



Small TLEF Project – Final Report

Report Completion Date: (2017/05/17)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Skin Cancer Awareness Network - new public health education initiative for UBC students		
Principal Investigator:	Dr. Farah Shroff and Dr Michael Klein		
Report Submitted By:	Paulina Piesik		
Project Initiation Date:	January 2014	Project Completion Date:	December 2016

1.2. Project Summary

Skin Cancer Awareness Network (SCAN) aims to involve UBC students in community health projects. The goal of our outreach program is to ameliorate the Health Advocacy competency of medical and undergraduate students, and by doing so improve public awareness of sun safety and skin health. We will engage medical students and undergraduate students in organizing and delivering workshops in schools, community centres, and at public events. A SCAN website and newsletter will be developed to augment the reach of our program. Further, SCAN also aims to enhance medical undergraduate dermatology education by developing an e-book that can be used as an educational reference for students. Lastly, our longitudinal goal is to involve medical students in lobbying efforts to strengthen government regulation of UV-based tanning technologies

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Paulina Piesik	Co-chair	Development of community workshop materials and conducting study into efficacy of the SCAN presentations
Ian Wong	Co-chair	Development of medical student e-book resource
Ali Majdzadeh	Past co-chair; webmaster	Development of SCAN website and app
Angie Xiong	Community Involvement coordinator	Recruitment, training, and community placement of undergraduate volunteers

1.4. Student Impact – Please fill in the following table with past, current, and future courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
DPAS 420	n/a	2015/2016	Winter/Fall



MEDD 419/429	n/a	2016-onwards	Winter/Fall
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2. PROJECT EVALUATION

2.1. Project Outcomes – *Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.*

Undergraduate student volunteers: undergraduate students involved in workshop delivery will gain both **organizational and communication skills**. Volunteers deliver presentations at locations including schools, community centres, and public events. The goal for these students is to 1) actively learn to organize and run these health education workshops and 2) explain health information to a wide variety of audiences, and thus how to tailor their presentations to different demographics. These skills will enhance the health advocacy competency of SCAN volunteers, and strengthen their knowledge in the areas of skin cancer and skin protection -- since teaching is yet another form of learning.

Medical student volunteers: as SCAN executives, medical students will learn to devise and implement health education strategies related to skin cancer and skin protection, including workshop design, distribution of health information at public events, and the creation of SCAN resources such as the newsletter, website, and SCAN e-book. They will learn to identify and overcome the challenges often seen in health education, namely public bias and misconceptions (e.g. “sunscreen causes cancer”), resistance to change, and lack of resources (e.g. not enough volunteers. Executives will learn to modify their strategies and approaches based on volunteer and participant feedback, including refining workshop content for increased effectiveness. All these experiences--**planning, problem-solving, resource management, feedback management**--will be invaluable for the student executives as they become proficient in the developmental and administrative aspects of health education initiatives.

2.2. Findings – *Briefly describe the methods and findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved?*

Workshop satisfaction: undergraduate volunteer retention from 2015 to 2016 was high, with about 70% of students returning to continue presenting workshops. A subset of workshop volunteers, contacted by email or text message conversations, cited positive experiences with youth as a motivation to return to the position. The ability to act in a mentorship role and contribute to overall health knowledge of the public was a common theme communicated by undergraduate volunteers. The challenges they faced related to difficulties in transportation to secondary schools, particularly those outside of the City of Vancouver, and incompatibility between student schedules and the requested presentation times by school administrators.

E-book and website: Significant administration and logistic challenges were faced with the development of a medical student online resource. As skin disease education is a highly visual pursuit, images of skin lesions were required but the acquisition was impeded by copyright issues. The UBC Department of Dermatology image archives, which could be used for medical education, is not digital but stored as 35 mm slides. A preliminary e-book without skin images is under a password-protected website and information is being transferred into a public app, which can be accessed online on a computer or smartphone (<http://app.ubcscan.com/test/final/>). The website was successful set up and hosts resources and information for the public and medical students, gathered by undergraduate and medical students involved in SCAN (<http://ubcscan.com/resources/>).



Additional study: in addition to the aforementioned components of the project, we included a research study to evaluate the usefulness of simulating UV damage on pictures of workshop participants using a smartphone app. The study was called “PURSUE - Promoting Understanding of Risk through Simulated UV Effect” and tested the effectiveness of adding interactive technology to standard workshop presentations given to secondary school students. Medical students were involved in designing the study and undergraduate students carried it out as a part of the standard workshop. The preliminary results of the study suggest that while “**knowledge acquisition**” does not change with the addition of the UV-damage simulation app, it may increase the “**motivation**” of secondary school students to commit to sun-protective behaviours. According to a subset of our undergraduate volunteers, the addition of this scholarship component to their volunteer work made them feel that their volunteering had heightened value and importance.

2.3. Dissemination – *Please provide a list of scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

Publication: we have collected and analyzed our preliminary data – when analysis of the full data set will be completed, we intend on publishing our work in journal publications (BCMJ, CMJ, or a dermatology-specific journal).

3. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways?*

N/a, as those involved in the project were students. However, teaching in the form of mentorship was skill the project aimed to develop. Feedback from volunteer students suggests that opportunities for mentorship are positively received, and data from workshop efficacy (pre- and post-workshop questionnaires) suggests that workshop participants effectively gained knowledge from the project.

4. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will your work be sustained and/or potentially expanded (e.g. over the next five years)?*

This project is currently hosted in the project repository for the new FLEX curriculum in the UBC medical undergraduate program. From year to year, medical students can sign up to be involved in the project as a component of their medical education. SCAN is currently being run by a medical student group from the class of 2020.