
The exploration of new to practice surgeons as surgical educators: navigating the tensions between competing roles.

Authors: Kimberly Stewart

Presenter: Kimberly Stewart

Time: 10:30 - 10:45

Problem: New to practice surgeons face challenges with starting independent practice. Specifically in the operating room, the new surgeon must develop their own independent clinical competence as the most responsible physician, and many simultaneously hold a new role as a surgical educator. The surgeon must navigate these roles which are in tension in the operating room, balancing patient care versus trainee education. Role theory (Lynch, 2007) describes “role strain” where an individual holds roles that have diverse expectations, and “role conflict” when differing roles contradict. The process of “mental weighing” accounts for intrinsic factors (“voluntary pushes”) and extrinsic factors (“involuntary pulls”) which influence the individual to switch between roles.

Methods: The methodology for this qualitative study is constructivist grounded theory. Utilizing role theory (Lynch, 2007) as a sensitizing concept, semi-structured interviews will be used to understand the mental weighing that new to practice surgeons (6-24 months, varying surgical specialties, across Canada) do as they manage their new roles of most responsible surgeon and surgical educator in the operating room.

Implications: Transition to practice is a stressful time with minimal support. Supporting junior faculty in this transition is important to wellness, longevity, and for promoting an effective educational environment for trainees. We aim to deepen our understanding of how new to practice surgeons navigate the tensions between these roles, improving conceptualizations of factors that drive the ability to switch between them. By understanding these, educational interventions and institutional structures can be developed to support junior faculty as independent clinicians and educators.

Keywords: transition to practice, surgical education, surgeons

Supervisors: Faizal Haji, Kevin Eva

Webinar-Based Training for Pharmacy Practice Educators

Authors: Neelam Dhaliwal, Gabriella T.Y. Wong, Amy K. Jradi, Janice K. Yeung

Presenters: Gabriella T.Y. Wong, Neelam Dhaliwal

Time: 10:45 - 11:00

Objective

To optimize student practicum experiences, the Faculty strives to prepare practice educators (PEs) through training and ongoing education. This project sought to increase access to training across British Columbia through the development of webinars.

Methods

Four pre-implementation steps informed webinar design: environmental scan identifying Canadian pharmacy programs or UBC health disciplines utilizing webinars as a PE development tool; literature review determining how live webinars effectively prepare PEs for their role; survey of PEs garnering their experiences, needs, and preferences with respect to training; and evaluation plan. The first Zoom webinar utilized a panel-style format and encouraged attendees to submit pre-webinar questions for discussion. A second webinar offered two guest speakers and facilitated small-group discussions. Feedback was solicited for each webinar through post-webinar evaluation surveys. Webinar registration and attendance information was also utilized for analysis.

Results

The four pre-implementation steps informed the design of the webinars. These two webinars welcomed 87 PEs in total, with 40 identified as participating from outside the Lower Mainland. Feedback from the post-webinar evaluation surveys for both webinars was overwhelmingly positive (e.g., 37 of 39 respondents from the first webinar agreed/strongly agreed that the presentation met their educational needs). Qualitative data from the first webinar also indicated the topics supported respondents' learning goals.

Conclusion

These two webinars were well-received with nearly half the attendees located at a distance from the university. Subsequent work endeavors to continue engagement across BC using webinars, thereby ultimately impacting the quality of student experiential learning.

Keywords: webinars, experiential education, practice educators

Supporting and Developing Clinical Faculty

Authors: Linlea Armstrong, Heather Buckley, Jacqueline Ashby, Catherine Choa, Karah Koleszar

Presenter: Linlea Armstrong

Time: 11:00 - 11:15

Problem: Two objectives of the UBC Faculty of Medicine's (FoM) current Strategic Plan, *Building the Future*, are to *embed wellbeing and leadership development to improve personal and collective effectiveness* and to *ensure strategic faculty renewal to enable excellence in education and research*. Clinical faculty are key stakeholders to advancing these. Yet, there is little understood about how wellness and leadership of clinical faculty members in the complex UBC context are supported and developed.

Innovation: Using design-based thinking methodology we empathized with clinical faculty, defined experiences and observations into problem or opportunity statements, and ideated possible actions for UBC. We also conducted a literature review and internal and external environmental scans and engaged with multiple stakeholders through interviews to further build and refine our understandings. We then conducted three virtual hackathons ("HackDevs") to generate more ideas and solutions that could help improve these identified needs.

Implications: After analyzing the discussions and findings, we then developed a series of actionable recommendations for UBC to better support and develop clinical faculty. This report offers a total of 19 recommendations for the FoM to consider for implementation. Ten additional possible actions were developed by the clinical faculty and staff that participated in our hackathons. Our report provides a robust foundation for the FoM to take action and implement initiatives within its local and broader aspects to help improve clinical faculty engagement and has become the foundation for a workshop series offered by VMFP Faculty Development and a further UBC Strategic Investment Fund (SIF) project.

Key words: Faculty development, support, wellness, leadership, clinical faculty

An innovative multi-faceted pragmatic approach to faculty development for team-based care and teaching

Authors: Christie Newton, Jacqueline Ashby

Presenters: Christie Newton, Jacqueline Ashby

Time: 11:15 - 11:30

What problem have you identified and/or tried to address: To address the primary care crisis in BC, the province is moving to team-based models of care. Primary Care Networks have been rolling out with variable uptake across the province since 2018. One challenge that has limited traction with this model is that the majority of family practice preceptors and training sites are not prepared or supported in team-based care. They are not practising nor have they trained in this type of service delivery model.

What are you doing or planning (a description of methods and/or innovation)? The Ministry of Health funded University of British Columbia's Team-based Primary Care Learning Centre Project (TPCLC) is a three-year project designed to align the training of family practice residents within provincial Primary Care Networks and team-based care service delivery models. Part of the project is the implementation of a structured faculty development program aimed at supporting family medicine preceptors to enhance the training of residents in team-based primary.

Why would the findings or lessons learned be important (implications)? This presentation will describe the structured faculty development program aimed at building capacity for training within team-based primary care models and ultimately, recruiting, retaining and sustaining team-based care across BC.

Keywords: Faculty development, team-based care, preceptor engagement