



INHED 2021 Virtual Conference

10 - 12th March 2021

Hosted by UCD College of Health & Agricultural Sciences,
University College Dublin

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

Featuring keynote deliveries from Professor Walter Eppich, Professor Rachel Ellaway and Dr Lara Varpio, this year's conference will be delivered virtually over three mornings from the 10th –12th March 2021 and will include a collection of masterclasses, symposia, workshop and parallel presentations.

Conference registrations are now being welcomed at www.inhed.ie/inhed2021.



**Irish Network of
Healthcare Educators**

Web: www.inhed.ie

Email: info@inhed.ie

Twitter: [INHED_Ireland](https://twitter.com/INHED_Ireland)

Conference Programme – at a glance

Wednesday March 10th 2021	
09:30 - 10:00	Conference sign in. Navigating the conference tutorial
10:00 - 13:00	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)
12:00 - 13:30	Conference sign in
13:30 - 14:00	Conference launch & Navigation instructions
14:00 - 15:00	Key note Speech Prof Rachel Ellaway (University of Calgary) - Augmentation as a lens on teaching and learning
15:00 - 15:10	Break
15:10 - 16:10	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>
	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>
	Educational research parallel sessions x 3 1. Clinical Education 2. Resilience and Well-being 3. Quality Assurance and Evaluation
	Educational development parallel sessions x 2 1. Assessment and Learning 2. Teaching and Learning Innovations
16:10 - 16:30	Break
16:30 - 17:30	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>
	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>
	Workshop 3 <i>Dr Thomas Kropmans (NUIG): The global impact of COVID-19 on practical assessment design</i>
	Workshop 4 <i>Caoimhe Harrington (MUH) & Anne-Marie Lydon (UCHG): Online clinical education - how we did it in physiotherapy</i>
	Educational research parallel sessions x 1 1. Responses to reduced Clinical Placements
	Educational development parallel sessions x 1 1. Resilience & Well-being
17:30 - 18:30	<i>Prof Eva Doherty(RCSI): Inaugural communication skills education and research group meeting</i>

Note 1: You must pre-register to attend this workshop. Registration at inhed.ie/inhed2021

Thursday March 11th 2021

11:00 - 13:00	Pre-conference masterclass <i>Dr Louise Younie (BARTS) - Flourishing through creative enquiry</i> (Please see Note1 below)
13:00 - 14:00	Conference sign in
14:00 - 15:00	Key note Speech Prof Walter Eppich (RCSI) - Team inclusiveness as an educational strategy
15:00 - 15:10	Break
15:10 - 16:10	Workshop 5 Part 1 <i>University of Calgary: Creating Virtual Simulation Games to Enhance Learner Engagement (Part 1 of 2)</i>
	Workshop 6 Part 1 <i>Dr Clare Conway (UL): Moving small-group tutorials from classroom to online (Part 1 of 2)</i>
	Educational research parallel sessions x 3 1. <i>Simulation & Technology</i> 2. <i>Student Learning Approaches</i> 3. <i>Interprofessional Education & Reviews</i>
	Educational development parallel sessions x 2 1. <i>Online Clinical Teaching & Placements</i> 2. <i>Online Clinical Teaching & Placements</i>
16:10 - 16:30	Break
16:30 - 17:30	Workshop 5 Part 2 <i>University of Calgary: Creating Virtual Simulation Games to Enhance Learner Engagement (Part 2 of 2)</i>
	Workshop 6 Part 2 <i>Dr Clare Conway (UL): Moving small-group tutorials from classroom to online (Part 2 of 2)</i>
	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>
	Workshop 8 <i>Health Sciences (UCD): Virtual approaches to education and training in UCD</i>
	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>
	Educational research parallel sessions x 1 1. <i>Graduate Education</i>
	Educational development parallel sessions x 1 1. <i>Moving to a Digital Platform</i>
17:30 - 18:30	<i>Thematic networking gatherings</i>
17:45 - 18:45	INHED AGM

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Friday March 12th 2021

13:00 - 14:00	Conference sign in
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>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>Break</i>
16:30 - 17:30	Educational research parallel sessions x 4 1. <i>Patient Voice</i> 2. <i>Student Voice</i> 3. <i>Peer Learning & EPA</i> 4. <i>Reflective Practice</i>
	Educational development parallel sessions x 3 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

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.

Dr Lara Varpio

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



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, “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.

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. In 2018, he traveled to Antarctica to perform ethnographic field observations

and in-depth qualitative interviews to understand what enables Antarctic research teams to adapt to ever-changing conditions in extreme environments. Healthcare is also characterized by extreme environments in instances of intense time-pressure and high patient acuity. This work contributes to his research program with the goal of delineating the contribution of workplace talk and team interactions to learning and performance.

Keynote Address: Team inclusiveness as an educational strategy

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

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 (Dr Catherine Redmond, UCD)

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

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.

Learning Objectives

- Review the educational opportunities that emerged in the absence of the traditional face to face tutorial model at practice placement sites.
- Orientate practice educators to the Digital Learning Academy of the Department of Physiotherapy at the University of Limerick. Outline the associated benefits of cross site, collaborative, virtual tutorials.
- Familiarise the audience with virtual tutorial delivery platforms and teaching adjuncts which enhance student engagement and learning in the virtual space.

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 - University of Calgary: Creating Virtual Simulation Games to Enhance Learner Engagement (Canadian Network for Innovation in Education (CNEI))

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.

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

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 - Dr Clare Conway (UL): Moving small-group tutorials from classroom to online

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

Small Group Activities

- Split into 3 breakout rooms based on each of the themes above (30 min repeated x3)
- 15 minutes in breakout room (facilitated). Reflect together, identify positive strategies, vent frustrations / problem-solve. Spokesperson for feedback of key points.
- 10 minutes feedback / discussion back with entire group.
- Discussion of findings and future directions – led by facilitators.

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

16:30 Session Introduction

Assoc. Prof. Jonathan McNulty, Associate Dean for Graduate Taught Studies, UCD School of Medicine

16:31 An introduction to virtual reality (VR) for educators

Radiography & Diagnostic Imaging, UCD School of Medicine

16:40 Immersive VR storytelling in Nursing and Midwifery education

Philip Hardie, Special Lecturer / Clinical Nurse Tutor, UCD School of Nursing, Midwifery & Health Systems

16:49 Virtual reality learning: A method to improve student knowledge of fetal development

Dr Grace Ryan, Academic Clinical Fellow, UCD Perinatal Research Centre, School of Medicine / National Maternity Hospital

17:58 VR in veterinary education

UCD School of Veterinary Medicine

17:07 Enhancing Radiography teaching and assessment through VR

Radiography & Diagnostic Imaging, UCD School of Medicine

17:16 Panel Discussion / Q&A

17:30 Close

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Workshop 9 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

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.

Learning outcomes:

1. Identify lessons learned over the first wave on strategies that facilitate practice placements for health professional education.
2. Reflect on any shared experiences and consider future directions and sustainability issues
3. Create a mural on strategies used within waves 2 and 3

Special Interest Groups

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 .