
Exploring senior medical students' goals of care conversations and the impact of these experiences on professional development

Authors: Conor Barker, Marian Chen, & Rose Hatala

Presenter: Conor Barker

Time: 12:45 - 13:00

Learning Objective

After this presentation, participants will appreciate how GOC conversations affect medical students' development.

Objectives

Goals of care (GOC) discussions, which focus on exploring a patient's illness understanding, wishes, values and fears, are important conversations. Medical students, however, often feel unprepared and uncomfortable leading them. We undertook the current study to explore senior medical students' GOC experiences in order to examine their understanding of these conversations and the impact they have on students and their professional identity formation.

Methods

We used qualitative interpretive description, informed by phenomenology, as our methodology. Fourth year medical students at a single university were invited to voluntarily participate. Qualitative semi-structured interviews were used to foster rich discussion about students' GOC experiences during their clinical clerkship. Data collection and analysis proceeded iteratively. All investigators participated in data analysis using an inductive, constant comparison approach to identify themes and subthemes.

Results

Eleven fourth year medical students were interviewed between 2021 and 2022. While most students identified multiple elements of a GOC conversation, some viewed them as code status discussion only. We identified several themes that reflected when and how GOC conversations influenced students' identity formation. When students experienced GOC conversations in a setting that included a supportive supervisor relationship, observation, or feedback, some expressed gaining a sense of personal satisfaction, confidence, and improved communication skills. In less supported environments students experienced challenges during GOC conversations, reflected through perceived limitations and feelings of uncertainty.

Conclusion

The experiences medical students have during GOC conversations help shape their professional identities, as they strive to gain the core values and competencies of a healthcare provider.

Key Words: Goals of Care, Medical Student, Professional Development

Partnering with Patients, Caregivers and Learners to Develop Virtual Clinical Education Products

Authors: Adrian Yee on behalf of the Virtual Clinical Education Working Group

Presenter: Adrian Yee

Time: 13:00 - 13:15

The Problem:

While the COVID-19 pandemic triggered a rapid and widespread adoption of virtual care, clinicians will continue depending on some facets of hybrid care in the future. With this reality comes new challenges, responsibilities, as well as opportunities. Our project will partner with patients, caregivers, and learners to co-design learning materials to support virtual care education. A review of the literature reveals a gap in co-design approaches and strategies to support virtual care education programs with patients, caregivers, and learners.

What we are doing:

The first phase focuses on community engagement to develop trusting relationships with patients, caregivers, and learners. Collaborators include Indigenous Health organizations, the Patient and Community Partnership for Education (PCPE) and additional community organizations to recruit a richly diverse group of participants. In the second phase, we conduct interviews with participants will gather stories about virtual care experiences. We will co-create the education products including Podcasts, interactive presentations and student assessment scenarios with participants. The third phase will evaluate the quality of the products and the community-building process.

The implication of this work:

Story-telling bridges the worlds of patients, caregivers, clinicians, cultures, and traditions. Real-life stories are often best understood, remembered, and applied. Through this project, we will develop meaningful and effective educational products to improve virtual care and build capacity and skills for greater patient involvement in health professional curricula. We will share our experience and lessons learned in the community building and seek feedback from the CHES audience.

Bringing Patients and Society Back into the Social Accountability of a Medical School

Authors: Angela Towle, Cathy Kline, Kenneth Ong, Lucy Wang

Presenters: Angela Towle, Cathy Kline

Time: 13:15 - 13:30

Background

'Bringing Patients and Society back into the Social Accountability of a Medical School' is a research project that aims to co-create evidence-based guiding principles, models and processes for the authentic, ongoing and sustainable engagement of patients and the public in the mission, goals, curriculum and delivery of medical education.

Methods

We conducted eight 90-minute focus groups with patient /public participants between April and May 2022 over Zoom. Recordings of the focus groups were transcribed. Data were analysed and summarized into a report by two medical students and members of the research team.

Results

Of the 38 people attending the focus groups, 14 were individual patients and 24 representatives of provincial or local organizations. 28 had been involved with the medical school or health professional education. Perspectives included: Indigenous, LGBTQ+, disabilities, mental health / substance use, complex health conditions and rural / remote. The most important guiding principles for engagement with the medical school were accountability (closing the loop), inclusion and reciprocity. Participants were interested in playing a variety of roles in medical education starting with, but not limited to, sharing their lived experiences with students. Participants provided many practical suggestions for supporting patient / public involvement, especially related to increasing diversity. Successful engagement was characterized as making a meaningful contribution, inclusivity and feeling valued and respected.

Significance

Recommendations from the study are intended to help UBC and other Canadian medical schools to engage directly with members of the public and patients to fulfil their mandate for social accountability.

Key words: social accountability; patient and public engagement; diversity and inclusion

Involving patients as co-facilitators in large-scale interprofessional education initiatives

Authors: Deanna Bracewell, Donna Drynan, Cathy Kline, Kelly Allison

Presenters: Deanna Bracewell, Donna Drynan

Time: 13:30 - 13:45

Background: The addition of patient/client/family perspectives as co-educators in health professional curricula is a desired change but challenging to implement for large-scale interprofessional education.

Innovation: In 2021, an accessible approach to enhancing patient involvement in interprofessional education was piloted within UBC Health's Integrated Curriculum, a required component of 14 UBC health professional programs, focused on developing collaborative competencies and team-based care expectations. Making use of an existing capstone Integrated Curriculum activity, the stories of patient co-facilitators were centred in an interactive workshop on collaborative decision-making delivered to 717 students. Patient stories described their experiences with shared decisionmaking and team-based care and its impact on their empowerment. Engaging in small, interprofessional teams, students analyzed how team based-care can address challenges in the patient's care and debriefed their ideas for action with the patient facilitator.

Results: Data gathered from 452 students (63% response rate) indicated that 94% of students agreed that the inclusion of the patient facilitator's perspectives helped students learn to place patients at the centre of the health care team. Students' qualitative comments relayed the motivational, inspiring impact of patient stories that informed their developing perspectives on team-based care.

Implications/Future directions: Key considerations for patient recruitment and selection, patient preparation, delivery format, use of a co-facilitation model, and evaluation findings will be discussed. In 2022, we are expanding the reach of this workshop, and inviting patient facilitators to provide patient/family perspectives on Integrated Curriculum renewal.

Learning objectives: Following this presentation, participants will be able to:

- Outline a process to involve patients in existing interprofessional education activities
- Apply recommendations for recruitment, preparation, delivery format, and co-facilitation models when working with patient facilitators
- Reflect on a patient facilitator's perspectives about involvement in collaborative health education

Keywords (3): patient facilitators, co-facilitation model, interprofessional education