
CME on the Run a Case Study in Program Evolution to Address Learners Changing Needs

Authors: Brenna Lynn, Christie Newton, Bob Bluman

Presenters: Christie Newton, Bob Bluman

Time: 12:45 - 13:00

Key words: Longitudinal relationships, hybrid education, doctor's lounge

What problem have you identified and/or tried to address? To maintain licensure for practice, physicians are required to stay current by engaging in continuing medical education (CME). Continuing professional development (CPD) providers are challenged to meet the learning needs of widely distributed physicians practicing in a broad range of contexts. In 2007, the UBC Division of CPD, introduced a 2-year, 12 session conference series with the objective of addressing this challenge of keeping practicing family physicians current.

What are you doing or planning (a description of methods and/or innovation)? CME on the Run (COTR) started as a face-to face program held in Vancouver. Each session focused on a thematic area that reflect common family practice topics. This presentation will describe the adaptations and evolution of this CPD program over 15 years with a focus on why we thought it was a good way of teaching to promote learning.

Why would the findings or lessons learned be important (implications)? Our aim is to highlight ideas that underlie the problem and help other educators think about solving problems in their own context.

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Supporting Student Understanding of the Impact of Social Media Platforms: The Pharmacy Digital Tattoo Project

Authors: Patricia Gerber, Alexandra Kuskowski, Lucas Wright, Kathleen Scheaffer, Salma Abumeeiz, Laura Atiyeh, Emily Fornwald, Ursula Ellis, Eseohé Ojo

Presenters: Patricia Gerber, Alexandra Kuskowski

Time: 13:00 - 13:15

Learning Objectives:

This presentation will offer the audience as opportunity to reflect on and learn from our experience around:

- An innovative curricular approach to helping students make informed decisions about digital interactions and data ownership
- The merits of using open-access resources to collaborate and share materials across health professions programs

The problem we aimed to address

Curricular activities emphasizing the importance of using social media in a responsible manner embodying professionalism are widely adopted by health professions' curricula. However, there are limited tools and strategies focused on making informed decisions about digital identities and data ownership. Faculty, librarians, and students collaborated to develop, implement, and evaluate a workshop for pharmacy students to address this gap.

What we did

Using authentic cases, companion questions, resources, and a facilitator guide we delivered the "Digital Tattoo Workshop" to over 420 first-year Doctor of Pharmacy students. Materials were made publicly available using a Creative Commons CC-BY license through a wiki for other units to enhance student professionalism. Activities aligned students' emerging professional identities with their existing digital identities. Pre- and post- assessments were deployed to measure students' ability to navigate this terrain.

What we discovered

Students engaged in extensive discussion about privacy, data ownership, impacts of their behaviour, and their professional reputation. The Workshops were positively evaluated and revealed new student understanding of the impacts of their digital identities, the risks of unintentionally compromising confidentiality, and the importance of aligning online platforms with professionalism standards.

Why is this important

This collaborative project imparted on first-year pharmacy students a new understanding of professional and informed decision-making in the use of social media through publicly available content for use by other faculties/schools. In this presentation we will share our experience and strategies to help support other health programs' enhance student development of professionalism in online platforms.

Keywords: digital identity, professionalism

Enriching Medical Education: Teaching Antibiotics Through Storytelling

Authors: Melissa Kong, Kevin Zhang, Glenn Regehr, Mary Kestler

Presenters: Kevin Zhang, Melissa Kong

Time: 13:15 - 13:30

Key words: antibiotics, storytelling, videography

Learning antibiotics, their spectrum of activity, clinical uses and toxicities is daunting for many medical students due to the large volume of information and memorization involved. Medical education must also address growing antimicrobial resistance and introduce the principles of antimicrobial stewardship to future prescribers. Studies show that people are more likely to remember information if it is presented as a narrative. We created a live-action drama video series with characters playing the roles of bacteria and antibiotics to engage students and enhance learning. We also aimed to demonstrate that digital storytelling can serve as an effective adjunct to didactic teaching in medical education.

The series is entitled Antibiotics: The Drama (https://youtube.com/playlist?list=PLAUZ1g9D-bpBRRnss5GWkcWwy9_HNTuCd) and spotlights common bacterial pathogens and frequently used antibiotics. The over-arching storyline is the eternal war between antibiotics and bacteria, with key messages about the rise of antimicrobial resistance and the beneficial role of the human microbiome. The target audience is first and second year medical students, and the series is designed to augment traditional didactic lectures. All aspects of this project were conceived, led and implemented by medical students, including scriptwriting, directing, acting, filming and editing. To establish a baseline, we surveyed students who had not seen the mini-series about anxiety related to learning antibiotics and tested antibiotic knowledge through a short quiz. We will repeat these assessments in students who have seen the mini-series to determine whether this novel teaching tool is effective at reducing anxiety and enhancing knowledge retention for students in pre-clerkship training.

Teaching and Learning as Adventure

Authors: Sean Maurice

Presenter: Sean Maurice

Time: 13:30 - 13:45

I've recently had the great honour of being invited into the 3M National Teaching Fellowship.

In preparing my dossier for the Fellowship, I had the challenge and the opportunity to reflect deeply on my approach to teaching and learning. Through this process, I came to the realization that for me teaching and learning are adventurous undertakings.

As a learner, I am at my best when I am uncertain about a new topic, but I am motivated to learn. As a teacher, I am at my best when I am a tad nervous about the topic, and thus motivated to be well prepared; and when I'm excited to try to share an important message with my learners, and thus motivated to do everything I can to make the message salient and relevant to the diversity of learners in the room.

Through this presentation I will describe how teaching and learning can be viewed as adventure, and that this metaphor can help reinvigorate us as teachers and lifelong learners. I will also suggest some ways that we can use this perspective to help in recruitment and support of our colleagues for whom teaching might be secondary, at least as measured in hours of time spent, to research or clinical practice.

Learning Objectives:

- By the end of this session, learners will understand and appreciate the use of the metaphor of adventure for both teaching and learning.
- By the end of this session, learners will have the opportunity to consider the use of an adventure metaphor in recruiting and supporting research and clinical faculty.

Keywords: Teaching, Learning, Adventure, Recruitment