

Title	College of Medicine and Health Learning and Teaching Showcase 2024
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Publication date	2024
Original Citation	Crowley, C., Timmons, S., Curtin, C., Palmer, B., Rae, M., Healy, N., Houston, C., McCarthy, N., Lee, H., O'Driscoll, M., Goulding, R., Hegarty, A., O'Donovan, T., Scanlan, A., Brint, E., da Mata, C., Sheehy, A., Coffey, N., Condon, C., Ryan, K., Healy, C., Shannon, R. J., Callanan, A., Condon, C., Hassan, F., Racine, E., Butters, J. and Joy, A. (2024) College of Medicine and Health Learning and Teaching Showcase 2024, University College Cork, 14 June 2024. Cork: College of Medicine and Health, University College Cork.
Type of publication	Book
Rights	© 2024, the Authors. Published by College of Medicine and Health, University College Cork - https://creativecommons.org/licenses/by/4.0/
Download date	2026-10-12 14:46:20
Item downloaded from	https://hdl.handle.net/10468/17202



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

College of Medicine and Health

Friday, 14th June, 2024,

Pharmacy Cavanagh Building, LG01

Save the Date:

College of Medicine and Health
Teaching and Learning Showcase

Date: Friday, 14th June 2024

Time: 10:00 - 14:30 (with lunch)

Location: **LG01, Pharmacy Building**

Join us for a morning of sharing and celebrating exemplars of learning and teaching.

Bite size presentations from

- Keynote speakers (tbc)
- all CoMH schools
- some ancillary Units/Centres in UCC
- Abstract submissions are now invited, closing date 20/5



Organising Group

Anne	Burke	College of Medicine and Health
Eithne	Hunt	School of Clinical Therapies
Helen	Kelleher	College of Medicine and Health
Siobhan	Lucey	School of Dentistry
Mark	McEntee	School of Medicine
Maria	O'Malley	School of Nursing and Midwifery
Susan	Rafferty McArdle	College of Medicine and Health
Caroline	Seacy	College of Medicine and Health
Catherine	Sweeney	School of Medicine
Sonja	Vucen	School of Pharmacy

And special thanks to Michael Cronin and Ken Devine in the School of Pharmacy for all their help with the poster exhibition and general facility setup.

Table of Contents

SCHEDULE	4
ABSTRACTS FOR POSTERS	6
An online simulation orientation package designed to support pre-briefing in a university-based simulation centre.	6
Climate change and Healthy AgeinG: co-creating E-learning for resilience and adaptation (chAnGE)	7
R: The Hitchiker's Guide to Reproducible Research.	8
Medical students' perceptions of immersive virtual reality clinical scenario teaching: a pilot study	9
"College exacerbates my ADHD" Exploring the Lived Experience of College Students with ADHD from an Occupational Perspective.....	10
Medication Safety and Hospital Kardex Workshops – Promoting Safe Prescribing through Interprofessional Education.....	11
Exploring New Horizons in Anatomy Education Through Virtual Reality: A Multi-Institutional Study	12
Title: Exploring the implementation considerations of an undergraduate suicide prevention module for health and social care students: A World Café.	13
An LGBTQI+ Inclusion in Nursing & Midwifery Elective Module	14
Perceptions of Undergraduate Dental Students on their Preclinical to Clinical Transition and Curriculum Measures to Support this.....	15
Pastoral Care Support of radiation therapy students throughout clinical experience.....	17
Creating Standard Operating Procedure (SOP) Videos Using Multi-Angle SMOT's Cameras and an iPad: A Step-By-Step Guide	18
An assessment of Anki flashcards use in comparison to alternative study methodologies in first year graduate entry medical students.....	19
Exploring the Effectiveness of, and Dental Students' Views, on Detailed Online Exam Feedback ..	20
: Learning to Swallow Together: Interprofessional Management of Dysphagia	21
"Assessing and Mitigating Noise Exposure in a Dental Teaching Hospital: Implications for Teaching and Learning Environments"	22
Enhancing the educational experiences of International students through social integration and social well-being.....	23
Community-engaged learning in health professions education: implementation and best practice	24
Interprofessional perioperative simulation for SCOOP guideline implementation: management of anterior neck haematoma-a team approach.....	25
Title: Exploring the implementation considerations of an undergraduate suicide prevention module for health and social care students: A World Café.	26

A mixed-methods pre-post evaluation of “An introduction to health literacy for health and social care professions	27
An education QIP, “Bug Bytes”: Using Artificial Intelligence (AI) generated graphics as a medium for medical education, specifically in the context of Infectious Diseases and Antimicrobial Stewardship.	28
Evaluating a Simulation-Based Self-Harm Assessment and Management Training Programme for Healthcare Professionals: Insights from Focus Groups	29
Enhancing the educational experiences of International students in the School of Nursing & Midwifery through social integration and social well-being.	30
Assessment of preoperative and postoperative circulating tumour DNA (ctDNA) with PIK3CA gene mutation to predict risk of recurrence in patients with nonmetastatic breast cancer	31
Co-design, co-development and co-delivery of a new Introduction to Patient and Public Involvement (PPI) in Health and Social Care Research 5 ECTs Postgraduate Module.	32
A Highly Successful Collaboration: Improving Accessibility, Engagement & Grades.....	33
Inter Programme Learning in Large Classrooms: UCC Students’ Perspectives.....	34

