The OSCE monitoring system will be explained and used for this staged assessment design and participants are moved from Preview; Preparation; Reading time; Confirm student to Assessment, all in one platform. Participants will discuss briefings, practical assignments and clinical scenarios with actors and students. Qpercom Observe VI 2020 is better designed than Zoom, MS Team or Google Meet and Blackboard Collaborate and matches your OSCE requirements.

This workshop is about remote assessment design and suits Head of Schools, clinical and communication skills coordinators, year and module coordinators. The duration of the workshop is 1 hour which includes a full experience of remote assessment.

Workshop 4: Online clinical education - how we did it in physiotherapy

Caoimhe Harrington, MUH & Anne-Marie Lydon, UCHG

The Covid-19 pandemic presented many challenges to the delivery of practice education in the clinical setting, such as teaching clinical physiotherapy skills in face to face, practical tutorials. Hospital sites were unable to support the 'normal' practice of students from a variety of clinical sites congregating at a central location to attend tutorials, due to the consequent increase in 'close contact' between students and 'foot fall' associated risk of Covid-19 spread. All hospital based practical tutorials ceased. With the predicted increase in absence due to Covid contact leave, there was need to adopt a proactive, forward planning approach to tutorial delivery.

We will outline our experience of the educational opportunities that emerged in the absence of the traditional model of face to face tutorials at practice placement sites using Powerpoint. We will give an insight into the Digital Learning Academy, including the challenges experienced in setting up same, the guideline developed for its effective use and the subsequent benefit experienced by all stakeholders who availed of it (students, practice educators, practice education co-ordinator).

We will discuss the merits of 2 virtual tutorial platforms i.e. (Googlemeet versus Webex), outline the steps taken to ensure successful delivery of virtual tutorials and give a practical review of two virtual teaching adjuncts e.g. Slido and Quizzizz, that enhance virtual tutorial delivery using breakout rooms.

Workshop 5: Creating Virtual Simulation Games to Enhance Learner Engagement (Canadian Network for Innovation in Education (CNEI))

Prof Jane Tyerman (University of Ottawa) & Prof Marian Luctkar-Flude (Queen's University)

Learning objectives

1. Participants will understand the process of designing a virtual simulation game
2. Participants will experience the process of creating a virtual simulation game
3. Participants will describe uses, debriefing and evaluation of virtual simulation games

This interactive workshop will actively engage participants in the design, filming and assembly of a short virtual simulation game. Participants will experience a user friendly and cost-effective method to develop VSGs to engage learners and promote critical thinking and decision-making. The two workshop instructors have over 15 years' experience in nursing education and research, interprofessional education and clinical simulation. More recently we have created over 30 VSGs currently being used in undergraduate and postgraduate education of healthcare professionals. We have successfully delivered numerous two-day VSG design workshops to interprofessional groups of healthcare professionals and educators. We will deliver a condensed version of the workshop that will introduce participants to all aspects of VSG creation.

Session plan

1. Participants will be introduced to the virtual simulation game design process through a short PowerPoint lecture (20 min)
2. Participants will write one learning outcome and indicators for a self-assessment rubric using either paper or electronic templates (20 min)
3. Participants will create one decision point and three responses for a virtual simulation game using either paper or electronic templates (20 min)
4. Participants will observe the filming of the decision point and responses using a Go-Pro camera and I-pad (5 min)
5. Participants will observe how video clips are assembled using a VSG template created using Articulate Storyline 2 software (25min)
6. Participants will discuss tips for successful VSG development and potential debriefing and evaluation methods (20 min)
7. Participants will view the VSG decision point and responses created during the workshop (5 min)
8. Participants may ask any remaining questions (5 min)

