

# Developing, implementing, and disseminating an adaptive clinical reasoning curriculum for healthcare students and educators

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## **D7.4 Dissemination events - Summary of deliverable**

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# 1. Quality criteria

- > 200 participants in workshops, presentations during the project
- Evaluation of dissemination events when possible: Feedback from participant(s)?
- ≥ 10 dissemination events / congress abstracts (national, international, non-partner countries)
- At least one dissemination event per profession in an interprof. and/or nursing conferences (national / international)

# 2. Introduction

All partners and associate partners engaged in the dissemination activities of the project. These activities included the promotion of the project in local events, such as university meetings, local conferences, or open days. The national level was addressed by giving workshops or presentations on national conferences, and network meetings. On a European and international level we contributed to conferences with workshops and presentations and disseminated the project as members of relevant committees and networks, such as the Association for Medical Education in Europe (AMEE). However, due to the pandemic situation in 2020 and 2021 most conferences were either canceled or held in a virtual mode.

# 3. Conferences

During the pandemic years 2020 and 2021 all conferences were held in a virtual or hybrid mode. However, some conferences we had submitted abstracts to, were canceled, for example the annual meeting of the German Association for Medical Education (GMA) 2020 in Zuerich, Switzerland, the Medical Education Forum (MEF) 2020 in Kraków, Poland, or the European Conference on Diagnostic Error in Medicine in Padova, Italy 2020.

### 3.1 Local and national level

Date	Description	Presenter(s)	Location / Conference venue	No of Participants
Jan14, 2020	As part of the kick-off meeting we organized an interprofessional workshop for faculty and hospital staff to introduce the project and discuss the different understandings of clinical reasoning in the healthcare professions and potential needs and barriers for teaching.	ORU, UAU, USUHS	University of Augsburg, Germany	25
Feb 17, 2021	Project presentation and discussion with the Poznan University of Medical Sciences	JU, UAU	Virtual	1
May 6, 2021	Sudacka M. Rozumowanie kliniczne jak uczyć?	JU	Forum Edukacji Medycznej 2021, Virtual Conference	ca. 60
Sep 16-18, 2021	Hege I, Sobocan M, Anderson L, Georg C, Haertl A, Jeansson M, Knez J, Ledinek Z, Lison S, Pers M, Petreski T, Szopa M, Schlegel C, Uhrmacher L, Wagner F, Wagner von Hoff D, Welin E, Wiegler Edstrom D, DID-ACT consortium. Providing an adaptive and interprofessional clinical reasoning curriculum for students and educators. Workshop on clinical reasoning training with virtual patients.	Instruct, UAU	Virtual annual meeting of the German Association for Medical Education	36
Feb 25, 2022	Hege I, Adler M. Entwicklung eines adaptiven und interprofessionellen Curriculums und virtuelle Patient*innen für Clinical Reasoning – DID-ACT und iCoViP.	Instruct, UAU	A national symposium on Clinical Reasoning at the University of Munich, Germany	20

Jun 10, 2022	Szopa M. How to Use CLIL in Clinical Reasoning and Tutoring	JU	TPM CLILMED Final Meeting, Warsaw, Poland	Unknown
Aug 1, 2022	Hege I. Training von klinischer Entscheidungsfindung im interprofessionellen Kontext (Presentation of the DID-ACT project including the curriculum, evaluations results, and needs analysis to healthcare professionals and educators from Charite in Berlin, Germany).	UAU	Virtual local meeting organized by the Charite, Berlin, Germany	15
Sep 15-17, 2022	Hege I, Adler M, Da Silva Domingues V, Donath D, Edelbring S, Fąferek J, Huwendiek S, Kononowicz AA, Martinez Jarreta B, Mayer A, Morin L, Rodriguez-Molina D, Sobocan M, Sudacka M, DID-ACT & iCoViP consortium. Teaching clinical reasoning - a European interprofessional approach.	UAU	Annual meeting of the German Association for Medical Education, Halle, Germany	ca. 80
Sep 27, 2022	Sudacka M. Rozumowanie kliniczne – dlaczego warto uczyć? Bogusz A. Nauka rozumowania klinicznego wsparta technologią komputerową	JU	Forum Edukacji Medycznej 2022, Hybrid Conference, Kraków, Poland	ca. 65
Oct 26, 2022	Hege I. Introduction into clinical reasoning and the DID-ACT project, Edelbring S, Interprofessional education & clinical reasoning, Sudacka M. Clinical reasoning teaching methods	UAU, ORU, JU	Poznań University Medical School - <a href="#">Autumn Doctoral School</a> “Interprofessional collaboration - Let's meet patients' needs - together”	ca. 50

Table 1: Overview of our engagement on local and national conferences and meetings.