SCHEDULE

Time	Title	Speaker
10:00	Poster session opening	Registrar
10:10	Posters and Coffee	
10:30	Opening Addresses	Helen Whelton, Head of College of Medicine & Health
		Paul McSweeney, VP for Learning & Teaching, UCC
		Mark McEntee, Vice-Head for Learning & Teaching, College of Medicine & Health
	CHAIR: Mark McEntee	
11:00	Simulation is learning	Leonie Heskin, Director of ASSERT
11:30	'Mapping Inclusion in Health Professionals' Education' – INCLUDE Project	Alan Connolly
12:00	Lunch / Posters	
	CHAIR: Sonja Vucen	
12:30	- An Interprofessional Learning session for first year health & social care students - The All Ireland Interprofessional Healthcare Challenge (AIPEC) - working together as a multidisciplinary team	Aoife Fleming and IPL team
	School Presentations:	
	CHAIR: Maria O'Malley	
13:00	Evaluating the Feasibility of a Simulation-Based Self-Harm Assessment and Management Training Programme for Healthcare Professionals in Ireland: Insights from Focus Group	School of Public Health
13:10	"All I was thinking about was my Education": Lived Experiences of Medical Students Displaced by the War in Ukraine	Nora McCarthy, School of Medicine
13:20	A clinical-educational partnership: SIVUH-UCC Otology Clinic at Brookfield	Ellie Sweeney/Amr El Refaie, School of Clinical Therapies
13:30	"Student perceptions of oral presentations and public speaking: A survey study"	Suzanne McCarthy, School of Pharmacy
13:40	Script Concordance Testing, 50 Shades of Grey'	Dental School and Hospital Dr Rhian Fitzgerald, Consultant /

		Senior Lecturer in Orthodontics
13:50	Simulation as a complex training intervention: the need for theory informed curriculum design	Nuala Walshe and Clare Crowley, School of Nursing and Midwifery

ABSTRACTS FOR POSTERS

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<u>Presenting Author's Dept/School:</u> School of Nursing & Midwifery
<u>Co-Authors' Names:</u> Sinéad O' Brien, Anthony Archer
<u>Title of Abstract</u> An online simulation orientation package designed to support pre-briefing in a university-based simulation centre.
<u>Poster Abstract</u> Background: Simulation orientation is crucial for learners as part of the pre-briefing process, to provide information on the simulated environment, identify clear expectations for learners and create a psychologically safe experience¹. With rising undergraduate and postgraduate student numbers, traditional face-to-face orientations became increasingly difficult to schedule and facilitate, leading to the need to develop alternative orientation methods. Aim: This initiative aimed to develop an online orientation package that explains simulation-based education, reduces simulation associated anxiety, and familiarises learners with the simulation environment before scheduled sessions, without time constraints. Methods: The orientation package is based on Universal Design for Learning and incorporates the relevant aspects of Healthcare Simulation Standards of Best Practice. Hosted on the University's Virtual Learning Environment, it includes pre-learning resources, descriptive information, sample simulated documentation and detailed videos of the simulation environment and equipment. Results: The package has increased participation in simulation orientation and receives positive evaluations from both staff and learners. It undergoes semesterly evaluation and is subsequently reviewed and further developed as required.

<u>Presenting Author's Name:</u> Professor Suzanne Timmons/Dr. Catriona Curtin
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<u>Title of Abstract</u> Climate change and Healthy AgeinG: co-creating E-learning for resilience and adaptation (chAnGE)
<u>Poster Abstract</u> The 'Climate change and Healthy AgeinG: co-creating E-learning for resilience and adaptation' (chAnGE) project is three-year Erasmus+ co-funded project which commenced on October 1st, 2023. The project is an alliance of universities, vocational education and training providers, and health & social care organisations, across Ireland, Portugal, Finland, Austria & Greece. There has been an escalation in climate-related health risks amongst an ever-expanding European population of older people, owing to recent unprecedented climate change and extreme weather events. The issue of climate-vulnerability amongst older people in Europe is exasperated by challenges surrounding the provision of safe and responsive healthcare during climate crisis events. The chAnGE project aims to address some of these issues. chAnGE partners are co-creating a suite of online micro credentials for health and social care workers responsible for delivering care to older people. The chAnGE alliance seeks to empower and enable health and social care workers to plan and also incorporate climate adaptation and resilience into their work. The innovative education will be interactive, accessible, bite-sized, and stackable, and co-created with target learners and older people, at EQF level 4-6. Learners will have access to resources for learning amplification, allowing them to be climate-resilience champions at work and to train others. The poster will provide an overview of the chAnGE project, and a brief outline of chAnGE project progress to date.

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<u>Title of Abstract</u> R: The Hitchiker's Guide to Reproducible Research.
<u>Poster Abstract</u> Locally, the 2023 UCC 5-year strategic plan seeks to "take a coordinated, holistic approach to embedding principles and practices of Open Research". This is positioned within a research environment where national and international funders require that the data and methods underlying research findings should be accessible, that is to say, be made open. Good data stewardship, analysis and reporting are fundamental to good research practice. Through the development of postgraduate module PG6030-Reproducible research practices using R, we have sought to create a training module that provides an approachable route towards Open Research through the medium of the R programming language, itself a highly transferable skill. Throughout, the focus is upon improving research skills within the context of Open Research best practice. PG6030 combines asynchronous learning materials with regular online and in-person tutorials. Participants are taught the importance of data quality emphasising the need to continuously incorporate the principles and practice of research integrity. From there, key learnings are delivered by staff from the Statistics, Data & Analysis Unit, Clinical Research Facility - UCC founded upon real-world experiences supporting academic-led patient focused research. PG6030 provides postgraduate students the opportunity to learn and apply Open Research approaches to their work that can be brought with them to the next stage of their research journey.

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<u>Title of Abstract</u> Medical students' perceptions of immersive virtual reality clinical scenario teaching: a pilot study
<u>Poster Abstract</u> The use of immersive virtual reality (VR) as a tool clinical scenarios-based learning is still in its infancy. As such, the perceptions of students towards this novel teaching tool, relative to more conventional didactic and/or simulation-based teaching, remain unclear. Therefore, the aim of this pilot study was to seek the perceptions of 11 (10 ♀, 1 ♂) final year UCC medical student volunteers towards selected immersive VR clinical scenarios developed by Oxford Medical Simulation®. All students completed a 29 question post-study survey after they had completed both the 1-2 hour VR clinical scenario session and a following scheduled simulation-based teaching in the ASSERT Centre, UCC. Our survey revealed that students, a) found that the VR clinical scenarios were “a valuable learning experience” (100%), b) helped them to “identify deficits in clinical skills knowledge” (100%), c) “motivated them to study” (82%), d) was better for “learning than normal didactic clinical teaching” (91%), e) “motivated [them] to learn clinical skills more than conventional teaching” (82%) and, f) were more confident about the clinical scenarios investigated after the VR session (100%). Importantly however, the immersive nature of the VR experience seemed to be central to their perceptions (100%) rather than it simply being due to using novel technology. Furthermore, the VR clinical scenarios “helped [them] when [they] took part in the simulated emergency sessions in ASSERT” (92%). Finally, all participants felt that the VR clinical scenarios “should be used more widely for teaching and learning in the medical school”.