Workshop 6: UL: Moving small-group tutorials from classroom to online

Facilitators

Dr Clare Conway Clinical Tutor in Problem-based Learning

Mr Jeffrey Lennon Senior Technical Officer

Dr Dervla Kelly Lecturer in Medical Education

Dr Sarah Harney SL in Medical Education

Dr Helena McKeague PBL Lead SL and Course Director

Learning Objectives

- Identify key elements for successful transfer to a virtual tutorial format
- Reflect on shared experiences & consider different stakeholder perspectives – frustrations and benefits
- Summarise “best practice” strategies for progress with online session delivery

Since March 2020, we have seen an unfathomable increase in online teaching hours across Ireland. At the ULSoM, we have delivered approx. 1400 online 2/3hr PBL sessions during the pandemic (over 600 hours per month). This is a great opportunity for us all as educators to collaborate and problem-solve by sharing newly-acquired insights and knowledge. Together we can generate ideas to promote excellent quality in remote tutorial provision.

Group Activity

- Explore range of online teaching / learning experience amongst participants (word cloud)
- Gauge overview of impressions regarding online tutorials (quick live poll)

Presentation “ULSoM experiences in moving to online PBL”

- We will consider online setup/access, resources, communications, platform tools/features, support and technical issues in the context of delivering Problem-based Learning (PBL) across the pre-clinical phase of our BMBS programme at the UL School of Medicine.
- We will reflect upon our progress in developing online tutorial delivery from an emergency intervention in March 2020 to a longer term measure under ongoing restrictions. We will examine what has worked well locally and the challenges faced, summarising student & tutor feedback and refinements.

Group Participation

We have streamlined (and continue to cultivate) advice about moving online into the following themes, which we hope to explore in conversation:

- TECHNICAL ABILITY -Choice of platform, connectivity, scheduling, resources, tools, training and preparation
- PARTICIPATION & SUPPORT - rapport and familiarity, ground rules, interactions, tutor and student support
- CURRICULUM DYNAMICS- synchronous learning, contingency planning, reflective practice

Workshop 7: Looking beyond the crisis: Mainstreaming H5P to create engaging and interactive digital learning resources with instant formative feedback

Orla Daly, UCD

H5P is an open-source authoring tool that enables authors to create and edit a large variety of interactive digital learning resources e.g. presentations, interactive videos, branching scenarios, with embedded knowledge check activities e.g., mcqs; fill in the blanks; drag and drop.

Learning Outcomes:

- Summarise what is possible with H5P – review examples.
- Outline the process of creating a resource - an interactive video.
- Recognise how to integrate an existing H5P resource in a webpage/LMS.
- Identify online resources to support using H5P.

Interactivity with attendees will be via Poll Everywhere and questions via Mic/Chat.

Workshop 8: Virtual approaches to education and training in UCD Health Sciences (UCD)

This session forms part of the INHED 2021 'Virtual' and Technology Day and will explore the use of a range of virtual reality approaches which have been developed and implemented across the UCD College of Health and Agricultural Sciences to include applications in Medicine, Nursing and Midwifery, Radiography, Veterinary Medicine, and Veterinary Nursing.

Outline timetable

- 16:30 An introduction to virtual reality (VR) for educators
- 16:40 Immersive VR storytelling in Nursing and Midwifery education
- 16:49 Virtual reality learning: A method to improve student knowledge of fetal development
- 17:58 VR in veterinary education
- 17:07 Enhancing Radiography teaching and assessment through VR
- 17:16 Panel Discussion / Q&A
- 17:30 Close

Workshop 9: The impact of COVID-19 on healthcare profession practice placements internationally: lessons learnt and future directions *Dr Clare Corish and Dr Sharleen O'Reilly (UCD)*

This interactive workshop will provide an insight into the results of an international survey conducted during wave 1 of the COVID-19 pandemic.

The survey engaged health education programme directors and explored the impact of the COVID-19 on health profession education practice placements and the programmes more broadly. The workshop seeks to build on the findings of this survey and gather evidence on strategies that have been consolidated, abandoned or developed during waves 2 and 3. We will use a digital workspace that facilitates visual collaboration in the breakout rooms to ensure the discussions are lively and engaging. The workshop has ethical approval to gather the data collected and add it to the prior results to provide a longer term perspective on what works to facilitate practice placements within a pandemic.

