Visual Note Taking Workshop for First Year Medical Students

Authors: Carol Ann Courneya, Sarah Leavitt, Gabriella Trombetta and Susan Cox
Presenter: Carol-Ann Courneya
Time: 10:00 – 10:15am

Some medical students have a preference for visual learning, and struggle to assimilate text-heavy medical material. Students who think and express themselves visually enter medical school surrounded by students who study by reading and highlighting text. Thus cued, and to fit in, visually inclined students do the same, often with perceived negative exam performance.

To address this, we ran a "Visual Note Taking (VNT) Workshop" for medical students to:

1. describe VNT and the link to learning
2. introduce general drawing exercises
3. introduce "drawing for learning" exercises
4. provide examples of VNT used by senior medical students

In a pre-workshop questionnaire, participants reported being curious to explore drawing as a learning strategy and to expand their learning/studying tools. During the workshop (by questionnaire) they reported:

- the introductory drawing exercise gave them confidence in their ability to draw despite a "perceived" lack of artistic skill
- the "drawing for learning" exercise showed that they could convey in drawings meaning from "physiological concepts and symptoms"
- Inspired by VNT examples from senior medical students, the participants imagined ways to incorporate VNT into their study toolkit.

Three months later (by survey) participants reported creation of visual poster boards, using VNT during lectures/studying and preparing for their OSCE exam. Overwhelmingly they would recommend the workshop to others, and they requested further VNT training.

Providing students with timely VNT strategies enhanced their creative, artistic confidence and helped students expand their studying and learning tools thus potentially increasing their chances for academic success.

Keywords: visual-note-taking, drawing, learning

Building Community during the COVID-19 Pandemic Through Narrative Medicine Practice

Author: Lisa Erdman
Presenter: Lisa Erdman
Time: 10:15 – 10:30am

This presentation explores the generative potential of collective, online narrative medicine practices during the COVID-19 pandemic. Such practice might include: discussing poetry and prose related to the experience of illness or loss, timed writing prompts, and stream-ofconsciousness writing in response to a given photograph. Since February, 2020, I've attended several online narrative medicine seminars offered by the Community of Practice, within the Northwest Narrative Medicine Collaborative based in Portland, Oregon and Seattle,Washington (NWNMC): https://nwnmcollaborative.org/ Through this practice, I have entered into dialogue with healthcare professionals, caregivers, writers, artists, and those living with chronic illness. Creative practice, in the context of the NWNMC, offers the opportunity for participants to express and reflect upon aspects of their lived experience. The practice also highlights our commonalities as human beings dealing with uncertainty. In addition to examining the experience of collective narrative medicine practice during the COVID-19 pandemic, this presentation considers how such practices might inform aspects of clinical training within medical education.

Keywords: Narrative, community, pandemic

Don't Rock the Boat: Using Research-Based Theatre to Create Dialogue about Graduate Supervision and Wellbeing

Authors: Susan Cox, Michael Lee, Janina Krabbe, Tala Maragha, and Matthew Smithdeal
Presenter: Susan Cox
Co-Presenter: Janina Krabbe
Time: 10:30 – 10:45am

Graduate supervision is likely the most complex, subtle, yet under-researched form of teaching in which faculty engage (Brown & Adkins, 1988). We used Research-Based Theatre (RBT) to address this gap by developing a series of dramatized scenes about the challenges inherent to graduate supervisory relationships and their impact on mental health and wellbeing. Six workshop performances of the resulting Don't Rock the Boat (DRTB) were piloted in fall 2019 with UBC graduate students, faculty, and staff. Scenes were interspersed with facilitated small group discussion enabling participants to interact with the tensions in supervisory relationships and identify actions to support faculty and student wellbeing.

RBT offers an innovative method of catalyzing dialogue about graduate supervisory relationships. A shared experience of performances enables a candid discussion between audience members on sensitive issues without their needing to divulge personal stories. We discovered that this approach enhances key aspects of faculty and student wellbeing, such as communication, resilience, and productivity. RBT is an accessible ramp into this difficult and loaded topic.

We are adapting DRTB and a facilitator's manual for digital distribution to ensure future sustainability and accessibility. Given the complex power relations involved in these relationships, we are expanding the scope to include equity and diversity issues. This version will support long-term development of a standardized approach to supervisory relationships, while emphasizing the importance of flexibility in accommodating graduate students' diverse backgrounds and identities. It will also highlight the integral nature of these relationships in graduate student and faculty mental health and wellbeing.

Key words: graduate supervision; theatre; wellbeing

The HIVE – Hackspace for Innovation and Visualization in Education: Our Agile and Iterative Development Approach

Authors: Claudia Krebs, Paige Blumer, Monika Fejtek, Sean Jeon, Cynthia Liu
Presenter: Claudia Krebs
Time: 10:45 – 11:00am

Abstract: The future of medical and health professional education will rely on a seamless integration of technology into all aspects of the learner experience. The Covid19 pandemic has shown that technology is a valuable ally in the delivery of education – and beyond an emergency response this technology needs to be developed in a mindful and targeted way. The HIVE is a space where learners can co-create and develop approaches to education with content experts, leveraging the power of emerging media. The HIVE has developed a pipeline for the creation of approaches that utilize xR (extended reality including AR, VR, MR) visualizations that are targeted to the needs of learners. The first step in the process is an ideation phase where the problem is explored with empathy and possible solutions are explored. The next step is a series of agile development steps that rely on iterative development cycles with constant feedback from stakeholders and learners to optimize the approach. A key part of the approach in the HIVE is to ensure that we have a multidisciplinary and diverse team developing these apps – it is through a diversity of perspectives and ways of knowing that the process can be inclusive and innovative with a respectful and diverse visualization of human anatomy used in so many aspects of health professional education. Due to our iterative and agile approach we were able to adapt and scale ongoing projects rapidly to respond to the education needs of the Covid19 pandemic.

Many thanks to the students from across UBC who make the HIVE come alive with inspiration and develop creative solutions for the integration of technology in health profession education.

Objectives:

1. Develop an understanding for the educational technology development pipeline.
2. Explore how an agile, iterative approach allows for rapid responses to changing external parameters, such as a global pandemic.
3. Outline the advantages of a multidisciplinary and diverse team in the development of educational media.

Keywords: Educational design, innovation, educational technology