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<u>Co-Authors' Names:</u> Dr Eithne Hunt
<u>Title of Abstract</u> “College exacerbates my ADHD” Exploring the Lived Experience of College Students with ADHD from an Occupational Perspective
<u>Poster Abstract</u> BACKGROUND Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition affecting executive functioning including planning, selective attention, motivation, and impulse control, with approximately 1.5% of Irish adults having ADHD. Mental health challenges, particularly among students with ADHD, present hurdles to engagement, performance, and well-being at college. AIM This study sought to gain insight into the lived experience of college students with ADHD and examine if and how ADHD symptoms impacted college life. This study investigated participants’ perception of the awareness of ADHD among family, friends, college staff, and general society and what supports are available at college. METHOD A qualitative approach informed by phenomenology was used to explore the lived experience of eight college students with ADHD, seven of whom identified as female. Participants were interviewed using semi-structured online interviews and thematic analysis was employed. RESULTS Three themes were found 1) The Journey of Understanding ADHD and its Impact on the College Student, 2) ADHD Awareness and its Influence on the College Student, 3) Supports and Barriers to Participation within the College Environment. CONCLUSION This study investigated how college life impacts occupational engagement and well-being of students with ADHD, emphasizing the need for support and improved understanding of their experiences within the Irish context.

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<u>Title of Abstract</u> Medication Safety and Hospital Kardex Workshops – Promoting Safe Prescribing through Interprofessional Education
<u>Poster Abstract</u> The HSE estimates that approximately 3 million medication errors occur per year in Irish public hospitals, the majority of these being potentially preventable. The aim of the 'Medication Safety and Hospital Kardexes' workshops was to encourage interprofessional education (IPE), while raising awareness of common errors in hospital Kardexes and promoting a safety culture. Social capital theory is relevant here as knowledge transfer between students of different professions confers a central, social advantage to being part of an interprofessional group or team in learning. Three IPE workshops, involving medical, nursing, midwifery and pharmacy students, took place for approximately 300 students between February and April 2024. Two patient cases with corresponding Kardexes were explored. Students worked in mixed groups to discover deliberate errors in the Kardexes, with all students then transcribing a new corrected Kardex. The importance of developing a safety culture and reporting errors was emphasised. The sessions were facilitated by experienced facilitators from the disciplines and a Medication Safety pharmacist from one of the Cork teaching hospitals. Student feedback was gathered at the end of each workshop. The students described the workshops as well organised, informative, relevant, engaging and enjoyable. They appreciated the interprofessional and interactive workshop nature, which facilitated communication with other student cohorts. They valued the chance to practice transcribing a medication Kardex. Through the 'Medication Safety and Hospital Kardexes' workshops, medical, nursing and pharmacy students learned with, about and from each other about the importance of safe prescribing, with hospital Kardexes serving as the focus of collaboration.

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Title of Abstract

Exploring New Horizons in Anatomy Education Through Virtual Reality: A Multi-Institutional Study

Poster Abstract

Anatomy constitutes a core component of healthcare education which requires visual comprehension. Traditionally, anatomy education has relied on lectures and cadaveric dissection. However, a notable decline in anatomical knowledge within the medical profession has been observed, potentially attributable to reduced access to cadaveric materials (1) amongst other reasons. To address these limitations and also the challenges presented by the shift to "online learning" during the COVID-19 pandemic, Virtual Reality (VR) is increasingly being integrated into anatomy education. VR's immersive nature enhances medical education by making learning more enjoyable, engaging, and comprehensible (2). Additionally, its capacity to provide three-dimensional visualization of anatomical structures and their interrelationships offers substantial educational benefits (3).

A multi-institutional study investigated the implementation of VR in teaching cardiac anatomy to medical and dentistry students from University College Cork, Trinity College Dublin, and University of Limerick. The study's objectives were to evaluate students' perceptions of using VR for visualizing and understanding heart anatomy. Initial data were collected via pre-questionnaires that gathered demographic information, prior VR exposure, and baseline knowledge of cardiac anatomy. Students then engaged in VR-based learning sessions at their respective institutions. Following these sessions, post-questionnaires assessed their enjoyment, perceptions of VR, and self-reported improvements in anatomical understanding, utilizing the Technology Acceptance Model and Likert scales. Preliminary results suggest that VR significantly enhances students' motivation and comprehension of anatomy, with many students indicating that VR would be a beneficial supplementary learning tool.

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<u>Co-Authors' Names:</u> Kerrie Gallaher, Dr Clíodhna O'Brien, Ailish O'Neill, Prof. Philip Dodd, Dr Paul Corcoran, Dr Eve Griffin
<u>Title of Abstract</u> Title: Exploring the implementation considerations of an undergraduate suicide prevention module for health and social care students: A World Café.
<u>Poster Abstract</u> Background There are significant gaps in the delivery of suicide prevention education for healthcare professions. The aim of this study was to explore facilitators, barriers and implementation considerations of an undergraduate suicide prevention module for health and social care students, from the perspective of key stakeholders. Methods Ethical approval was obtained from the Social Research Ethics Committee. The ninety-minute World Cafe was facilitated by the research team. Participants were seated in groups of 4-5, with a moderator at each table. Sheets with markers were provided to document discussions around each of the four posed questions: (1) What is your view of the contribution of/need for this module? (2) Where in your course do you see this module sitting? (3) What sorts of challenges do you envisage with the integration of this module from a course/institution perspective? (4) What innovative or tried and tested approaches could be taken to overcome implementation challenges? Ten minutes was spent discussing each question within the groups, followed by five minutes of feedback to the room. Results Seventeen attendees representing academic lecturers and researchers, students, governmental and non-governmental stakeholders participated in the World Café. Four key themes emerged: (1) an integrated, sustainable model (2) an accredited and incentivised approach (3) evidence and policy-based content (4) a student-centred approach Conclusions This World Café has provided important insights to inform the implementation of this module. These findings will serve to strengthen future actions to successfully implement this undergraduate suicide prevention module at a national level.