Oral Presentation Schedule

Wed 10th March 2021, 16.30 - 17.30

Educational development - Resilience & Well-Being

- 4:30 PM** **2021-067. Does mentorship have a positive impact on intern stress levels?**
Katie Giblin (Department of Psychiatry and Mental Health Research, St. Vincents University Hospital)
- 4:40 PM** **2021-070. A Year like no other: Communities of Engagement and their role in student transition to the first year of study**
Martina Crehan & Sinead Dunwoody (Royal College of Surgeons in Ireland)
- 4:50 PM** **2021-117. Using art to build resilience skills**
EDWINA RUSHE (University of Limerick and University of Cumbria UK)
- 5:00 PM** **2021-080. A Shift Away from the Lecture: Giving Year 1 Medical Students Ownership of their Foundational Sciences**
Sarah O'Neill (Royal College of Surgeons in Ireland)
- 5:10 PM** **2021-057. New Students, New Hospital, New Pandemic: Challenges and opportunities**
Julie Flanagan (National Rehabilitation Hospital (NRH))

Wed 10th March 2021, 16.30 - 17.30

Educational research - Responses to Reduced Clinical Placements

- 4:30 PM** **2021-029. A One-Week Simulated Clinical Placement for Novice Physiotherapy Students: A Mixed-Methods Study**
Orlagh O'Shea (Royal College of Surgeons in Ireland)
- 4:42 PM** **2021-087. Identifying Incentives for taking students on placement in Health and Social Care Professions in Ireland – A Delphi study.**
Sinead McMahon (University College Dublin)
- 4:54 PM** **2021-002. Administering OSCEs online in an undergraduate speech and language therapy programme**
Duana Quigley & Julie Regan (Trinity College Dublin)
- 5:06 PM** **2021-115. Simulation training: `does it improve medical students' competence?**
Prof Ronan Cahill & Mr Niall McInerney (University College Dublin)
- 5:18 PM** **2021-051. Exploring the impact of COVID-19 on healthcare profession practice placements: an international survey**
Sharleen O'Reilly (University College Dublin)

Wed 10th March 2021, 15.10-16.10

Educational development - Assessment and Learning

- 3:10 PM** **2021-031. “If only we had used continuous assessment before the Pandemic”:
Assessment Assumptions make an A** out of You and Me**
Síle Kelly (Royal College of Surgeons in Ireland)
- 3:20 PM** **2021-072. Development of a Communication for Practice Module and OSCE in
OT**
Valerie Flattery (National University of Ireland Galway)
- 3:30 PM** **2021-012. “Can you hear me?”: a student-led adaption of objective structured
clinical examinations (OSCEs) to the virtual setting**
Radhika Gulati & Jane Bailie (Queen's University Belfast)
- 3:40 PM** **2021-077. Online Paediatric Clinical Examinations in the COVID-19 Era: An
Acceptable Alternative**
Niamh Ó Catháin (Trinity College Dublin)
- 3:50 PM** **2021-098. The value of a virtual simulated learning experience for dietetic
students as part of practice placement**
Ruth Charles (University College Dublin)
- 4:00 PM** **2021-024. Experience of medical students in an online clinical examination –
an innovation**
Kieran Doherty (St. Vincent's University Hospital)

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Educational development - Teaching and Learning Innovations

- 3:10 PM** **2021-083. The Art of Prescribing; Introducing a new prescribing workshop for
medical students.**
Noirin Fitzgerald (National University of Ireland, Galway)
- 3:20 PM** **2021-019. Harnessing the Virtual Learning Environment to support clinical skill
development during the pandemic**
Maeve Kearney (Trinity College Dublin)
- 3:30 PM** **2021-036. Emerging Infectious Diseases, an Innovative Online Module for
Medical Student**
Cathy Cunningham (Trinity College Dublin)
- 3:40 PM** **2021-060. The Sample Journey- Virtual Tours of the Pathology Laboratory**
Niall O'Mara (Cork University Hospital)
- 3:50 PM** **2021-053. Implementing successful off-campus group work for undergraduate
students; preliminary findings of the challenges in practice**
Hanne Jahns (University College Dublin)
- 4:00 PM** **2021-045. Evaluation of an online malnutrition management education
module for general practitioners: The ONSPres project**
Aisling Geraghty (University College Dublin)

