
Educating Future Physicians for Francophone Official Language Minority Communities in Canada: A Case Study

Authors: Joyce Nyhof-Young, Tatiana Yeuchy, Brett Schrewe, Melanie Elhafid

Presenters: Brett Schrewe, Melanie Elhafid

BACKGROUND: In Canada, over 1 million Francophone Canadians live in official language minority communities (OLMC) outside of Québec. Healthcare availability in French is often limited or absent, leading to reduced access and quality of care. To address this health inequity, one effective strategy is training Francophone/Francophile medical students at Anglophone faculties of medicine in medical French. Our purpose is to understand what drives the development of skills required to respond to the needs of OLMCs, and how the Association of Faculties of Medicine of Canada's program FrancoDoc has affected student perceptions of the former. In analyzing these phenomena, we can better support their professional development towards this goal in the next chapter of FrancoDoc.

METHODS: A qualitative case study using constructivist grounded theory and an exploratory approach. Semi-structured interviews were conducted with twelve medical students involved in FrancoDoc. Interviews were transcribed and analyzed using a constant comparative approach until saturation of concepts was attained.

RESULTS: Four main themes prevailed during data analysis supported by quotes from all participants: factors facilitating French language learning; barriers to French language learning; broader issues shaping the provision of linguistically-appropriate health care; and specific recommendations to improve health care education in the interest of better preparing learners to provide care to OLMCs.

CONCLUSION: Our needs and motivations analysis has allowed us to propose concrete adjuncts to Anglophone faculties of medicine, making them better positioned to deliver on their mission of social accountability to Francophone patients and OLMCs.

Keywords: French, medical-education, healthcare

Evaluating programs for a post-COVID world: Using data to refine the delivery of UBC's Entry-to-Practice PharmD program

Authors: Jasmin Gill, Leonie Harper

Presenters: Jasmin Gill, Leonie Harper

UBC delivered its Entry-to-Practice PharmD program in a predominantly virtual format from March 2020 to September 2021 and in a hybrid virtual/in-person format from September 2021 to April 2022 due to the COVID-19 pandemic. The sometimes-positive aspects of this unprecedented experience provided an impetus to contemplate non-traditional formats for educational activities in the post-pandemic delivery of the program rather than a complete return to previous in-person approaches.

Collecting data from faculty, staff, and students via surveys, focus groups, and individual interviews, we were able to determine positive and negative attributes of the various delivery methods. The ideal mode of delivery was also dependent on the type of material being delivered, whether it was lectures or practical applications of content. Although virtual delivery provided more flexibility, there were perceptions of negative impacts on engagement. We explored faculty perspectives of technology use in teaching. The data gathered is being used to inform our decision making to develop the most pedagogically sound principles and recommendations for program-wide curricular change.

Keywords: Pharmaceutical, Education, Delivery

Dissecting surgical cognition: exploring the use of anatomy knowledge in surgeons' decision-making

Authors: Lucas Streith, Glenn Regehr, Faizal Haji

Presenter: Lucas Streith

Background: Recently, surgical residency programs began introducing anatomy education to address a knowledge gap among residents. Similarly, two renowned anatomy atlases published first editions of surgical anatomy textbooks: Netter's Surgical Anatomy and Approaches and Gray's Surgical Anatomy. The emergence of these textbooks and anatomy educational interventions suggests that surgical anatomy is not adequately addressed in current medical education systems.

Problem: Given the importance of anatomy in surgical judgment, surgical education must connect anatomy knowledge with expert decision-making. However, anatomy has not been explicitly targeted in decision-making literature despite several studies identifying it as highly influential. Therefore, this connection is unclear.

Methods: This constructivist exploratory qualitative study utilizes observation and semi-structured interviews with attending general surgeons. Data collection will occur at acute care general surgery handover rounds ('handover') at Vancouver General Hospital. The variety of patients managed in acute care surgery is broad and in a high-acuity setting. Observational data from handover will be a source of interview prompts, using naturalistic decision-making as a sensitizing concept. Data from interviews will be analyzed using thematic analysis.

Implications: Understanding the relationship between anatomy and surgical decision-making would afford more effective resident education. Klein argues that "strengthening intuition means accelerating expertise". By combining this study with future work involving trainees and other surgical specialties, this research programme aims to explore knowledge-based surgical decision-making and contribute to advancing expertise development in postgraduate surgical education.

Key Words: Surgical education, Anatomy, Decision-making

The utilization of digital media in enhancing Anatomical education: A survey on an Innovative approach

Authors: Aryan Gheysari, Lucas Chang, Wendy Xu, Kiana Kianpoor, Majid Doroudi

Presenter: Aryan Gheysari

Introduction

The traditional method of teaching anatomy has been through live in person lectures and dissection labs as well as textbooks and other course materials. With the advancement of technology, it was possible to create anatomy walkthrough videos for the students to supplement the traditional methods of teaching anatomy.

Goal

To investigate the effectiveness of a video based guide to learning gross anatomy of the boney pelvis and the viscera.

