

WORKSHOPS

Serious Game AI in Healthcare (room 5)

Dr.ir. Peter van Ooijen

The AIProHealth project has delivered a Massive Open Online Course on How Artificial Intelligence can Support Healthcare (<https://www.futurelearn.com/courses/how-artificial-intelligence-can-support-healthcare>). As the next step in the education on AI in Healthcare we also developed a serious game. In this serious board game we will follow a patient on her patient journey through the hospital. At several steps of this journey we will explore the possibilities of Artificial Intelligence and discuss what would be the best solution for that particular step by looking at the solutions but also the wishes of the patient and the healthcare professional. To play this game it is strongly recommended to first take the online course to ensure the basic level of knowledge of AI in Healthcare that is assumed in the game.

Why culture matters in research (room 8)

Dr.Grazyna Drzazga and dr.Rob Bakels

As researchers, we work in a multicultural environment. Although the fact that we all belong to the same the *academic* culture often facilitates our communication, cultural differences play a role in the way we approach research, perceive collaboration, and give or receive feedback. These differences may lead to confusion, conflicts and frustration. Therefore, this workshop will help the participants to understand complexity of culture(s) and cultural dimensions which may cause the most serious misunderstandings. This will be done through series of activities, case studies, and discussion moments. After the workshop, the participants will be able to understand their own cultural background better as well as they will be equipped with some tools which might be useful while communicating with researchers from other cultures.

Teaching shared decision making – dealing with unconscious incompetence (room 10)

Prof. dr. Paul Brand

Policy makers and doctor organisations promote the use of shared decision making (SDM). In 2025, each physician is expected to practice SDM in their consultations. In this workshop, we explore what this means for graduate and postgraduate medical education. Research from the LEARN network has shown that most doctors prefer to use SDM, and they also think they already apply it. The evidence, however, does not support this view: most physicians show little behaviour that helps to engage patients in decision-making in consultations. In educational terms, physicians are therefore unconsciously incompetent in SDM, which is a barrier to the successful teaching of this key skill in the clinical workplace, where most graduate and postgraduate education takes place. Together with the audience, the workshop facilitator will engage in shared decision making on how to improve SDM teaching in the clinical workplace.

"How to stimulate (resident) leadership? A programmatic approach" (room 18)

M.H. Edwina Doting, Maarten J. van der Laan, Joost de Jeu, J.K. Götz Wietasch

Medical leadership is seen as an important competency for (future) doctors. To stimulate medical leadership, we started an innovation pilot called the Resident Leadership Program (RLP) in collaboration with the IGJ in the spring of 2021. In this interdisciplinary program, eight residents have had the opportunity to develop their leadership competencies and learn more about the working method of the IGJ and the collaboration with different organizational units in the hospital to promote quality projects. The ultimate goal of the 6 month RLP was to develop (and conduct pilots) an improvement project in line with the theme of "sustainable employability". The RLP has delivered three new initiatives: 1. Personal Development Plan 2. AIOS in the Lead and 3. Fit to Perform.

In this workshop we want to take the participants interactively through the programming, the conceptual basis and the iterative process of the RLP. By the end of the workshop, participants will know the principle of agile project design, have a greater understanding of the use of interactive educational elements, and be inspired to perform action-based education.