Wed 10th March 2021, 15.10-16.10

Educational research - Clinical Education

- 3:10 PM** **2021-062. The characteristics of effective clinical supervision in the workplace: a rapid evidence review**
Jan Illing (Royal College of Surgeons in Ireland)
- 3:22 PM** **2021-054. Fronting up in the figured worlds of surgical apprenticeship**
Peter Cantillon (National University of Ireland, Galway)
- 3:34 PM** **2021-078. BEDSIDE TEACHING – INSIGHTS INTO THE MEDICAL STUDENT EXPERIENCE AND LIKELY IMPACT ON FUTURE ROLE AS CLINICAL TEACHER**
Catherine Uhomoibhi (National University of Ireland, Galway)
- 3:46 PM** **2021-082. Enabling the feedback process in work-based learning: an evaluation of the 5 minute feedback form**
Emer O' Malley (Health Service Executive)
- 3:58 PM** **2021-114. Assessing airflow dynamics during medical students' clinical examinations**
Prof Ronan Cahill & Mr Niall McInerney (University College Dublin)

Wed 10th March 2021, 15.10-16.10

Educational research - Quality assurance and evaluation

- 3:10 PM** **2021-014. Practice Education in Health and Social Care Professions: Defining, evaluating and reporting on quality**
Caroline Hills (National University of Ireland, Galway)
- 3:22 PM** **2021-008. Factors Affecting Confidence and Competence of Doctors in performing Operative Vaginal Births: a Qualitative study.**
Zainab Ashraf (University College Dublin)
- 3:34 PM** **2021-108. Cross-sectional study assessing online teaching effectiveness during Covid-19 Pandemic**
Vishnu Pradeep (University College Dublin)
- 3:46 PM** **2021-110. The dilemma - a consultation exercise during covid**
Linda Ní Chianáin (Queen's University Belfast)
- 3:58 PM** **2021-052. An Evaluation of Antimicrobial Stewardship Education in the School of Pharmacy, University College Cork – a Mixed Methods Study**
Teresa M. Barbosa (University College Cork)
- 4:10 PM** **2021-103. Exploring the Political Validity of Selection Tools for Medicine.**
Ruairi Connolly (National University of Ireland, Galway)

Wed 10th March 2021, 15.10-16.10

Educational research - Resilience & Well-Being

- 3:10 PM** **2021-034. Developing Recommendations for Mentoring Programmes in the Undergraduate Health Sciences using the Nominal Group Technique**
Yvonne Finn (National University of Ireland, Galway)
- 3:22 PM** **2021-040. Student stress, resilience and the mitigating effect of coping strategies on graduate entry programmes leading to health professional qualifications**
Anne O'Connor & Deirdre O'Shea (University of Limerick)
- 3:34 PM** **2021-016. Unpacking uncertainty in health professions' education: What knowledge, skills and attitudes can help learners to navigate uncertain situations?**
Jenny Moffett (Royal College of Surgeons in Ireland)
- 3:46 PM** **2021-101. Physician Burnout; What are we doing to prevent burnout? How does this apply to Medical Education? A Scoping Review.**
Andrew William McCorkell (Queen's University Belfast)
- 3:58 PM** **2021-039. Insights into Sharing Student Information in the Context of Learner Handover**
Clare Conway (University of Limerick)