Methods

Two videos were created covering the boney pelvis and the viscera for the first and second year medical students. The videos were presented by an anatomy professor and filmed and edited by Medical Students. The videos included a quiz at the end for students to test their knowledge. The videos were made available online on Youtube to an international audience, along with a feedback survey.

Results

Feedback was collected on the videos. The majority of respondents agreed or strongly agreed that the videos presented assisted them in fulfilling their indicated purpose (89.1%), that a combination of video and written materials should be used for effective learning of anatomy (95.7%), and that they would like to see videos for other anatomical regions (95.7%).

Conclusion

Digital media in the form of video-based anatomy guides may be useful in instances when in person teaching is not possible and may be a useful tool to be incorporated into the educational curriculum in combination with traditional teaching methods. Future goals include implementing student feedback and reaching a broader audience.

Creating a working prototype of an ethics screening tool for SoTL and QA/QI work at UBC and broader contexts

Authors: Romina Sardari, Simon Albon

Presenters: Romina Sardari, Simon Albon

While ethically-sound practices are imperative for high-quality educational scholarship, institutional ethics guidance is often unclear about how to treat educational scholarship generally, and quality assurance/quality improvement (QA/QI) studies and the scholarship of teaching and learning (SoTL), specifically. To address this issue, and in collaboration with the UBC Office of Research Ethics, Research Ethics BC, and the Island Health Authority, this project's objective is to create a prototype of an ethics screening tool for SoTL and QA/QI work at UBC and other institutions working with Research Ethics BC including BC's health authorities. The four-phase development process includes: 1) completing a comprehensive literature and web search seeking guiding principles for conducting ethically-sound SoTL and QA/QI inquiry and existing ethics screening tools available for evaluating SoTL and QA/QI projects across academic and health authority settings; 2) generating a visual framework and decision-tree model for the prototype from the findings of the literature and web search; 3) translating the visual framework and decision-tree model into a working prototype of the screening tool using the Qualtrics and/or RedCap online platforms, and; 4) undertaking an extensive evaluation of the prototype including rigorous beta-testing and peer-review protocols with external partners. Filling a recognized need at UBC, the screening tool will combine research-informed ethics frameworks and principles, user-friendly decision-making questionnaires, and relevant guidance notes to clarify decisions about formal ethics review for SoTL and QA/QI studies and guide ethically-sound research practices for a diverse user group. The launch of the screening tool is expected in late October 2022.

Key words: ethics screening tool, scholarship of teaching and learning, quality improvement/quality assurance studies

How can medical students respond to planetary health challenges? An exploratory qualitative study.

Authors: Crystal Gong, Jenna Burke, Cathy Kline, Adrian Yee, Angela Towle

Presenters: Crystal Gong, Jenna Burke

Background

The climate crisis has begun to disrupt social, political, and health systems across the globe, disproportionately impacting vulnerable populations. Planetary health, including the health impacts of climate change should be integrated in the medical education curriculum [1,2]. The Medical Council of Canada has recently created the health and climate crisis learning objective, noting that “physicians must be able to recognize the effects of the climate crisis (climate change) on human health and take action to mitigate both climate change itself and its health effects on the population, recognizing that many populations are disproportionately affected” [3]. It is imperative that the next generation of physicians are equipped to diagnose and manage conditions that become more frequent as a result of climate change. The Planetary Health Integration Project aims to explore perceptions of planetary health and propose how planetary health can be integrated within medical education.

Methods

Perspective gathering will follow a qualitative research methodology via focus groups and one-on-one interviews with patients, caregivers, community members, students and educators. The transcriptions from these conversations will be analyzed using qualitative methods such as thematic analysis to identify the major themes.

Implications

The major themes that arise out of the conversations will be mapped to formal learning objectives. A proposal will be developed with the learning objectives and brought forward to the curricular committee to formally integrate planetary health within the undergraduate medical curricula. Results will be shared with the participants using creative knowledge translation tools.

Keywords: planetary health, medical education, qualitative research

References

[1] Hackett, F., Got, T., Kitching, G. T., MacQueen, K., & Cohen, A. (2020). Training Canadian doctors for the health challenges of climate change. *The Lancet Planetary Health*, 4(1), e2-e3.

[2] Shaw, E., Walpole, S., McLean, M., Alvarez-Nieto, C., Barna, S., Bazin, K., Behrens, G., Chase, H., Duane, B., El Omrani, O., Elf, M., Faerron Guzmán, C. A., Falceto de Barros, E., Gibbs, T. J., Groome, J., Hackett, F., Harden, J., Hothersall, E. J., Hourihane, M., ... Woollard, R. (2021). AMEE Consensus Statement: Planetary health and education for sustainable healthcare. *Medical Teacher*, 43(3), 272–286. <https://doi.org/10.1080/0142159X.2020.1860207>

[3] Royal College of Physicians. Updates to the MCC Objectives for the Qualifying Examination. 2022;Ottawa: RCP; Accessed June 2022. Available from: <https://mcc.ca/objectives/>

Implementation and Evaluation of a Simulation Stethoscope and Standardized Patients (SIMpathetic) Program for Pharmacy Students

Authors: Fong Chan, Alex Pai, Tamiz J. Kanji, Katherine Seto, Jonathan Grosshuesch

Presenter: Fong Chan

Learning Objectives:

- To describe how simulation stethoscopes and standardized patients (SIMpathetic program) were implemented into pharmacy education at UBC.
- To evaluate the SIMpathetic program from a pharmacy student perspective.

