Response During the Pandemic: Are Delivering Accredited Webinars Feasible?

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Presenter: Raheem Kherani
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Time: 12:15 – 12:30pm

Background: Despite the limited online provision of Continuing Professional Development (CPD) in some areas of healthcare, immediate opportunities for collaboration happened following the call of the global pandemic. While clinical considerations for patient care, managing patients and the need to provide accurate information was important; it was not clear how this education would be delivered.

Methods: The Canadian Rheumatology Association leadership early on identified concerns related to managing patients with autoimmune disease during the pandemic as a high priority, with appropriate education of membership. This fostered collaboration, and led to a needs assessment. Clear Terms of Reference of the Planning Committee with a separate CPD Accreditation Committee were formed, with guidelines for evaluation and feedback, at each step of the CPD cycle.

Results: The first webinars were delivered on 2020-03-25, with a total of six webinars by 2020-06-24. These engaged local Canadian faculty in adult and pediatric rheumatology, as well as colleagues from Milan, Italy and Wuhan, China. Topics included telerheumatology, journey of the rheumatology patient during the pandemic, insights from Italy, COVID-related hyperinflammation in the pediatrics, SARS CoV-2 testing, and transitioning to in person care. Registration and participant numbers ranged from 44 to 183 out of approximately 600 members. Feedback was positive and added to the needs assessment for future webinars. Additional learning will be shared as these evaluations are reviewed.

Conclusion: Rapid development of web based accredited CPD delivery is possible in a framework of a supportive and collaborative environment, to an engaged target audience.

WORKSHOP OUTCOMES - By the end of this session, participants will be able to:
1) Review the overall CPD cycle
2) Recognize practical opportunities to apply this model within their context
3) Identify strategies to successfully implement similar opportunities

Special Delivery Online: Adaptation of the Midwifery Emergency Skills Program

Author: Cathryn Ellis
Presenter: Cathryn Ellis
Time: 12:30 – 12:45pm

This year the in-person skills intensive course for the Internationally Educated Midwives Bridging Program was delayed due to covid19 university regulations. We needed to convert an in-person midwifery emergency skills course to an online module to prepare participants for midwifery practicums. Nurse Practitioner research indicates that assessing students' skills and competencies could be successfully done online (Prettyman A., Knight, E., Allison, T., 2018)

We assessed their learning needs through a Qualtrix survey with their responses on a Likert scale. We sent or hand delivered obstetrical mannequins with dolls and placentas to participants. We practiced using Zoom to teach with mannequins, noting the angle where actions were most visible and asked participants to do the same. We adapted the existing skills checklists by adding columns at the end of each action indicating whether the action was done correctly, done after coaching, or whether the skill needed to be seen in person. To evaluate our teaching we used daily 'Exit Slips', which they returned to reflect on and evaluate the day's teaching.

Using our adapted checklists for formative evaluation, we assessed participants more carefully and provided more concrete suggestions for improvement. Students said that they valued the opportunity to practice the hands-on skills with colleagues online. We reflected that some of the skills needed hands-on practice with a small team allowing a more realistic emergency situation. We are planning to use the adapted checklists with midwifery students for formative assessments this year. Adaptation improved our teaching through development of new assessment tools.

Key words: midwifery online assessments

Optimal Delivery of CBL: In Person OR Online OR Both/Blended?

Author: Hanh Huynh
Presenter: Hanh Huynh
Time: 12:45 – 1:00pm

COVID challenge forced our UBC medical undergraduate program to deliver Cased Based Learning (CBL) online via Zoom over just a weekend of preparation (rather than the traditional "in person" tutorial). Positively, this situation presented us with the opportunity to explore a new mode of teaching for small group learning like CBL or PBL (Problem Based Learning) which up to this point had never been attempted. A survey of both the students and tutors at the end of the clusters have highlighted benefits and challenges via this mode of learning. The goal of this round table discussion is to share the findings from the survey and initiate a discussion among peers to critically assess/analyse the results and come to a consensus on how best to apply this mode of delivery for future small group learning like CBL or PBL. Post COVID, should CBL be delivered in a mixed/blended (in person & online) fashion???

The Use of Kahoot! in Medical Education

Authors: Rebecca Donkin, Rosemary Rasmussen
Presenter: Rebecca Donkin
Time: 1:00 – 1:15pm

Problem: The impact of the COVID-19 pandemic has presented many challenges in medical education particularly, with development of innovative online learning in a short time period. Notably there has been a significant increase in the use of digital technology tools to meet this challenge. For instance, in the first quarter of 2020 the game-based software Kahoot! reported a three-fold increase in players. However, research into the use of digital technology tools such as Kahoot! and the applied learning theories are limited.

Methods: This study describes a scoping review that explores the use of Kahoot! in medical education using a five stage framework.

Findings: The utilisation of Kahoot! in medical education reports positive student outcome scores and student perceptions of learning which include collaborative learning, improved knowledge content, attendance, and participation. Minor negative aspects include increased time on task, overwhelming learning content and distractions due to gadgets. The main educational theory that underpins the learning framework is active learning followed by social and constructivism learning theory.

Implications: In light of the COVID-19 pandemic a rapid and fundamental shift in how innovative digital tools are being used in educational institutions has evolved. Further research on learning frameworks and studies with control groups is required to evaluate this potentially valuable tool in medical education.

Keywords: COVID-19, teaching and learning, digital technology, game-based software, Kahoot!