Thursday 11th March 2021, 16.30-17.30

Educational development - Moving to Digital Platform

- 4:30 PM** **2021-100. Adapting the delivery of NUI Galway's 4MB paediatric module to mitigate the effects of the coronavirus pandemic**
Caroline Richardson (National University of Ireland, Galway)
- 4:40 PM** **2021-104. Attaining public health nutrition proficiencies: employing new educational virtual models during the COVID crisis**
Nicola Dervan (University College Dublin)
- 4:50 PM** **2021-118. "A Workshop for Professionals on How to Provide Effective Support to People Bereaved Through Suicide" – Transition to an Online Programme**
Breffni McGuinness (Irish Hospice Foundation)
- 5:00 PM** **2021-119. Grief in the Workplace Programme – Transition to Online Delivery**
Breffni McGuinness (Irish Hospice Foundation)
- 5:10 PM** **2021-122. THE IMPLEMENTATION OF BLENDED UNDERGRADUATE TEACHING IN OBSTETRICS AND GYNAECOLOGY DURING A PANDEMIC**
Emma Tuthill (UCD)
- 5:20 PM** **2021-010. Adapting a face to face practice education module to the online learning environment**
Sinéad O'Connor (St. James Hospital and Trinity College Dublin)

Thursday 11th March 2021, 16.30-17.30

Educational development - Moving to Digital Platform CTD.

- 5:30 PM** **2021-111. Delivery of an Online Case-Based Teaching and Assessment Program Using Simulated Patients, Tutors with a Wide Range of Experience, and Video Technologies**
Barbara Duffy (Royal College of Surgeons in Ireland)

Thursday 11th March 2021, 16.30-17.30

Educational research - Graduate Education

- 4:30 PM** **2021-028. On the right track: Outputs of a combined clinical academic training programme for junior doctors in Ireland, the Academic Internship Track**
Elaine Burke (Trinity College Dublin)
- 4:42 PM** **2021-027. Girls Allowed: Enhancing Gender Balance and Mitigating the Effects of Unconscious Bias in Recruitment to a Combined Clinical Academic Training Programme**
Elaine Burke (Trinity College Dublin)
- 4:54 PM** **2021-073. Summative Assessment of Anaesthesia/ICU Rotations, where are we?**
Evin Doyle (Trinity College Dublin/St.James's Hospital)
- 5:06 PM** **2021-107. Lessons in Primary Care Responses to Covid-19**
Richard Dillon (Queen's University Belfast)
- 5:18 PM** **2021-046. Healthcare professionals' perceptions of malnutrition management and oral nutritional supplement prescription in the community: A qualitative study**
Sarah Browne (University College Dublin)
- 5:30 PM** **2021-047. Investigation into the barriers and facilitators to healthcare professional participation in research studies: A narrative review**
Aisling Geraghty (University College Dublin)

Thursday 11th March 2021, 15.10-16.10

Educational development - Online Clinical Teaching and Placements (1)

- 3:10 PM** **2021-097. Interuniversity Collaborative development of a Telehealth module for physiotherapy students on Practice Placement**
Helen Heery (Royal College of Surgeons in Ireland)
- 3:20 PM** **2021-030. Reflections on the development and delivery of a one-week simulated clinical placement for undergraduate physiotherapy students**
Helen Heery (Royal College of Surgeons in Ireland)
- 3:30 PM** **2021-081. The development and evaluation of an ehealth/ telehealth placement for Physiotherapy at University College Dublin during COVID-19**
Sinead McMahon (University College Dublin)

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Thursday 11th March 2021, 15.10-16.10

Educational development - Online Clinical Teaching and Placements (1) CTD.

