
Development of an online module series to help clinical educators facilitate the development of professionalism in students during clinical placements.

Authors: Betsabeh Parsa, Sue Murphy

Presenters: Sue Murphy, Betsabeh Parsa

Time: 14:00 - 14:15

Background and purpose: Professionalism is a core competency of health professions and a curriculum requirement; however, it is a challenging concept to teach and evaluate. Although clinical education plays a major role in shaping students' professionalism and the influence of clinical educators is critical in the development of professionalism in students, teaching and assessing professionalism in the clinical setting has been identified as an issue for preceptors. Based on the results of recent province-wide research and through a series of collaborative partnerships, an interactive online educational module series titled "Teaching and assessing professionalism in the clinical setting" is developed.

Method: Several steps have guided the creation of these modules including, 1. A province-wide need assessment (a survey and focus groups) that resulted in a call for educational resources from preceptors, 2. Preceptors' feedback in identifying ten topics for modules, 3. Subject Matter Experts' consultation for content development, 4. Educational designer collaboration in making modules interactive and engaging, 5. UBC studios' collaboration in creating video clips, 6. Piloting the project.

Results: To provide an authentic learning experience, these ten self-directed modules follow a central storyline displaying common professionalism-related incidents during clinical placements, followed by self-reflection exercises, teaching tips, and further resources. JEDI principles are interwoven into the modules.

Conclusion: It is hoped that through a collaborative process, this project enhances the partnership between academic and clinical settings, improves the preceptors' capacities to nurture students' professionalism, and enhances their role modelling of professionalism.

Keywords: Teaching Professionalism, clinical education, preceptor, online, curriculum development.

Upward Feedback - Exploring Learner Perspectives on giving Feedback to their Teachers

Authors: Katherine Wisener, Kimberlee Hart, Erik Driessen, Cary Cuncic, Kiran Veerapen, Kevin Eva

Presenter: Katherine Wisener

Time: 14:15 - 14:30

Keywords: Upward feedback; teacher assessment; faculty support

Problem: Feedback from learners is known to be an important motivator for medical teachers, but it can be de-motivating if delivered poorly, leaving teachers frustrated and uncertain. Research seeking to uncover challenges providing upward feedback focuses primarily on formal teacher evaluations, a subset of how students offer feedback. Further, existing literature does not generally delve into why learners provide upward feedback, or the manner in which they chose to do so. This study explored learner perspectives on providing feedback to teachers, to further understanding of how to optimize upward feedback quality.

Methods: We conducted semi-structured interviews with 16 learners from the MD program at UBC. Applying an interpretive description methodology, interviews continued until theoretical sufficiency was achieved. Iterative analysis accounted for general trends (e.g. across year and site of training) and individual variations.

Findings: Learners have well-intentioned goals in relation to upward feedback (e.g. to encourage effective teaching practices). However, conflicting priorities (e.g. protecting one's image) can create tensions leading to avoidance, apathy, or feedback that is discordant with teaching quality. Several mediators influence the extent to which original goals are enacted, including a teacher's perceived receptivity towards feedback, whether learners think their feedback is meaningful, and the number of feedback requests students face.

Implications/Future Directions: Intertwining tensions can create a vicious cycle that makes it difficult for students to contribute to teacher support through upward feedback. Efforts to encourage the authenticity and quality of upward feedback should take into account the complex considerations and tensions with which learners grapple.

A Day in the Life of a Preceptor: A Novel Faculty Development Program for Community Based Preceptors

Authors: Meera Anand, Shur Lim, Justin Student, Karah Koleszar, Catherine Choa, Heather Buckley

Presenters: Meera Anand, Shur Lim

Time: 14:30 - 14:45

Keywords: Upward feedback; teacher assessment; faculty support

Problem: British Columbia has a crisis in primary care; many BC residents do not have access to a family physician. The lack of family physicians in our province is also acutely felt in the UBC medical undergraduate program; over 1000 undergraduate medical learners require family medicine placements every year. With many of the current family medicine faculty geographically dispersed in private offices, their engagement for teaching and faculty development opportunities has been additionally challenging.

Innovation: Employing a user centred approach to design, our project team created a faculty development program, “A Day in the Life of a Preceptor” to address the concerns around teaching, engaging, supporting and equipping these dispersed family medicine preceptors. After conducting a broad environmental scan, literature review and user interviews, we iteratively designed a multi-modal longitudinal program, underpinned by a social network learning framework.

Implications: When developing a new faculty development program, early incorporation of end-user feedback can dramatically influence curriculum design. In this project, incorporating end-user family medicine preceptor feedback influenced design elements as follows:

- 1) Novel organizational approach to reach family physicians in their “natural habitat” (utilization of BC Divisions of Family Practice organizational structure)
- 2) Partnerships with family physicians in creation of all content
- 3) Careful utilization of educational terminology to avoid “disengaging jargon”
- 4) Creation of videos to humanize content and bring faculty and student perspective to life
- 5) Sequencing of curricular components to reflect typical structure of community-based teaching
- 6) Deliberate insertion of “fun” and “recognition” components
- 7) Simplification of platform design to reduce cognitive load of busy preceptors (one-stop shop)

Key Words: Faculty Development, Family Medicine, Curriculum Design

Clinical Faculty Engagement: Investigating Avenues to Promote Connection for Clinical Faculty

Authors: Morgan Reedy, Katherine Wisener, Erica Amari, Linlea Armstrong, Heather Buckley, Clarissa Wallace, Kiran Veerapen

Presenter: Morgan Reedy

Time: 14:45 - 15:00

Problem: Clinical faculty have expressed a disconnection from the university due to their wide distribution, lack of common places of connection, and limited communication structures. One of the Faculty of Medicine's Strategic Plan objectives is to foster excellence of educational programs and services by effectively supporting and developing faculty. However, we lack end-user perspectives of the specific areas of engagement and connection they seek, and the ways in which they would like to connect.

Innovation: We interviewed 16 clinical faculty across sites and specialties, whose experience ranged from 5 months to 22 years about their experiences and recommendations on developing resources, supports, and engagement tools. Initial impressions reveal that faculty are specifically looking to build connections with clinical faculty outside of their direct networks to explore teaching and research collaboration opportunities. They were less likely to express a need to connect with leadership, although they did value recognition from the institution. Administration needs were mainly around quick access to frequently asked questions. Clinical faculty also differed widely on a preferred engagement tool (e.g., social apps, forums, newsletters). We will implement engagement tools based on the results.

Implications: Clinical faculty seek different forms of connection with other clinical faculty, leadership and administration. An engagement tool that fosters relationship-building and networking between clinical faculty members across practice sites and specialties, and that offers multiple access points to meet varying needs and preferences, is most likely to promote meaningful connections.

Key words: Faculty development, Engagement and Connection, Clinical Faculty