Additionally, we submitted an abstract titled "Development of a longitudinal interprofessional clinical reasoning curriculum – an international project" for the annual meeting of the German association for Medical Education 2020, but this conference was canceled.

### 3.2 European and international level

Date	Description	Presenter(s)	Location / conference venue	Participants
Sep 7-9, 2020	<ul style="list-style-type: none"> <li>Kononowicz AA, Sudacka M, Wagner FL, Edelbring S, Hege I, Huwendiek S. What are the expectations for a longitudinal clinical reasoning curriculum? An international needs analysis by the DID-ACT project. (<a href="#">Eposter</a>, <a href="#">Blog post</a>).</li> </ul>	JU	Virtual conference of the Association for Medical Education in Europe (AMEE)	Unknown
May 4-6, 2021	<ul style="list-style-type: none"> <li>Edelbring S. Virtual patients and interprofessional clinical reasoning.</li> <li>Huwendiek S. Workplace-based assessment to foster clinical reasoning.</li> <li>Hege I. DID-ACT - Developing a longitudinal clinical reasoning curriculum - an international initiative.</li> </ul>	JU, ORU, UAU, UBERN	<a href="#">Virtual Medical Education Forum (MEF) 2021</a>	ca. 110
May 28-30, 2021	<ul style="list-style-type: none"> <li>Kononowicz AA, Adler M, Frankowska A, Hege I. Clinical reasoning learning analytics - how to visualise and measure the invisible?</li> </ul>	JU	<a href="#">International Conference on Cybernetic Modeling of Biological Systems (MSCB), in Kraków, Poland and online</a>	25
Jun 21-22, 2021	<ul style="list-style-type: none"> <li>Szopa M. Clinical reasoning and tutoring; how to combine it effectively.</li> </ul>	JU	Virtual International Conference Masters of Didactics	Unknown
Aug 27-30, 2021	<b>Presentations:</b> <ul style="list-style-type: none"> <li>Kononowicz AA, Sudacka M, Wagner FL, Edelbring S, Hege I, Huwendiek S. What are the expectations for a</li> </ul>	JU, ORU, UAU	Virtual conference of the Association for Medical Education in Europe (AMEE)	Unknown

	<p>longitudinal clinical reasoning curriculum? An international needs analysis by the DID-ACT project</p> <ul style="list-style-type: none"> <li>• Edelbring S, Elvén M, Wiegleb Edström D, Vrouvides J, Huwendiek S, DID-ACT consortium. Development of a framework for a structured clinical reasoning curriculum: outcomes from a multiprofessional European project</li> <li>• Hiedl M, Kiesewetter J, Huth K, Hege I. Differences in clinical reasoning between female and male medical students in a virtual patient environment</li> </ul> <p><b>E-poster</b></p> <ul style="list-style-type: none"> <li>• Sudacka M, The complexity and diversity of barriers hindering introducing clinical reasoning into health professions curricula – results of interprofessional European DID- ACT project.</li> </ul>			
Aug 27-30, 2022	<p><b>Pre-conference workshop:</b></p> <ul style="list-style-type: none"> <li>• Sobocan M, Petreski T, Edelbring S, Elvén M, Kononowicz AA, Huwendiek S, Hege I. Understanding, developing, and implementing a clinical reasoning curriculum.</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Wagner F, Durning S, Sudacka M, Lison S, Elvén M, Huwendiek S. Needs regarding teaching and assessment of clinical reasoning: An international mixed-methods study</li> <li>• Kononowicz AA, Sobocan M, Wiegleb Edström D, Uhrmacher L, Vrouvides J, Hege I. Pilot implementation and evaluation of clinical reasoning train-the-trainer courses by the European project DID-ACT.</li> <li>• Parodis I, Anderson L, Knez J, Lidskog M, Szopa M, Edelbring S. Clinical reasoning is not explicitly addressed in health professions curricula – How can</li> </ul>	JU, MFUM, UAU, UBERN	Annual conference of the Association for Medical Education in Europe (AMEE) in Lyon, France (or online)	ca. 120

