



TLEF Project – Final Report

Report Completion Date: (2021/03/30)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Enhancing students' oral mucosal screening skills through the integration of live patients and video within an oral medicine and pathology course		
Principal Investigator:	Denise Laronde		
Report Submitted By:	Denise Laronde		
Project Initiation Date:	November 2018	Project Completion Date:	March 2021
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Final Project Summary

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

Name	Title/Affiliation	Responsibilities/Roles
Denise Laronde	Associate Prof	PI
HsingChi von Bergmann	Prof UBC	Co-PI
Zul Kanji	Assoc Prof	Co-I
Charles Shuler	Professor	Co-I
Leigha Rock	Ph.D. Student (currently Assistant Prof Dalhousie)	Co-I (in Year 1)
Yidan Zhu	Post-Doctoral Fellow (currently Assistant Prof in Hong Kong)	Co-I (in Year 2 & Year 3)

1.5. Courses Reached – 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 reached by your project, including 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)
DHYG 435	001, 99A	2019	Winter
DHYG 435		2020	Winter but Interrupted due to COVID-19 Pandemic



2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Developed rotation for EPT students	UBC Frontier Clinical Research Center, Pacific Oral Health Centre
Videos have been made and edited.	JBM
OSCE Items Generated by Dr. Shuler	

2.2. **Item(s) Not Met** – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Videos for DC course	Videos were made and edited but not reviewed by study team. Investigators priorities shifted with the pandemic and the PDF left for a new job.
Analysis on student feedback	PI and co-PI shift of priorities due to COVID. Most data has been collected and will be analyzed.
Evaluation plan	Pandemic and loss of PDF. We reconvened and recruited a graduate student to assist with the evaluation plan, which will begin in Fall 2021.

3. PROJECT IMPACT

3.1. **Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. **What were you hoping to change or where were you hoping to see an impact with this project?** – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.



Students will benefit by increased self-efficacy in screening, disease recognition, communication, triage and referral.

Patients will benefit by early referral, diagnosis, education and treatment.

Development of an enhanced tool kit of strategies to use in screening for oral mucosal lesions.

Increased confidence in lesion assessment, triage and referral.

Health care system will benefit from early diagnosis, management and treatment. When students learn to triage lesions correctly and understand when a lesion can be monitored in a low-risk community setting versus when a lesion should be referred to a high-risk clinic this can spare both the patient and the health care system considerable costs.

3.3. Were these changes/impacts achieved? How do you know they occurred? – *How did you measure changes/impacts? (e.g. collected survey data, conducted focus groups/interviews, learning analytics, etc.) Describe what was learned from this process. You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

Students felt more confident after observing the Oral Medicine Specialist and graduate students in the dysplasia clinic. They were able to ask questions in real time while the clinician was doing the exam. Student interviews and comments on the DHYG 435 course discussion board on Canvas. COVID prevented the last cohort to rotate through the clinic. Videos have been edited but were not ready for the fall DC section.

From interviews:

“I think just the hands on experience is probably one of the most beneficial things for learning. Like for me personally, like everything to do with clinic and clinical practice. Then it doesn't really set in until I've done it a few times or at least we've seen it and I'm kind of part of the process and we were very, they involved us a lot in what we were doing, which was really cool. It must start rotations here aren't as involved as we were taking. So I think just the hands on experience was very helpful. Very good.”

“the doctors seemed like he really cared about what we were learning from them, like he would, he wasn't kind of, I know for some of the other rotation ... at people who are doing it or just kind of like, they don't explain stuff, they just, they're doing what they're doing. If you want to watch, you can watch. Whereas the doctor today was very like, oh, like do you know what I'm doing? Like this is why I'm doing it. These are some of the things that you might see kind of explaining why he's looking for it to be like, I'm looking here because this is common here. Kind of a thing. Which was really cool. That kind of, it seems that he really thought it was important that we learned the stuff...”

From the discussion board on Canvas for DHYG 435: [DHYG 435 discussion on rotation](#)



3.4. Dissemination – Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event).

1. Zhu Y, Laronde D, Shuler C F & von Bergmann H. Incorporating public pedagogy in oral health professional education: Learning beyond the classroom. CHES Celebration of Scholarship, October 2, 2019.
2. Zhu Y, Laronde D, Shuler C F & von Bergmann H. (2020, Apr 17 - 21) *Incorporating Public Pedagogy in Health Professional Education: Learning Beyond the Classroom* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tzmttnw> (Conference Cancelled).

4. 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. Do you see these changes as sustainable over time? Why or why not?

We will continue to do the rotation through the dysplasia clinics once the pandemic ends. It was very well received.

In addition, as a result of the pandemic, the use of video to display clinical skills has been found to be appreciated by the students. My personal goal is to make this online course more ‘personal’ by adding more videos. For example, for biographies, have the instructor and students add short video biographies vs. writing a few sentences. Making videos of each block to discuss the LO and summarize the contents.

5. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?

We will be incorporating the project components into course.

We faced an unforeseeable challenge during this project, the COVID-19 Pandemic. We had to suspend the rotations into the Next Gen Clinics. Fortunately, all but one rotation was completed. Challenges for the clinic rotation would be situations that prevent the students from attending or of the clinic closes or is suspended.

Two meetings have occurred to try to see how we may restart the project in Fall 2021. Additionally, we recruited a graduate student to assist with the program evaluation.