- 3:40 PM** **2021-041. Telehealth in SLT**
Laura Loftus (National University of Ireland, Galway)
- 3:50 PM** **2021-023. Virtual tutorials for a visual specialty: dermatology for finals**
Claire Hunter (Supervised by KM Cullen) (Queen's University Belfast)
- 4:00 PM** **2021-092. A product of disruption; effective alignment of classroom and clinical placement teaching for final year medical students.**
Maria Costello (National University of Ireland, Galway)
- 4:10 PM** **2021-069. First ever fully remote placement in SLT**
Siobhan Ward Lynch (Health Service Executive)

Thursday 11th March 2021, 15.10-16.10

Educational development - Online Clinical Teaching and Placements (2)

- 3:10 PM** **2021-090. Online medication safety and prescribing teaching for final year undergraduate medical students during the COVID-10 pandemic: challenges and solutions**
Sinead Walsh (National University of Ireland, Galway)
- 3:20 PM** **2021-089. Saved by ExBL (Experience Based learning): how COVID-19 mandated reductions in clinical placement time have revolutionised clinical placements in the final year undergraduate medical programme at NUI Galway (NUIG)**
Sinead Walsh (National University of Ireland, Galway)
- 3:30 PM** **2021-055. Virtual Primary Care**
Peter Cantillon (National University of Ireland, Galway)
- 3:40 PM** **2021-056. New opportunities during a pandemic - practice education placements for Occupational Therapy students via telehealth**
Tanya McGarry (University of Limerick) - WITHDRAWN
- 3:50 PM** **2021-079. Development of a pilot Intern Entrustable Professional Activities (EPA) programme within a private Irish hospital facility.**
Sara Lupita O'Kelly (UCD Beacon hospital Academy)
- 4:00 PM** **2021-058. A rapid response faculty development programme focused on digitally engaged learning**
Dara Cassidy (Royal College of Surgeons in Ireland)

Thursday 11th March 2021, 15.10-16.10

Educational research - Interprofessional Education and Reviews

- 3:10 PM** **2021-074. A systematic review and narrative synthesis of assessment tools used in pre-licensure Interprofessional Education**
Hailah Almoghira (Newcastle University)
- 3:22 PM** **2021-003. Mapping interprofessional education in Ireland**
Noreen O'Leary (University of Limerick)
- 3:34 PM** **2021-021. Facilitating educational interaction in interprofessional settings: the value of a framework of values and activities**
Michelle Tu Ly and Alicia Boam (Cardiff University)
- 3:46 PM** **2021-113. A systematic review of job analyses in medicine.**
Ruairi Shea Connolly (National University of Ireland, Galway)
- 3:58 PM** **2021-015. Developments in medical education in response to the COVID-19 pandemic: a rapid systematic review**
Teresa Pawlikowska (Royal College of Surgeons in Ireland)

Thursday 11th March 2021, 15.10-16.10

Educational research - Simulation And Technology

- 3:10 PM** **2021-017. Systematic Review of Benefits of Resuscitation Simulation in Undergraduate Medical Education and Its Implications in the COVID19 Classroom**
Buvani Punniyakotty (Trinity College Dublin)
- 3:22 PM** **2021-096. Is Remote Learning a Viable Alternative for Teaching Clinical Skills?**
Jamie O'Grady (Trinity College Dublin)
- 3:34 PM** **2021-005. Virtual Interactive surgical skills classroom – A Randomized Controlled Trial.**
William Mullins (University of Cambridge)
- 3:46 PM** **2021-006. Trans-vaginal Ultrasound Simulation: An Exploratory Qualitative Research Study focused on the End-Users Perception of Learning**
Catherine Windrim (University College Dublin)
- 3:58 PM** **2021-049. A realist evaluation exploring how SP role-play training works for pharmacist communication training**
Aisling Kerr (Royal College of Surgeons in Ireland)

Thursday 11th March 2021, 15.10-16.10

Educational research - Student Learning Approaches

- 3:10 PM** **2021-035. Harnessing the virtual learning environment to aid the development of metacognitive skills in Veterinary students.**
Emma O'Neill (University College Dublin)
- 3:22 PM** **2021-042. Analysis of the development of self-regulated learning skills in year 1 medical students during the shift to online learning in the COVID-19 pandemic**
Hannah Logan (Cardiff University)
- 3:34 PM** **2021-044. The Medium of Medical Education Pre, Present and Post-Pandemic and its Impact on Student Learning and Development**
Gurpreet Kaur Jandu (Cardiff University)
- 3:46 PM** **2021-050. 'VR Baby', A virtual reality learning environment for medical students - Does it enhance the understanding and learning of invisible concepts? A Randomised Control Trial**
Grace Ryan (University College Dublin)
- 3:58 PM** **2021-033. Supporting Student Transition to Third-level Education and Improving Engagement Outcomes in a Remote Learning Environment**
John Wyatt (University College Dublin)