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Title of Abstract

[An LGBTQI+ Inclusion in Nursing & Midwifery Elective Module](#)

Poster Abstract

In the context of the 30th anniversary of the decriminalisation of homosexuality in Ireland, the School of Nursing and Midwifery University College Cork, created and delivered an elective healthcare inclusion module relating to LGBTQI+ individuals. This elective module was available to all 4th year Nursing and Midwifery students within University College Cork. This was conducted over a 10-week period through a two-hour weekly lecture covering different topics each week. Delivery included various forms: Values shuffles, In class presentations, online session with Intersex Ireland, group debates, and in-class poster creation and presentation. Following each session resources were provided, in the context of post lecture learning, to consolidate further learning and inquiry among students. Learning through discussion (LTD) forms were completed post week 1, 2, 3, and 6 and discussed at the beginning of the next lecture.

Assessment was carried out through a recorded PowerPoint presentation by students. These presentations were chosen from a variety of four topics. These topics included a critical discussion of the concept of gender, the use of inclusive healthcare practices to combat stigmatisation within the intersex community, a discussion of morality and stigma related to healthcare utilisation of MSM and gay men during the AIDS epidemic, or a critical discussion of the concept of intersectionality.

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<u>Co-Authors' Names:</u> Dr Colm O Tuathaigh, Dept of Medical Education; Professor Anthony Roberts, Dept of Restorative Dentistry.
<u>Title of Abstract</u> Perceptions of Undergraduate Dental Students on their Preclinical to Clinical Transition and Curriculum Measures to Support this.
<u>Poster Abstract</u> ABSTRACT Introduction In undergraduate dental education, student transition from the preclinical to clinical phases of the course is significant and often challenging, but has not been interrogated in Irish dental education. Aims This study examined the BDS Degree students' experiences in University College Cork (UCC) on their transition to clinical work. Methods A mixed methods approach was employed. Student participants (N=128) responded to a quantitative survey, using a 5-point Likert scale to indicate their agreement or otherwise with statements, in the domains: • Transition & Professional Socialisation • Workload • Patient Contact • Knowledge & Skills • Learning & Education. Additionally, participants engaged in a brainstorming exercise, based on a Focus Prompt to develop curriculum suggestions to support the preclinical to clinical transition. Group Concept Mapping (GCM) methodology was applied to sort and rate these suggestions, by their importance and ease of inclusion in the curriculum. The quantitative and qualitative data were synthesised and recommendations made for curriculum enhancement. Results • Students were nervous beginning clinics. • Their transition was abrupt. • Workload increased. • With time, their transition was satisfactory. • They requested earlier clinical exposure. • Before beginning clinics, - o they wished greater familiarisation with the clinical environment. - o more professional modelling from peers and staff - o standardisation of teaching and assessment - o a larger selection of patients - o education in clinical problem-solving • They valued simulation learning • They were happy with teachers and support staff.

- Students had good knowledge levels for transition and adapted learning styles accordingly.
- The transition experience of UCC dental students compared favourably with other centres.

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<u>Co-Authors' Names:</u>
<u>Title of Abstract</u> Pastoral Care Support of radiation therapy students throughout clinical experience
<u>Poster Abstract</u> Background: MSc Radiation Therapy students complete clinical placement during the programme in line with CORU requirements¹. Support and retention of students during training is imperative. Students may leave their courses due to perceived lack of support, experiences on placement, overwhelm and stress³. Group workshops with a specialist Clinical Pastoral Education Supervisor were integrated before, during and following placement. The aim of this study is to assess students' perceptions of the support provided by these sessions. Methods: The first two sessions; prior to and during placement one, focused on communication in practice, impact of care, development of self-awareness and self-care. The remaining sessions were student led, focusing on areas of clinical practice that students found difficult to navigate and based on clinical experiences. Group sessions were facilitated by a specialist in clinical pastoral education. This ensured students had a safe facilitated space to share and process their experiences 4-5. Results Of the total cohort of seven students, five students completed feedback. The feedback was overwhelmingly positive. All respondents agreed (n=1) or strongly agreed (n=4) with the statement that "the sessions provided support during and following placement". Students found the sessions worthwhile (n=5) and reassuring (n=5) as a safe and effective way to share and process their clinical experiences and learning. Conclusion The provision of clinical pastoral supervision for this cohort of students has been demonstrated to support students as they navigate the personal and professional impact of healthcare amidst sometimes challenging situations. Student feedback suggests that workshops throughout the programme provided support as they reflected on the human impact of their practice. These results affirm data in the published literature on the value of clinical supervision as a restorative and sustaining practice.

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Presenting Author's Dept/School: iEd Hub, CoMH

Co-Authors' Names: Lynn O'Keeffe & Evin Allen

Title of Abstract

Creating Standard Operating Procedure (SOP) Videos Using Multi-Angle SMOT's
Cameras and an iPad: A Step-By-Step Guide

Poster Abstract

Creating procedural videos through a first-person perspective is recommended for enhancing learning of complex tasks in the field of STEM (Fiorella, van Gog, Hoogerheide & Mayer, 2017). While the medical disciplines feature strongly in research for the use of videos to augment training in complex surgical procedures, there is less evidence for the direct development of bespoke videos for (bio)pharmaceutical science laboratory procedures and equipment protocol. Furthermore, there is little research to guide instructors in the step-by-step creation of videos, from recording to editing and delivery, especially for the industrial life sciences. Here, an elegant model is presented providing a detailed outline of the steps taken to produce standard operating procedure (SOP) videos incorporating first-person perspective, using an iPad and multi-angle view Scotia Medical Observation and Training System (smotsTM) cameras, in a university School of Pharmacy's 'Aseptic Training Suite'.

