

Adding a Distributed Option for Midwifery Education (DOME) in Year 1 of the Bachelor's Degree in Midwifery at UBC

Authors: Allison Campbell, Luba Butska

Presenter: Allison Campbell

Co-Presenter: Luba Butska

Time: 10:00 – 10:15am

Primary focus: Innovation in Midwifery Education

Abstract: The Bachelor's Degree in Midwifery at UBC (BMW) is a professional degree admitting 20 students per year, and is the only Midwifery education program in BC; one of 7 in the country. In July 2019 the UBC Midwifery Program initiated a plan to implement a distributed learning option to the 9 courses comprising the first year of the program. The primary goal of this project was to facilitate enrollment for applicants living in rural and remote areas of BC, by enabling first year midwifery students to remain in their communities for study, thus decreasing the cost and familial disruption of moving to and living in Vancouver. By increasing access for rural, remote and Indigenous students, DOME aims to support an increased midwifery presence in rural areas in BC.

Developing a distributed option required redesign and renewal of all first-year courses, with a focus on improving the overall student learning experience, in terms of content, timing and integration of courses, supporting faculty in blended delivery, and assuring that the curriculum is tightly bound to graduation competencies. Having this work already underway in 2019 and early 2020, facilitated Midwifery's quick transition to full online delivery, in March, and for this academic year as well.

This presentation will outline the DOME project in more detail, describe the planning process we undertook, and discuss some of our important learnings from this process, as well as reflect on the opportunities it has presented us.

Learner Objectives - after attending this presentation, participants will be able to:

1. Understand why a distributed option for Midwifery education was indicated.
2. Describe the plan for the distributed option, and the step the program took to develop it.
3. Understand how the groundwork for DOME facilitated a quick transition to online course delivery across the program, in March 2020.

Key Words: online, distributed, rural

Wellness Convene during COVID-19: Reflections on Wellness Webinars for UBC's FoM

Authors: Farah Shroff, Bob Woollard, Anosha Afaq

Presenter: Farah Shroff

Co-Presenter: Bob Woollard, Anosha Afaq

Time: 10:15 – 10:30am

The sudden switch from face-to-face, to online work and learning, coupled with health, financial and other pressures related to the COVID-19 crisis, appears to have created stress within the university community. Conversations with FoM faculty, staff, residents and students, have reinforced polling on the wellbeing of British Columbians which notes that the majority of us are experiencing stress, worry, loneliness, isolation, and anxiety during this pandemic. This aggravates the already significant distances that the academic culture has maintained between faculty, staff, students, and residents. Concerns about the future and other angsts are taking a toll on mental and physical health, striking women more acutely than men. Joint and simultaneous co-learning of skills that will bridge these distances and enhance mutual wellbeing can make a powerful contribution to the resilience of all as we collectively pivot to the future. That future will certainly involve increased work in the virtual landscape.

A recent meta-analysis of mental health programs for post-secondary students shows that such programs are effective in decreasing symptoms of depression, anxiety, and stress, while enhancing self-esteem, social and emotional abilities, as well as, academic success. Moreover, a systematic review exploring the outcomes of implementing setting-based interventions at universities concludes that it is helpful for universities to invest in building environments that encourage student and staff mental wellbeing for greater resilience and productivity.

This presentation will reflect upon a newly-funded series of wellbeing webinars designed specifically for and by members of the UBC FoM community (students, staff, faculty, residents) with the aims of enhanced individual wellbeing and heightened sense of resilience through improved connections and relationships across UBC.

At the end of this presentation, participants will:

1. Demonstrate an understanding of mental health issues related to COVID-19
2. Appreciate the importance of taking action to increase resilience of our own community within UBC's FoM
3. Create community between traditional silos that separate UBC FoM staff, students, faculty and residents, because the presentation will extol said virtues

KEYWORDS: COVID-19, UBC FoM community, resilience

Student Peer Assessment to Improve Learning, Evaluation and Reflective Skills

Authors: Amanda Bradley, Amy Ho, Juliana Li

Presenter: Amanda Bradley

Time: 10:30 – 10:45am

Bachelor of Medical Laboratory Science students previously had few opportunities to review one another's work, give and receive constructive feedback, reflect on feedback and use feedback to improve their work. Student peer assessment (SPA) was incorporated into a year 4 course and the course was renewed to allow time and scaffolding for SPA. Two assignments, a graduate school program overview and a scientific abstract, were redeveloped and have run as peer assessment assignments for 3 years. PeerScholar was used to manage the process which was carefully designed to mitigate known SPA pitfalls.

Results showing student learning gains and skills enhancement included: (i) quality of students' scientific abstracts improved; instructor or project assistant-derived grades for 84% of students increased from the draft to final submission (n=44). (ii) students' capacity as assessors was comparable to instructors'; there was good agreement between peer and instructor-derived grades (correlation $r = 0.8$; n=31) for the program overview assignment. (iii) students' assessor abilities included identifying inaccuracies and unclear writing. (iv) students articulated their decisions about what specific feedback to act on and reflected on what parts of the SPA process helped them improve overall. Many students' attitudes about peer assessment improved: 48% of students valued peer assessment more after completing the assignments (n=52).

Lessons from our experience and the literature are sources of strategies for planning and implementing successful SPA processes.

Key words: student peer assessment

Preparing Service Providers to ‘Champion’ Translation of Cultural Safety and Trauma-informed Care into Service Delivery and Practice

Authors: Kimberly Miller, Stephanie Glegg, Gordon J

Presenter: Kimberly Miller

Co-Presenter: Stephanie Glegg

Time: 10:45 – 11:00am

Background/Purpose: On-line and didactic programs exist that aim to enhance cultural safety and trauma-informed care (CS&TIC). Most improve knowledge but may not adequately prepare participants to ‘champion’ service delivery and practice change. The “CS&TIC Champions” workshop was designed to equip service providers from the early intervention sector to apply knowledge translation (KT) theory and practice to support the implementation of CS&TIC best practices within their organizations across British Columbia.

Summary of the Innovation: The one-day interactive Champions workshop was the final component of a comprehensive curriculum co-developed by an advisory committee of Elders, service providers, educators and families with lived experience. We applied adult learning principles to introduce evidence-informed KT best practices and planning tools; participants engaged in group activities to set goals and applied these approaches in their respective contexts. Participants identified barriers to implementing CS&TIC, and actively generated solutions to these challenges. Immediately post-workshop, participants completed a survey gathering self-reported ratings of confidence (1=much poorer to 5=much stronger) and ability to perform KT activities to support practice change (1=poor to 5=competent).

Conclusions: 22/25 participants completed the survey. They reported greater confidence as champions (median=4; IQR 3-4) and valued the networking opportunity. They could identify KT strategies to support CS&TIC in their contexts (median= 4/5; IQR 3-4), but wanted more support to develop KT plans targeting barriers and facilitators. (median=3/5; IQR 3-4). The CS&TIC Champions workshop equipped participants with KT strategies, but follow-up coaching may better support participants to ‘champion’ translation of CS&TIC into service delivery and practice.

Key words: knowledge translation; cultural safety; continuing education