Friday 12th March 2021, 16.30-17.30

Educational development - Peer Based Learning/Innovative Skills Development

- 4:30 PM** **2021-065. The vetPAL Project in UCD**
Renagh Kelly (University College Dublin)
- 4:40 PM** **2021-112. Using the medical elective in OBGYN to develop new learning opps.**
Jane Fagan (University College Dublin)
- 4:50 PM** **2021-061. An online Conversation Partner Scheme in Covid-19; the experience is valuable I'm just not sure if the format is ideal!**
Áine Kearns (University of Limerick)
- 5:00 PM** **2021-001. A Medical Student-led Social Prescribing Service**
Rosalie Cattermole, Aqua Asif, Tom Ebbatson (University of Leicester)
- 5:10 PM** **2021-020. The MakeltFit Campaign: A student-led health promotion initiative**
Orla Crowley (Trinity College Dublin)
- 5:20 PM** **2021-009. Evaluating the Benefits of Peer Assisted Learning in a Virtual Environment**
Lauren Fox (University College Dublin)

Friday 12th March 2021, 16.30-17.30

Educational development - Reflection and Feedback

- 4:30 PM** **2021-026. Clinical Placement During Covid- 19: A Student's Perspective**
Robert Keegan (Trinity College Dublin)
- 4:40 PM** **2021-075. Reflecting on response to the COVID-19 crisis: valuable opportunity for knowledge and skills acquisition**
Niamh McMahon (Trinity College Dublin/St.James's Hospital)
- 4:50 PM** **2021-091. Clinical education developments during the COVID 19 Pandemic – A student perspective (Video resource)**
Sinéad Quigley and Kate Kenny (Health Service Executive)
- 5:00 PM** **2021-076. Together we are stronger**
Kerrie O' Grady (University College Cork)
- 5:10 PM** **2021-093. Postgraduate Medical Training: Being Global while Staying Local**
Niamh McCarthy (Subgroup on Incorporating Global Health Education into Postgraduate Medical Training Programmes, Forum of Irish Postgraduate Medical Training Bodies.)

Friday 12th March 2021, 16.30-17.30

Educational development - Teaching Innovations and Communication

- 4:30 PM** **2021-032. New COVID method for simulated veterinary consultation prompts more critical reflections.**
Orla Hanratty (University College Dublin)
- 4:40 PM** **2021-084. Adapting and piloting The Communication Partner Programme for on-line Delivery**
Yvonne Fitzmaurice (National University of Ireland, Galway)
- 4:50 PM** **2021-085. Reimagining Early Clinical Contact: moving contact between students and patients online**
Grainne Kearney (Queen's University Belfast)
- 5:00 PM** **2021-095. Implementation of a large-scale Virtual Patient waiting room for Consultation skills for undergraduate medical students.**
Catherine Bruen (Royal College of Surgeons in Ireland)
- 5:10 PM** **2021-025. Zooming, collaborating and problem solving: Authentic learning in the classroom for occupational therapy and speech and language therapy working with a COVID- 19 ICU survivor**
Caroline Hills (National University of Ireland, Galway)
- 5:20 PM** **2021-121. Podcasting in a pandemic – responding to student feedback and engaging them in module material using alternative media**
Katherine Rogers (Queen's University Belfast)

