



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Faculty of Health Sciences

Dean's Award
for Innovation in Teaching
2021-22
Award Winners



Welcome

Professor Brian O'Connell,

Dean of the Faculty of Health Sciences

After a Covid-19 related hiatus, we are very pleased to announce the return of the Dean's Awards for Innovation in Teaching in 2021-22. Our experiences of the last two years have demonstrated just how innovative and resourceful we are as a community. Our teaching and learning environments have changed and evolved at a pace we might never have seen otherwise. The Dean's Innovation in Teaching Awards seek to support the ongoing enhancement of our innovative teaching, I am very pleased to announce the winners of the 2021-22 awards.

Dr Jennifer Conlan, Assistant Professor, Clinical Medical Education, School of Medicine

Team: Ms Triona Flavin, Clinical Skills Tutor (Surgery), School of Medicine.

The aim of this project is to conduct a pilot study on the use of Virtual Reality (VR) in clinical skills training of undergraduate medical students. The study will investigate the use of VR primary assessment scenarios developed by Oxford Medical Simulation. Third medical year students will be recruited with questionnaires and focus groups being used to assess the user acceptability and feasibility of using VR in undergraduate medical training. The study will also compare mannequin-based and VR simulation in primary assessment training.

Dr Emer McGowan, Assistant Professor, Clinical Medicine, School of Medicine

Team: Emer Guinan, Assistant Professor, School of Medicine; Cicely Roche, Associate Professor, School of Pharmacy & Pharmaceutical Sciences; Tamasine Grimes, Associate Professor, School of Pharmacy & Pharmaceutical Sciences.

This project addresses the development of a module, suitable as an elective, that uses healthcare-related ethical dilemma scenarios to support the interprofessional development of moral reasoning competencies and related decision-making abilities. This project builds on a previous Dean's Award for Innovation in Teaching (Roche C, 2017) by utilising, further developing and using the materials outputted in a module on moral reasoning in healthcare.

This project takes an interprofessional approach to the development of moral reasoning competencies, interprofessional socialisation and collaboration. It will be formatted as an elective/open module for Sophister students in the School of Pharmacy & Pharmaceutical Sciences, and will also accommodate other Sophister students in healthcare professional programmes.

Dr Cicely Roche, Associate Professor, School of Pharmacy & Pharmaceutical Sciences

Team: Dr Cathy Cunningham, Assistant Professor/Specialist Registrar, School of Medicine; Mary O'Neill, Learning Technologist, School of Medicine; Dr Tamasine Grimes, Personal Skills Module year 4, School of Pharmacy & Pharmaceutical Sciences; Eimear Ni Sheachnasaigh, Practice Educator, School of Pharmacy & Pharmaceutical Sciences; Professor Blánaid Daly, Head of School of Dental Science.

This project will explore how ePortfolio for experiential learning might further address competence assessment challenges in Sophister health professional curriculums using Pharmacy non-clinical remote placements, and Medicine clinical placements as test-beds. Dentistry's trial of transferring log-books to ePortfolio (2021) will serve as a comparator. This project pursues the development and use of ePortfolio in three schools, builds on key findings from a previous study (Roche et al, under review), and represents collaboration across schools/disciplines, students, and practitioners/tutors.

Dr Jan de Vries, Assistant Professor, School of Nursing & Midwifery

Team: Sylvia Huntley-Moore, Director Staff Education & Development, School of Nursing & Midwifery; Freda Neill, Clinical Skills Manager, School of Nursing & Midwifery.

One of the main difficulties students in nursing and midwifery need to overcome is making the connection between theory and practice. Often theory remains abstract and therefore its application in clinical decision making remains elusive. The project we propose is intended to help overcome this issue in innovative fashion through enhanced practice-based video and immersive virtual reality materials.

The development of these materials is geared initially towards its use in a 'flagship' module MNU33016 Clinical Judgement, Professional Practice and Foundations of Management (10 ECTS). In this module, theory and practice are integrated through the use of clinical skills simulations, lectures and tutorials, in which students discuss and propose evidence-based interventions which are documented in a workbook. Overall, the current approach is working, however some students have difficulty imagining real-life people and the community-based setting from the text-based scenarios and so do not fully engage. We are therefore proposing to develop supporting video resources, including immersive virtual reality video material.

Dr Annemarie Bennett, Assistant Professor in Dietetics, Clinical Medicine, School of Medicine

A student's experience of their practice placement plays a profound role in their career choices after graduating, and as such, it is essential that the inevitable ups and – most especially – downs of placement are managed with students in a professional and fair manner. Equally, it is vital that students are supported to appropriately participate in assessments of their performance on placement. Between 15-25% of students experience marked challenges on placement and approximately 5% fail placement. The 'Struggling Student' can generate significant stress among qualified practitioners and students, and this project aims to attenuate this.

Among students, this innovation will aim to increase insight and reduce anxiety among students in the face of conversations on suboptimal performance. It will also facilitate the training of qualified practitioners to ensure that difficult conversations are managed as professionally as possible. It will use scenarios which represent common behavioural challenges on placement that often seem minor, but are disproportionately challenging to manage relative to challenges with technical skills. Each scenario will be animated using 'Articulate Storyline' to highlight key moments where a student or practitioner can take action to manage the scenario professionally and calmly.

