

3rd LEARN SYMPOSIUM

RESEARCH IN HEALTH PROFESSIONS EDUCATION

8
FEBRUARY
2019

Date: February 8th, 2019

Time: 8.45-17.15

Venue: UMCG Education Center, Hanzeplein 1, 9713 GZ Groningen

Registration: Please register through the link in the invitation email and subscribe for the workshop you wish to attend.

PROGRAMME

08.45-09.15: Welcome & registration

09.15-09.30: Opening by prof. dr. Debbie Jaarsma and prof. dr. Paul Brand, programme leaders LEARN, SHARE/GSMS & Introduction to the Rein Zwierstra lecture

09.30-10.15: Rein Zwierstra lecture:

How can we teach future doctors to communicate risks to patients meaningfully?

Prof. dr. Gerd Gigerenzer, leading researcher in the field of risk communication and cognitive bias. Director of the Harding Center for Risk Literacy at the Max Planck Institute for Human Development in Berlin, Germany

10.30-11.30: Round 1 Short communications of PhD students & researchers presented in parallel sessions

11.30-12.00: Coffee/tea break

12.00-13.00: Round 2 Short communications of PhD students & researchers presented in parallel sessions

13.00-13.45: Lunch

13.45-15.15: Round 3 Round of parallel workshops

15.15-15.45: Coffee/tea break

15.45-16.30: Lecture:

Workplace-based learning under the microscope

Prof. dr. Nynke van Dijk, MD, MHPE, Professor of medical education and training General Practice Training program and head of research department of General Practice; Amsterdam School of Public Health, Amsterdam UMC, location AMC, Amsterdam, the Netherlands

16.30-16.45: Closing plenary

16.45-17.15: Closing drinks

WORKSHOPS

Teaching clinical reasoning during clerkships and residency

Prof. dr. Paul Brand

In their clinical clerkships, medical students are expected to further develop their clinical reasoning skills by practicing this with real patients. The same principle applies to residents in their specialty training. Despite the key importance of this crucial clinical skill, surprisingly little attention is devoted in teaching clinical teachers how to teach these skills to medical students and residents. In this workshop, we will discuss teaching methods aimed at improving clinical reasoning skills and the research evidence underlying them. Participants will practice one of these teaching methods and be able to apply this in their clinical teaching practice”.

The secrets of living a successful and happy life in today's hectic world – The Stairway to Happiness

Vernon Sankey MSc, invited speaker and uncle of prof. dr. Debbie Jaarsma

Combining philosophy, cognitive psychology and spirituality, the workshop examines what constitutes happiness and the different levels of intensity that can be achieved. It also considers the barriers and pitfalls along the way and how to address and overcome these. In an interactive session which also covers relevant, topical, spiritual concerns facing them, our world and our future, participants will be challenged and expected to contribute on their own happiness, their purpose in life, their role in society and the future they want to create.

Exploring complexity with Rich Pictures – introduction to a novel data collection tool

Dr. Esther Helmich

Complexity is a multi-faceted phenomenon, with powerful implications for training and practice. Responses to complexity are varied and poorly understood. However, an emotional component can often be identified. In this workshop, I will give examples from my current line of research in which we use Rich Pictures to explore how medical trainees’ understand and learn to deal with complex clinical situations. Rich Pictures are visual representations that capture everything that adds to a complex situation, e.g., people and materials, thoughts and emotions, empathy or conflict. In the workshop, I will ask participants to draw their own Rich Pictures, inviting them to visualize a complex situation, in order to provide them with hands-on experience with this data collection tool. After this exercise, participants will be asked to pair up and engage in a conversation using the drawing as the anchor. This will serve as a means to develop experience in talking about Rich Pictures, and may facilitate a discussion about how to analyze those data.

Teaching and learning patient-centered care: exploring new directions

Drs. Evelyn Schaafsma, dr. Nicoline van den Broek, dr. Agnes Diemers

Health Professionals often claim that they practice in a patient centered way and teachers also claim they do so while teaching. But is that really the case? What do we mean when we say ‘patient-centeredness’? In this interactive workshop we will explore this concept from the literature and its practice.

We will show examples of patient centeredness in current curricula, developments in the UMCG and we would like you to share your experiences with practicing patient centered care in education. Are we able to create new alliances and strategies together?

Game-based learning: understanding the entangled terminology

Kiki Buijs-Spanjers MSc, Anne van Gaalen MSc

Games, serious games, simulations and gamification are often used in education and research. But what is actually the difference between these terms? And how do they get so entangled?

In this workshop we will guide you through the differences between games, serious games, simulations and gamification and show you the difficulties in defining these concepts. Of course, what could be a better approach than explaining game-based learning via a gamified approach. Or is it a serious game.....? You will know after this workshop!