Friday 12th March 2021, 16.30-17.30

Educational research - Patient Voice

- 4:30 PM** **2021-011. The role of patient education in clinical education: Perspectives and experiences of healthcare professionals and the families of children with chronic illnesses**
Rebecca Finnegan (National University of Ireland, Galway)
- 4:42 PM** **2021-007. Validation of a Questionnaire on Patient Opinion of Bedside Teaching**
Michael Carey (University College Dublin)
- 4:54 PM** **2021-120. How do children and adolescents experience healthcare professionals? Scoping review and interpretive synthesis**
Gail Lindsey Davison (Queen's University Belfast)
- 5:06 PM** **2021-064. ASSESSING KNOWLEDGE, ATTITUDES AND PRACTICES TOWARDS HAND HYGIENE OF IRISH MEDICAL STUDENTS AND THE GENERAL PUBLIC**
Baljot Sekhon (University of Limerick)
- 5:18 PM** **2021-109. Does a virtual patient consultation help patient provider Communication concerning C-19?**
Caroline Delany (Royal College of Surgeons in Ireland)

Friday 12th March 2021, 16.30-17.30

Educational research - Peer Learning and EPA

- 4:30 PM** **2021-086. Set up for success? The preparation and delivery of near peer teaching: using a realist methodology to look at what works for whom, where and in what contexts**
Kelly Doherty (Queen's University Belfast)
- 4:42 PM** **2021-038. TBC - student perspectives on perceived barriers to participating in PPE**
Elaine Kolshus (University of Limerick)
- 4:54 PM** **2021-068. Exploring perspectives on the experience and culture of peer feedback among paediatric trainees in Ireland.**
John Joyce (National University of Ireland, Galway)
- 5:06 PM** **2021-116. The implementation of a collaborative peer learning 2:1 model of practice placement education within dietetics pre-registration training in Ireland**
Ann-Marie Lynam (Trinity College Dublin/University of Ulster)
- 5:18 PM** **2021-071. Medical student's evaluation of clinical placement programme within a private Irish hospital facility**
Sara Lupita O'Kelly (UCD Beacon hospital Academy)

Friday 12th March 2021, 16.30-17.30

Educational research - Reflective Practice

- 4:30 PM** **2021-004. The enablers and barriers to facilitating the development of reflective practice skills withinof third level healthcare students through technology: A scoping review.**
Orla Gilheaney & Duana Quigley (Trinity College Dublin)
- 4:42 PM** **2021-043. Silver linings in the pandemic cloud**
Mary Hurley (Daughters of Charity Disability Support Service and Discipline of Occupational Therapy TCD) & Tina McGrath (Discipline of Occupational Therapy, Trinity College Dublin & HSE Dublin North City Mental Health Services)
- 4:54 PM** **2021-063. Missing in Action: Philosophical reflections on the implications of COVID-19 social distancing on traditional face-to-face embodied classroom and clinical education**
Tina McGrath (Discipline of Occupational Therapy, Trinity College Dublin & HSE Dublin North City Mental Health Services)
- 5:06 PM** **2021-088. Untangle those Stethoscopes; Never too early to start reflecting!**
Ena Jordan (Sligo University Hospital & NUIG)
- 5:18 PM** **2021-037. WHAT ARE THE TRAINING NEEDS OF EXPERIENTIAL LEARNING PLACEMENT TRAINERS OF THE MPHARM. PROGRAMME?**
Ruth Mccarthy (University College Cork)

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Educational research - Student Voice

- 4:30 PM** **2021-099. Exploring students' qualitative feedback on a Clinical Veterinary musculoskeletal module in UCD.**
Antonella Puggioni (University College Dublin)
- 4:42 PM** **2021-105. COVID 19 and the Experience of Final Year Medical Students**
Niamh Coakley (University College Cork)
- 4:54 PM** **2021-106. Experience of Senior Intern Overlap for New Doctors Commencing Practice Early in COVID 19 Pandemic.**
Niamh Coakley (University College Cork)
- 5:06 PM** **2021-102. Medical Student Technicians: Roll-out Rapid, Expectations Exceeded**
Nigel Hart (Queen's University Belfast)
- 5:18 PM** **2021-013. The #COVIDcohort's experience of transitioning from student to doctor**
Dakota Armour (Queen's University Belfast)