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<u>Co-Authors' Names:</u> Colleen Haughey, Sten Kajitani, Maria Buckley, Mawadda Mohamed, Mark Rae
<u>Title of Abstract</u> An assessment of Anki flashcards use in comparison to alternative study methodologies in first year graduate entry medical students
<u>Poster Abstract</u> First year graduate entry to medicine (GEM) students require highly effective personalised study techniques in order to learn significant amounts of factual information. This study analysed study methodologies utilised by a cohort of first year GEM students and their perception of the utility of these and, in particular, their use of the spaced-repetition learning app, Anki. In addition, this study examined assessment outcomes in this cohort of students and correlated assessment performance with study methodology. 45 students completed all three components of the study: a pre- module test to assess base-line knowledge of the module content, a post-module test and a survey questionnaire. 53 students completed the survey. The main findings of this study are that a diverse range of learning and study methodologies were used by students. Perception of usefulness of students' chosen study methodology, in terms of satisfaction rating, preparedness for exams and time management, was generally very positive irrespective of the specific study methodology used. Whilst 80% of study participants reported using Anki, the number of Anki cards used and daily usage varied significantly amongst users. Overall, there was no statistically significant benefit for Anki users in terms of performance outcome compared to those who did not use Anki when the module was considered as a whole. A significant benefit however was noted in two categories: for those who used Anki extensively compared to those who did not engage with it consistently and for those who used Anki to study physiology

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<u>Title of Abstract</u> Exploring the Effectiveness of, and Dental Students' Views, on Detailed Online Exam Feedback
<u>Poster Abstract</u> Preparing Dental students for the transition from pre-clinical studies to clinical treatment of patients is particularly challenging. We describe an examination-based clinical scenario followed by detailed exam feedback as an effective way to supplement traditional student learning. Methods: A clinical scenario exam was designed to replicate an early patient encounter using information students must assimilate correctly as they embark on clinical care. The activity was divided into 3 stages: a written exam; a detailed online feedback session after results; and an informal "answer some of the questions again" session, 10 days after feedback. Students were asked to complete a questionnaire on their overall experience and confidence following the detailed examination feedback. Results Stage 1: Forty-two students sat the exam, which was graded and part of RD3009. Stage 2: Thirty-eight students attended the online feedback session and 36 participated in Stage 3. 100% of students who provided their feedback on the session felt the online feedback sessions had been useful. All students also felt that having the chance to answer the questions again enhanced their knowledge further and 90% of the students said they felt more confident about their learning in the module. Conclusions Clinical scenarios provided as a written examination followed by Detailed Online Exam feedback enhanced knowledge and confidence of clinically inexperienced Dental Students. This strategy may also help them develop self-assessment and reflection of their personal study needs as they navigate their transition from knowledge and understanding to clinically relevant content learned as they start patient treatment.

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<u>Co-Authors' Names:</u> Dr Laura Sahm, Dr Harriet Bennett-Lenane, Dr Aoife Ryan & Dr Samantha Cushen
<u>Title of Abstract</u> : Learning to Swallow Together: Interprofessional Management of Dysphagia
<u>Poster Abstract</u> Background: Interprofessional learning (IPL) is a crucial approach to prepare healthcare students to work collaboratively. Dysphagia (difficulty swallowing) is a complex condition requiring multidisciplinary collaboration between Speech and Language Therapy (SLT), Dietetics and Pharmacy, to ensure patients receive comprehensive care which addresses pharmacological, nutritional, and functional aspects of dysphagia. Objective: To enhance student learning about dysphagia and promote effective collaboration between different disciplines. Methods: Academic staff from Pharmacy, Dietetics and SLT developed and facilitated 3x3 hour workshops in Semester 2. Delivery involved pre-recorded videos (outlining discipline roles) which the students were asked to view in advance of attending the session. In-class learning included; an interactive quiz testing student-knowledge of modified foods textures, hands-on thickening fluids with commercial thickeners, and a class-wide discussion where students generated interprofessional solutions to case studies guided by qualified practitioners. Student appraisal was completed immediately following the workshops. Results: 130 students (73 Pharmacy, 31 SLT, 26 Dietetics) participated in 3x3-hour classroom-based IPL dysphagia workshops. Feedback (N=109) was positive with 98% reporting they benefited from the hands-on aspects, while gaining a greater appreciation for the role of other healthcare professionals in dysphagia care. During the theoretical case studies, students learned the significance of multidisciplinary collaboration to manage nutritional status and medication treatment plans. Conclusion: These IPL workshops offered an opportunity for students of different healthcare professions to engage in shared learning regarding dysphagia. By providing students with specific learning opportunities, IPL can help prepare them for their future careers as effective and collaborative healthcare professionals.

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<u>Title of Abstract</u> "Assessing and Mitigating Noise Exposure in a Dental Teaching Hospital: Implications for Teaching and Learning Environments"
<u>Poster Abstract</u> introduction: Dental personnel may be at particular risk of noise-induced hearing loss due to their exposure to high levels of noise from dental equipment. The aim of this study is to quantify the levels of noise exposure experienced by dental personnel at a dental teaching hospital. Materials & Methods: Data collection involved acoustic evaluations of five commonly used dental equipment and noise measurements in five distinct hospital locations in the Restorative Department. Reverberation time, ambient noise, and noise emitted by equipment were assessed using calibrated instruments. Data analysis was carried out and results compared with regulatory guidelines. Results: Reverberation times ranged from 0.3 to 0.6 seconds, and ambient noise ranged from 31dBA to 43dBA, meeting acoustic design standards. Noise from dental equipment ranged from 53dBA with the ultrasonic scaler, to 83dBA with the high-volume suction. Operational room noises ranged from 65dBA in the dental hygiene clinic to 84dBA in the plaster room. Conclusions: The teaching hospital examined is at low risk of excessive noise exposure due to compliance with both Irish and UK noise regulations. However, noise levels within the plaster laboratory and from the high-volume suction exceeded 80 decibels. Dental teaching clinics should take measures to reduce noise levels in areas and with equipment where noise levels exceed recommended limits. Regular monitoring of noise exposure in such facilities is recommended.

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Title of Abstract

Enhancing the educational experiences of International students through social integration and social well-being.

