
Is there a recipe for success? Exploring what makes for a positive student experience within a faculty-student group mentoring program in the Faculty of Pharmaceutical Sciences at UBC.

Authors: Ingrid Price, Scott Robertson

Presenters: Ingrid Price, Scott Robertson

Time: 14:00 - 14:15

As a proactive step in responsive program redesign, participants in the Entry-to-Practice Doctor of Pharmacy (E2P PharmD) faculty-student mentoring program (FSMP) were asked to complete qualitative exit surveys. Thematic analysis of student response data using a 'modified' Constant Comparative Method (Glaser & Strauss, 2017) aimed to investigate whether any particular 'ingredients' seemed to contribute to a positive group mentoring experience; and whether there is any predictive variability associated with these ingredients.

Overall, findings suggest that the program was beneficial from the student perspective. Across the program, while student needs and wants varied, one theme that consistently seemed to contribute to a positive experience was the faculty-student relationship, specifically associated with the growth/development of a more multifaceted relationship that extended beyond professional sponsorship into more supportive personal interest beyond the confines of the program. Students also valued peer relationships, particularly as an outlet for stress relief and emotional support. With regard to program redesign, while the findings suggest some global "do's and don'ts," a singular 'recipe for success' seems elusive, as what makes for a positive group mentoring experience seems to depend on the distinct context of student participants (e.g., program stage, gender, perceived needs & interests) including how aware and responsive both the program and mentor is to this context. Overall, these findings offer important insight for informing a responsive program redesign. Further, while this work was conducted within the Faculty of Pharmaceutical Sciences, audience members may want to reflect on how these findings would apply within their own context.

Key words: group mentoring, responsive program redesign, student perspective

Glaser, B. G. & Strauss, A. L. (2017). The discovery of grounded theory: Strategies for qualitative research (1st ed.). London, UK: Routledge. <https://go.exlibris.link/9F1GdQ6Z>

Maximizing transformative mentorship relationships: How patients benefit from mentoring students in an interprofessional health mentors program

Authors: Cathy Kline, Ashley Moller-Hansen, Paula Riganti, William Godolphin, Angela Towle

Presenters: Cathy Kline, Paula Riganti

Time: 14:15 - 14:30

Patient and caregiver mentors benefit from sharing their lived experiences with health professional students in the UBC Health Mentors Program. In past research, we identified three key themes that describe such benefits: transformation, generativity, and “career” development. Health mentors have reflected on the changes that transpired from their participation in the program, but we do not know when or how mentors perceive these changes to have occurred, and if the program design had any impact on those changes. The purpose of this study is to understand the changes experienced by these mentors over the course of their mentorship journey, both with respect to their mentoring style and the changes that may occur within their own lives because of being a health mentor.

All 137 mentors who consented to be contacted for research were sent an email invitation to participate (19 emails bounced). Thirty responded. We conducted five 90-minute focus groups between March and April 2022 over zoom. The five focus groups were attended by a total of 25 mentors (5 were unable to attend). Nine participants had mentored one or two cohorts and 16 had been a mentor for 3 or more years.

The focus groups were transcribed verbatim. We are using a contextual-developmental framework to analyze the results. The research could inform the design of mentorship programs to better facilitate transformative mentorship relationships and maximize benefits for both mentees and mentors.

Supervising the senior medical resident: entrusting the role, supporting the tasks

Authors: Rose Hatala, Shiphra Ginsburg, Stephen Gauthier, Lindsay Melvin, David Taylor, Andrea Gingerich

Presenter: Rose Hatala

Time: 14:30 - 14:45

Introduction

Programmatic assessment in postgraduate medical training relies on entrustment-based ratings completed by supervisors. However, in less procedurally oriented specialties such as internal medicine, the relationship between entrustment and supervision remains unclear. The current study addresses how internal medicine supervisors conceptualize entrusting senior medical residents while supervising them on the acute care wards.

Methods

Guided by constructivist grounded theory, we interviewed 19 physicians who regularly supervised senior internal medicine residents on inpatient wards at 3 Canadian universities. We developed a theoretical model through iterative cycles of data collection and analysis using a constant comparative process.

Results

On the internal medicine ward, the senior resident role is viewed as a fundamentally managerial and rudimentary version of the supervisor's role. Supervisors come to trust their residents in the senior role through an early period of assessment during which the supervisor is quite 'hands-on' followed by a gradual withdrawal of support to promote independence. Supervisors focus on entrusting a particular scope of the senior resident role as opposed to entrustment of individual tasks.

Conclusion

Within a semi-longitudinal relationship between supervisor and a more advanced resident, focusing our assessments on the holistic entrustment of the role as opposed to task-specific entrustment may better align with supervisory decision-making. Understanding the dance of supervision, from relatively static overall support of the resident in their role, to fluidly stepping in and out for specific patient care tasks, allows us insight into the connection between supervision and entrustment and how it may be leveraged for assessment.

Keywords: entrustment, supervision, CBME

Connecting Hearts and Minds: A Relational Approach to Indigenous-Led Continuing Professional Development

Authors: Cheryl Schweizer, Harley Eagle, Dana Hubler, Alisa Harrison, Ievgeniia Rozhenko, Michelle Buchholz

Presenters: Alisa Harrison, Elder Cheryl Schweizer

Time: 14:45 - 15:00

The Rural Continuing Professional Development (CPD) initiative within the UBC Faculty of Medicine Division of CPD has been partnering with Elders since 2018 to implement an Indigenous Patient-Led (IPL) CPD program to support building relationships between Indigenous communities and local physicians to increase the likelihood that patients receive Nation-specific culturally safe care during every medical encounter. Three years in, two of them challenged by the pandemic, we are reflecting on our evolution, and documenting the story of the relationships we are building and the new methods we are practicing. The story of IPL is one of emergence, co-creation, humility, and continuous learning. We've reflected on the evolution of IPL's transformational work toward culturally safe medical care and conceptualized it using methods that integrate Indigenous and western storytelling. Our pictorial story, created in collaboration with an Indigenous graphic artist, synthesizes our group's process of initiating work that challenges the limits of colonized medical and organizational practice, seeks to redress colonization and racism in health care, builds reciprocal relationships, and introduces partnerships between western medical care and education, and Indigenous Elders and communities to forge a new way of working together and mitigating harm. Our overall aim is to connect hearts and minds in envisioning and enacting a changed system of care.

Keywords: Indigenous, cultural safety, cultural humility