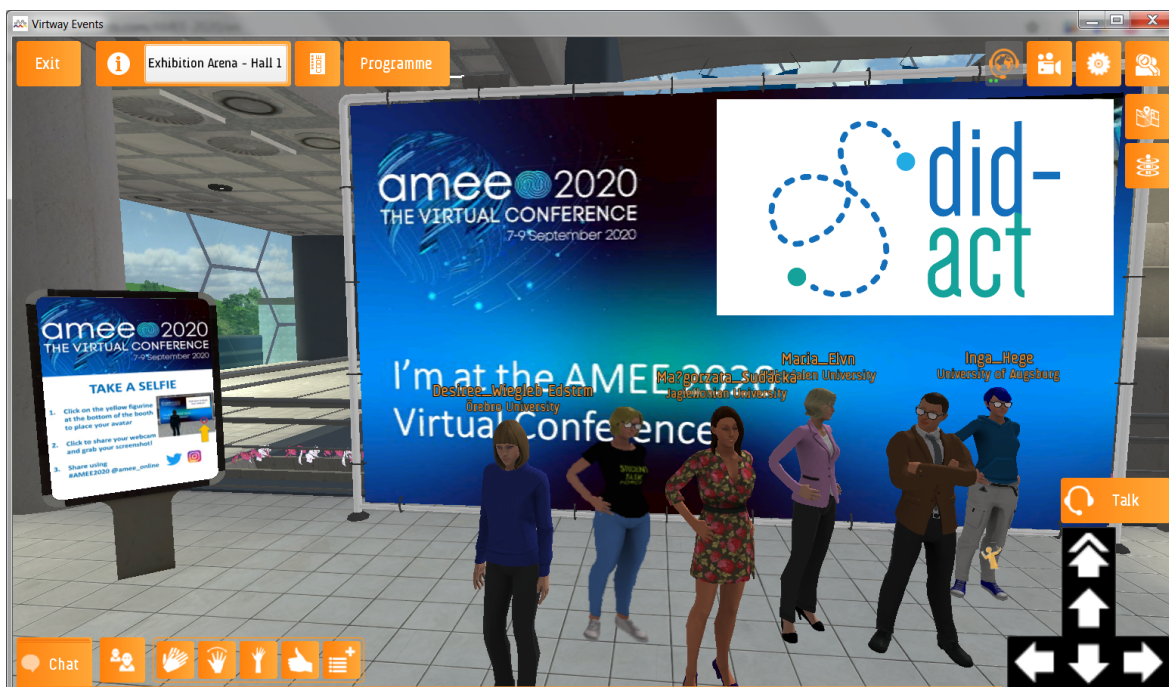
	<p>we change the pattern? An analysis of national learning objective catalogues.</p> <ul style="list-style-type: none"> <li>Pers M, Kononowicz AA, Szopa M, Körner M. Comparison of person's perspective attitudes after a virtual patient activity and role-plays of students - a prospective control-group randomized study.</li> </ul> <p><b>EPoster:</b></p> <ul style="list-style-type: none"> <li>Körner M, Schneider E, Kononowicz AA, Hege I, Frankowska A. Teaching methods for clinical reasoning - an overview for clinicians and educators (<a href="#">Link</a>)</li> </ul>			
Sep 5-9, 2022	<p><b>Presentation:</b></p> <p>Elvén M, Holmström IK, Prenkert M, Edelbring S. Person-centeredness in clinical reasoning of interprofessional stroke teams.</p>	ORU, MDU	Bi-annual conference: The international conference on communication in healthcare, ICCH, Glasgow, UK.	ca. 30
Sep 28-29, 2022	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>Durning S. Teaching clinical reasoning: four key lessons from the literature.</li> <li>Kononowicz AA. Developing, implementing, and disseminating an adaptive clinical reasoning curriculum for healthcare students and educators: the outcomes of a European project.</li> </ul>	JU, UAU, USUHS	Medical Education Forum in Kraków, Poland (hybrid mode)	ca. 30 face-to-face and ca 570 online
Nov 3-4, 2022	<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Elvén M, Welin E, Wiegler Edström D, Petreski T, Szopa M, Durning SJ, Edelbring S. How can clinical reasoning teaching change from a 'black-box phenomenon' to a structured clinical reasoning curriculum? Insights from a scoping review.</li> </ul>	ORU, MDU	5th Montreal international conference on clinical reasoning (online)	ca. 40

Table 2: Overview of our engagement on European and international conferences and meetings.

Overall, we reached more than 290 stakeholders with our presentations on local and national level and ca. 360 on an international level. However, for some of the major virtual events in 2020 and 2021 we do not know the number of virtual participants. Thus, we can assume that our outreach was even higher also considering that some of the virtual conferences provided access to recorded presentations after the conference to conference subscribers or some also to the general public.

## 4. Conclusions

In 2020 and 2021 conferences were held in a virtual mode due to the pandemic situation. While we were able to present about the DID-ACT project, the potential for exchange and networking was limited during such online venues. Even information on the number of participants attending a session was not always available.



*Figure 1: Group picture of DID-ACT member avatars attending the virtual AMEE conference 2020.*

The conferences we attended in 2022 were held in a hybrid format and we were able to participate in-person. For example, at the Medical Education Forum 2022 in Kraków we held presentations and participated in a hybrid panel discussion on clinical reasoning and at AMEE 2022 we offered a variety of face-to-face and online presentations. The face-to-face contact led to many interesting and inspiring discussions and we received a lot of positive feedback for the DID-ACT project.





*Figure 2: Podium discussion at the hybrid Medical Education Forum 2022, Kraków. Fot. Aleksander Hordziej.*