Poster Abstract

International students studying in higher education often find it difficult to adapt to their host country. This can result in feelings of social isolation and loneliness and an inability to concentrate on their studies which in turn impact on their academic performances. International students in the School of Nursing & Midwifery often found themselves in this situation. To address this, staff involved with international students organised regular team building events and on-going extracurricular activities throughout the year to ensure that students felt inclusive and were 'visible'. The activities undertaken were aligned to the UCC Strategic Plan 2023 – 2028 which reinforces the student experience in terms of the university strategy. Goal 2 in particular focuses on student success and refers to the provision of student centred, inclusive, and outstanding student experience. Examples of organised activities include 'Getting to know you and getting to know Cork', 'Ceili's' with teachers to teach the steps as well as day trips to local places of interest in Cork and surroundings.

The students positively evaluated this social integration and found it beneficial in helping them to settle into their study. They appreciated the time and commitment from the staff involved. Current success is measured by improved exam results, graduate progression, and anecdotal evidence of student satisfaction. A key future development is to ensure evaluation becomes formalised. In the face of finite resources, it is necessary to demonstrate inputs, outputs, and impacts.

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<u>Title of Abstract</u> Community-engaged learning in health professions education: implementation and best practice
<u>Poster Abstract</u> Community engaged learning (CEL) is defined as "a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial, even if each side benefits in a different way". From the perspective of educating health professional students, immersion into the community can help to bridge the gap between theory and community practice. This study aimed to determine the different types of CEL activities employed and the ways that CEL programmes can benefit the education and development of students undertaking health profession programmes. We reviewed the published literature incorporating a myriad of different active CEL learning activities as well as studies utilising classroom based CEL approaches. Studies conducted from January 2010 to February 2024 were reviewed. An electronic search was performed using PubMed and Web of Science. A total of 26 studies were included and fifteen of these studies examined the utilisation of active CEL activities. Of the 26 studies, fifteen included medicine students, seven included pharmacy and nursing students, two included dentistry and physiotherapy students. Positive outcomes were noted in nearly all CEL exercises highlighting the use of this type of education. However, active CEL programmes based in the community had the additional benefit of having a positive experience for community partners. Drawbacks mainly related to the evaluation of the CEL exercise. Findings show that active CEL benefits students, faculty, universities, and community partners. Recommendations emphasise the importance of fostering community partnerships and appropriate methods to evaluate the CEL programme.

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Title of Abstract

Interprofessional perioperative simulation for SCOOP guideline implementation: management of anterior neck haematoma-a team approach.

Poster Abstract

Introduction:

Simulation uses tools and technologies to replicate real life healthcare scenarios for education, assessment, and research. Simulation is a risk-free environment for learners to become familiar with high-risk emergency procedures, as well as improving team dynamics, communication, and skills acquisition.

The South Infirmary Victoria University Hospital (SIVUH) is a major head and neck centre, performing the highest number of total thyroid surgeries in Ireland per year (approximately 260). Neck haematomas are a potentially life-threatening complication of this operation, occurring in 1% of total thyroidectomies. Our plan was to use simulation at our hospital to improve emergent treatment of this rare complication.

Aims:

- To improve team building and communication.
- Familiarise staff with equipment and protocol.

Design:

An emergency thyroid bag and SCOOP guideline were recently implemented in SIVUH to standardise care in patients with postoperative thyroid neck haematomas.

Equipment including a basic life support mannequin were used and an ipad with an interface from resusmonitor.com. Nurses, surgeons and anaesthesiologists participated in the simulation, allowing for multidisciplinary discussion, experience and team building in a confidential and no-risk environment.

Discussion:

Simulation empowers participants, giving opportunity to review a crisis in a safe situation so that patient safety is optimised should the situation arise in a real-life scenario.

Simulation is a novel approach to teaching at our institution. Airway complications although rare can develop rapidly and we aim to train for complications with simulation going forward. We had 45 members of staff at our first MDT simulation. A great success.

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Title of Abstract

Title: Exploring the implementation considerations of an undergraduate suicide prevention module for health and social care students: A World Café.

Poster Abstract

Background

There are significant gaps in the delivery of suicide prevention education for healthcare professions. The aim of this study was to explore facilitators, barriers and implementation considerations of an undergraduate suicide prevention module for health and social care students, from the perspective of key stakeholders.

Methods

Ethical approval was obtained from the Social Research Ethics Committee. The ninety-minute World Cafe was facilitated by the research team. Participants were seated in groups of 4-5, with a moderator at each table. Sheets with markers were provided to document discussions around each of the four posed questions: (1) What is your view of the contribution of/need for this module? (2) Where in your course do you see this module sitting? (3) What sorts of challenges do you envisage with the integration of this module from a course/institution perspective? (4) What innovative or tried and tested approaches could be taken to overcome implementation challenges? Ten minutes was spent discussing each question within the groups, followed by five minutes of feedback to the room.

Results

Seventeen attendees representing academic lecturers and researchers, students, governmental and non-governmental stakeholders participated in the World Café. Four key themes emerged: (1) an integrated, sustainable model (2) an accredited and incentivised approach (3) evidence and policy-based content (4) a student-centred approach

Conclusions

This World Café has provided important insights to inform the implementation of this module. These findings will serve to strengthen future actions to successfully implement this undergraduate suicide prevention module at a national level.

