

## Following Medical Doodlers on Instagram: A Good Med Student Learning Strategy?

**Author:** Carol Ann Courneya, Susan Cox

**Presenter:** Carol Ann Courneya

**Moderator:** Diana Fort

**Time:** 10:30 – 10:45

Medical doodlers share original drawings inspired by their learning during medical training through Instagram. Prolific medical doodlers attract thousands of medical students as dedicated “Instagram followers”. Previously we studied why and how medical doodlers create and share their drawings. Here we focus on the responses of medical students who follow medical doodlers. Using an online questionnaire about learning styles posted on Instagram, 312 followers responded to the multiple-choice statement: I learn best from: a) drawings, b) text or c) a combination of drawings and text; 87% identified the combination of drawings and text as most effective. Responses to open-ended questions exploring the reasons that medical students follow doodlers yielded four themes: enhanced effectiveness of the learning process, utility of doodles for peer and patient teaching, increased personal and professional motivation, and development of comradery and recommitment to the study of medicine. Medical students also described how the sharing of medical doodles contributes to the emergence of a global online community that provides intellectual and emotional support to cope with the rigours of training. These findings point to the growing popularity of medical doodles and the importance of recognizing the powerful impact that visual learning can have in medical student education and wellbeing.

## “Alone In the Ring”: Research-Based Theatre as an Instructional Tool in Health Education

**Author:** Tal Jarus, George Belliveau, Yael Mayer, Christopher Cook, Laura Bulk, Hila Graf, Michael Lee, Laen Hershler, Scott Button, Jennica Nichols

**Presenter:** Tal Jarus

**Moderator:** Diana Fort

**Time:** 10:45 – 11:00

Disabled students in health programs have low enrolment and high dropout rates (Brault, 2012; Eickmeyer, Do, Kirschner, & Curry 2012; Ryan, 2007). Barriers in health education include nonaccessible and inflexible program design and attitudinal barriers (Bulk et al., 2017; Easterbrook et al., 2015; 2018). Notably, few educators or peers understand the barriers these students face and the supports they need (Bulk et al., 2017; Easterbrook et al., 2015; 2018).

Theatre offers a powerful medium to promote perspective-taking and emotional identification of new information about marginalized groups in an experiential way (Bowles & Nadon, 2013; Iverson and Sheher, 2014). By dramatizing research data, Research-Based Theatre (RBT) humanizes findings and inspires change through thoughtful and heartfelt engagement (Belliveau & Lea, 2016).

We explored the use of RBT to facilitate attitudinal change in support of disabled students. We created a play, which shares the lived experience of students and clinicians in health professions who identify as having a disability. The play is based on over 150 interviews, and the performance offers a unique approach to translate some of our key findings by bringing to life the humanity that lies at the core of our research.

In this presentation, we will describe the RBT methodology and share our research process, which began with an analysis of the data followed by creating a play based on central themes found in the data; we will present a scene; a discussion around ethical dilemmas and effective approaches to evaluating research-based theatre project will be shared.

**Key words:** Research-Based Theatre; Knowledge translation; art-based research

## Cartooning and Drug Use: Creating Art for Stigmatized Topics

**Authors:** Armin Mortazavi, Kate Campbell

**Presenter:** Armin Mortazavi

**Moderator:** Diana Fort

**Time:** 11:00 – 11:15

Imagery connects with people on a very emotional level. This is especially true for a topic as stigmatized as substance use. If the style or content of the image clashes with the tone of the educational work, it can polarize the learner, and cause them to lose trust in the content. Therefore, we sought to describe the process of developing the Addiction Care and Treatment Online (ACTOC) Course and how we used comics to tackle a stigmatized topic.

The ACTOC is a partnership between the UBC Division of Continuing Professional Development and the BC Centre on Substance Use aimed at primary care providers. To make the written content more engaging, we developed a unique visual style for the entire course. Illustrations were made for substances, case studies, doctors and various other themes.

We discovered that early implementation of the art in the content creation was very effective. Rather than final touches in the end, the visuals were key in the iterative process, and received early feedback from the course authors. As of June 2019, just under 700 users have completed the online course, and much of the feedback has been largely positive. Our next steps would be to create post-course evaluation questions that are more specific with regards to the visuals, to get a better sense of our user's opinions on the subject.

**Key words:** eLearning, medical education, addiction care, opioid crisis

## How Nature can Enhance Health Profession Graduate Student Learning

**Authors:** Katie Lee Bunting, Jocelyn Micallef, Gabriel Smith, Diana Jung, Patty Hambler

**Presenters:** Katie Lee Bunting

**Moderator:** Diana Fort

**Time:** 11:15– 11:30

Research on the effects of access to and immersion in nature for K-12 students has identified multiple benefits for student health, well-being, and academic performance. There is less research exploring the effects of learning in nature for post-secondary students, with a particular paucity of research on graduate students' experiences. Purpose: This study sought to understand how participating in a class held in a forested area and Japanese garden affected master of occupational therapy (MOT) students' learning. The research questions were: (1) how did this outdoor class affect students' self-regulation, academic buoyancy, and sense of connection to nature, campus, and their peers?; and (2) what were students' experiences of learning outdoors? Methods: For research question one, 16 MOT students completed pretest & posttest measures. Paired t-tests were used for analysis. A descriptive qualitative approach was used to answer research question two. Nine MOT students completed face-to-face semi-structured interviews and inductive thematic analysis was used. Findings: (1) There was a significant increase in measures of state mindfulness ( $p < 0.001$ ) and academic buoyancy ( $p = 0.046$ ). A significant decrease in perceptions of peer cooperation ( $p = 0.045$ ) was found, which may be due to a ceiling effect, as pretest scores were high. (2) Themes related to self-regulation, connection, and the perceived value of learning outdoors emerged. Conclusions: For graduate level students, a natural environment can provide regulating sensory experiences, facilitate student interactions, allows for mental breaks, and offers students a space to consider new ways of understanding class content.