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<u>Co-Authors' Names:</u> Ms Colleen Dube, Dr Laura J Sahm
<u>Title of Abstract</u> A mixed-methods pre-post evaluation of “An introduction to health literacy for health and social care professions”
<u>Poster Abstract</u> Health literacy (HL) involves the information and services that people need to make well-informed health decisions. Health and social care professionals can support patients with health literacy challenges. This research aims to evaluate the impact of health literacy education on health and social care professionals’ self-reported awareness, knowledge and confidence, and determine course acceptability, feasibility and appropriateness. The School of Pharmacy UCC and the National Adult Literacy Agency (NALA) developed a HL Digital Badge for health and social care students and practitioners, comprising of ten weeks of short online lectures, discussion fora, reflections and a live workshop. Certificates were awarded for submitting a case study and reflective portfolio. Pre and post-course surveys determined the impact of the course on self-reported HL awareness, knowledge and confidence. Post-course questions also included the Acceptability, Feasibility, and Appropriateness Scale. Descriptive statistics were generated. Of 30 participants 17 completed the baseline survey (56.6%), and 47% (8/17) completed the post-course survey. The majority of these (75%) were pharmacists, 62.5% were female. Mean number of years’ experience was 17 (7 – 35yrs). At baseline, 87.5% appreciated the importance of HL. However, only 50% of participants felt confident in being able to describe it to patients or colleagues. Only 37.5% knew how to incorporate HL approaches into their practice. Half were unfamiliar with verbal HL supports, only 37.5% were familiar with digital approaches. Post course completion, 100% agreed that they were confident in all investigated parameters. Overall average AFAS score was 90.4% (range 80%-100%), with presenter credibility and content of the training scoring highest (average 4.75/5). This course is considered acceptable, feasible and appropriate, demonstrating improvements in HL knowledge and awareness, empowering HCPs to better support patient care.

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<u>Title of Abstract</u> An education QIP, "Bug Bytes": Using Artificial Intelligence (AI) generated graphics as a medium for medical education, specifically in the context of Infectious Diseases and Antimicrobial Stewardship.
<u>Poster Abstract</u> Background: Medical education can be delivered in a variety of modalities. Traditionally, this has involved didactic lectures, bedside or small group tutorials and reviewing textbooks or medical literature. Now, both students and clinicians are availing of non-traditional ways to acquire medical knowledge – e.g. accessing podcasts, YouTube or blogsites. As educators, its important to evolve the way we impart our knowledge. The graphic novel has become a more mainstream form of literature in recent years. It can also be used in medical education, demonstrating research findings, or easily communicating knowledge to medical communities or even non-medical practitioners. Artificial Intelligence (AI) has recently come to the fore of society via several publicly accessible tools – i.e. ChatGPT, Socratic etc; and can now be used to generate images without the need of an illustrator. Methods: Our goal was to use ChatGPT Pro in combination with DALL-E word-to-image software to develop educational "comics" that demonstrate a variety of medical case scenarios. These comics were inspired by real-life events encountered by an Infectious Diseases service and informed by medical literature and guidelines. The process of collating these comics into a teaching portfolio involved a team approach at multiple staff levels, storyboarding, editorial oversight, and output selection. Conclusion: We demonstrated that with modern AI technology, it is possible to develop novel, yet effective ways of imparting medical knowledge, in this case using comics / graphic novels as a medium for Infectious Disease or Antimicrobial Stewardship themed scenarios.

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<u>Title of Abstract</u> Evaluating a Simulation-Based Self-Harm Assessment and Management Training Programme for Healthcare Professionals: Insights from Focus Groups
<u>Poster Abstract</u> Background and Objectives: Adequate assessment and management of hospital-presenting self-harm patients can improve patient-outcomes, including repeat self-harm. Healthcare professionals report limited training on self-harm assessment and management. We examined the feasibility of a new simulation-based training-Self-Harm Assessment and Management for General Hospitals (SAMAGH) for the healthcare professionals in Ireland. Method: Between November 2019 and December 2023, 55 healthcare professionals participated in the SAMAGH training provided in the UCC ASSERT Centre, and a subgroup was invited to partake in an online focus group to discuss their experiences and implementation with the SAMAGH training. Thematic analysis was used to analyse the data, with two independent researchers coding and identifying relevant themes. Results: A total of six participants, including five clinical nurse specialists and one consultant psychiatrist, participated in the focus group which lasted 90 minutes. Three main themes were identified: 1) Lack of available training in self-harm assessment and management, 2) Experience of the SAMAGH training, including suitability of the training for healthcare professionals, and barriers and facilitators to attend the training, 3) Impact of the SAMAGH training on healthcare professionals and specific patient sub-groups. Conclusion: Participants identified the SAMAGH training as relevant, unique, and an opportunity to learn from colleagues. Participants reported lack of self-harm training available to healthcare professionals and supported that similar trainings should be delivered nationwide to all healthcare staff supporting self-harm patients, including colleagues in primary care. Findings from this focus group provide preliminary evidence for the suitability of simulation training for self-harm assessment and management.

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Title of Abstract

Enhancing the educational experiences of International students in the School of Nursing & Midwifery through social integration and social well-being.

Poster Abstract

International students studying in higher education often find it difficult to adapt to their host country. This can result in feelings of social isolation and loneliness and an inability to concentrate on their studies which in turn impact on their academic performances. International students in the School of Nursing & Midwifery often found themselves in this situation. To address this, staff involved with international students organised regular team building events and on-going extracurricular activities throughout the year to ensure that students felt inclusive and were 'visible'. The activities undertaken were aligned to the UCC Strategic Plan 2023 – 2028 which reinforces the student experience in terms of the university strategy. Goal 2 in particular focuses on student success and refers to the provision of student centred, inclusive, and outstanding student experience. Examples of organised activities include 'Getting to know you and getting to know Cork', 'Ceili's' with teachers to teach the steps as well as day trips to local places of interest in Cork and surroundings.

The students positively evaluated this social integration and found it beneficial in helping them to settle into their study. They appreciated the time and commitment from the staff involved. Current success is measured by improved exam results, graduate progression, and anecdotal evidence of student satisfaction. A key future development is to ensure evaluation becomes formalised. In the face of finite resources, it is necessary to demonstrate inputs, outputs, and impacts.

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Title of Abstract

Assessment of preoperative and postoperative circulating tumour DNA (ctDNA) with PIK3CA gene mutation to predict risk of recurrence in patients with nonmetastatic breast cancer

Poster Abstract

Circulating tumour DNA (ctDNA), contains tumour-specific gene mutation in blood circulation and could aid in postoperative risk stratification of non-metastatic breast cancer. In this study, we investigated the feasibility of detecting PIK3CA gene mutations in ctDNA in the preoperative (preop) and postoperative period (postop), and its prognostic significance in patients with breast cancer.

Methods

A cohort of patients with breast cancer undergoing curative surgery with available blood samples preoperatively and postoperatively (PO) at either of PO time point; PO week 1-2, PO week 3-4 and PO weeks 5-12 were enrolled. PIK3CA gene mutations at exons 9 and 20 were detected in ctDNA with High resolution melting (HRM) PCR and Allele specific fluorescence probe-based PCR.

Results

A total of 62 patients (age, median (IQR), 51.50 (45.0-65.0) years), with a median follow-up of 90 months (interquartile range (IQR), 60-120 months) were enrolled. In total, 25 (40.3%) and 22 (35%) patients with breast cancer had detectable PIK3CA mutations in ctDNA in preop and postop period, respectively. PIK3CA mutations in ctDNA in postop period (hazard ratio (H.R): 18.05, $p=0.001$) were negative prognostic factor for recurrence-free survival (RFS) and overall survival (O.S) (H.R: 11.9, $p=0.01$) in patients with breast cancer. Subgroup analysis of ctDNA indicate that positive ctDNA in both preop/postop period and post op period only were found to have prognostic effect on RFS and O.S (RFS; $p<0.0001$, O.S; $p=0.0007$). Moreover, ctDNA-based detection preceded clinical detection of recurrence in patients with an average lead time of 12.00 months (IQR: 20-28.5 months) across all breast cancer subtypes.

Conclusion

We highlighted the prognostic ability of ctDNA in patients with breast cancer in perioperative period. However, future prospective studies are needed to assess the utility of ctDNA in breast cancer

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<u>Title of Abstract</u> Co-design, co-development and co-delivery of a new Introduction to Patient and Public Involvement (PPI) in Health and Social Care Research 5 ECTS Postgraduate Module.
<u>Poster Abstract</u> Background PPI is defined as research being done 'with' or 'by' members of the public rather than 'to', 'about' or 'for' them. It is about actively involving members of the public in making decisions about what and how research is done. In 2021, the National PPI Ignite Network was established. Funded by the Health Research Board, Irish Research Council and seven Irish higher education institutions (UCC, UL, NUIG, TCD, UCD, DCU and RCSI), the network aims to build capacity for high-quality PPI in health and social care research. Overview In 2023, PPI Ignite Network@UCC and PPI Ignite@UL led the collaborative development of a new 5 ECTS Introduction to PPI in Health and Social Care Research postgraduate module. Forty participants including HEI research and teaching staff, postgraduate students, individual PPI contributors and representatives from voluntary and charity organizations co-created the module format, structure, learning outcomes, content, and assessment. On behalf of the PPI Ignite Network, the module was accredited in UCC and piloted in UCC and RCSI in April 2024. Eight workshops were co-delivered by researchers and teaching staff based in both universities with guest presentations from postgraduate students, PPI contributors and organisation representatives. Workshops 1-4 were delivered in-person and 5-8 online. The pilot is currently being evaluated. Participants completed end-of-workshop and end-of-module questionnaires. Facilitators and guest speakers will provide accounts of what worked well/ not so well. Results will inform the national rollout of the module from October 2024 under a creative commons license. To meet demand, the module will be delivered in UCC twice per academic year with the next delivery in Nov 2024.

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<u>Title of Abstract</u> A Highly Successful Collaboration: Improving Accessibility, Engagement & Grades
<u>Poster Abstract</u> For the past four years, the UCC Language Centre team has collaborated with the BSc and MSc Nursing Studies teams to deliver embedded disciplinary academic discourse and development sessions. The BSc and MSc Nursing teams sought the Language Centre's help to address students' challenges with academic discourse and skills required. For three years with the MSc Nursing programme, we have shared a 5-credit module, 'Personal and Professional Development'. This collaboration has significantly enhanced student experience and success, leading to a 39% decrease in fail grades and a 23% increase in first-class honours among the non-EU cohort. One student remarked, "I feel the academic literacies sessions are one of the reasons I'm going to be passing this programme." Both teams ensure that the sessions align with the students' and discipline's needs, focusing on understanding disciplinary communication by deconstructing genres and analyzing linguistic features. Instead of a generic approach, we tailor sessions to specific student needs. For example, the MSc Nursing's first assignment is a systematic review, a challenging genre for many. We provide high-mid-low samples from past students, including non-native English speakers, to make it accessible. The samples are then deconstructed analyzing linguistic features and comparing them to the rubric to understand grading differences. We also address the use of descriptive, analytical, and evaluative language. By examining high-mid-low samples, students learn to identify and produce the necessary language for different writing styles, making the process inclusive and accessible. The sessions have improved student success rates and enhanced their experience. Students find the sessions inclusive, developmental, and crucial to their academic learning, providing a safe space to build confidence in their academic voice. Many advocate for embedding such sessions in all disciplines to support independent learning and success.

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<u>Title of Abstract</u> Inter Programme Learning in Large Classrooms: UCC Students' Perspectives
<u>Poster Abstract</u> Background: Inter-programme learning in large classrooms is often passive rather than active. The aim of this SATLE-funded research was to explore UCC students' experience of, and to work with students as partners to find ways to enhance, inter-programme learning in large classrooms in Higher Education (HE) inclusive of Health Professions Education (HPE). Methods: Our population sample included UCC students who had participated in large classroom lectures with students from different programmes. We first co-designed a mixed methods survey based on items from three pre-existing validated questionnaires. Following ethical approval, this questionnaire was piloted with 21 students. Items were removed until satisfactory constructive validity was reached (Cronbach's alpha = 0.873). The final survey comprised Likert scale statements and three open questions, as well as demographic questions. All current UCC students were invited to participate. Analysis of findings was via SPSS for quantitative data and thematic analysis for qualitative data. Results: 289 students completed the full questionnaire (COMH = 127; CACSS = 137; the rest from COBL and SEFS). Most students were female (n=239) and in first year (n=180). The highest proportion (90%) of these respondents strongly agreed or agreed that for learning in large classrooms to work, students from different programmes need to trust and respect each other. These student respondents also had many ideas about how learning in large classrooms can be made more inclusive, collaborative, and active. Barriers and enablers of inter-programme learning in large classrooms, from the UCC student perspective, will be shared at the T&L showcase.