Application of physical assessment skills is part of the expanded scope of practice curriculum in pharmacy education. A unique mix of standardized patients and simulation stethoscopes was implemented allowing students to interact with live human patients to assess pre-programmed physical assessment findings. Our objective was to demonstrate how this combination could be applied in pharmacy education and to evaluate perceived benefits and challenges, as well as student competency and confidence. First to third-year pharmacy students participated in two novel simulated patient cases in the SIMPathetic Program. Students were asked to complete an optional, anonymous post-session survey after the completion of their second patient case.

Survey data indicated that students in all three years initially lacked confidence when conducting physical assessment prior to the SIMpathetic program. Post-intervention study data showed an improvement in self-reported confidence by the majority of student respondents. Additionally, a large number of students indicated a willingness to conduct physical assessment in their future pharmacy practice after completion of the SIMpathetic program.

The SIMpathetic program provided students with opportunities to conduct physical assessment on standardized patients using simulation stethoscopes to further develop their communication skills and bedside manner. It was effective at increasing student confidence in conducting physical assessment and increased their willingness to conduct physical assessment in future pharmacy practice. Further plans include revision of the SIMpathetic program to address student feedback and its potential expansion in UBC's Pharmacy Program.

Keywords: Pharmacy education, physical exam, simulation stethoscope

Assessing Pharmacy Student Performance on Practicum Using a Novel Rubric Based on the Dreyfus Model of Skill Acquisition

Authors: Janice K. Yeung, Ali Reza Ladak, Nicole Bruchet, George Pachev

Presenter: Janice Yeung

Objective: Pharmacy student performance on practicum was previously assessed utilizing a Likert scale from 0 to 9 resulting in challenges with clarity and assessor subjectivity. To address these issues, an assessment rubric based on the Dreyfus Model of Skill Acquisition was developed and implemented. This study sought to evaluate student, practice educator (PE) and faculty perceptions related to the rubric's effectiveness in assessing student performance within the direct patient care practicum setting.

Methods: An exploratory sequential mixed methods approach was used. A qualitative component utilizing focus groups and semi-structured interviews was followed by a quantitative component utilizing a survey questionnaire. Data gathered from the qualitative component was collectively analyzed and used to inform questionnaire development intended to confirm identified themes and collect further data on stakeholder perceptions.

Results: Seven students, 7 PEs and 4 faculty participated in focus groups/interviews and 70/645 (10.9%) students and 103/756 (13.6%) PEs participated in the survey questionnaire. The majority of participants felt the rubric clearly communicated expectations for student performance, is relevant and consistent with pharmacy practice, and is useful in accurately assessing performance. For PEs with past experience, the novel rubric was an improvement over previous assessment processes and perceived as more thorough and clear in describing performance expectations. Identified challenges included the rubric's visual organization, length, and redundancy of some assessment elements.

Conclusion: Findings suggest a novel rubric based on the Dreyfus Model is effective in assessing student performance on practicum and may address some of the challenges commonly observed with practice assessment.

Keywords: practice assessment, experiential education, Dreyfus Model of Skill Acquisition

Understanding students' interpretations of dental professionalism and expectations towards their preparation programs: A Cross-sectional Pilot Survey Study

Authors: Jennifer Kwon, HsingChi von Bergmann, Ruth Childs, Arnaldo Perez, Charles F. Shuler

Presenter: Jennifer Kwon

Objective

This study aimed to understand dental students' perception of professionalism and its delivery in their preparation program using a newly developed instrument and gain insights for improvement of the professionalism curricula in dental education.

Methods

Using a cross-sectional survey design, informed by literature, the "Oral Health Professionalism" survey was developed and adopted as an instrument of research and administered using Qualtrics. The survey contained three sections—12 slider questions, four open-ended questions, and two scenario-based questions. For this study, we are only focusing on the results from the first two sections of the survey.

Results

The results from the quantitative questionnaires indicate an average mean score of 70% and above on ten items out of twelve (maximum score is 100). Our qualitative data suggest that students' interpretations of professionalism varied from being equipped with the necessary clinical skills and valuing patient autonomy to a wider view, which included attitudes and behaviours attributed to the profession. While the students indicated that professionalism is an important element of dental education, some of them believed that values such as empathy, honesty, and respect cannot be taught through a professional program. They also indicated that the institution should consider methods to develop the professionalism of the faculty who act as their role models.

Key Words: professionalism, dental education, survey study

“Hands-on Archaeological and Historical Medical Collections”: An Educational Activity

Authors: Maria Victoria Monsalve, Aaron Moulson

Presenter: Maria Victoria Monsalve

The UBC MD undergraduate medical program includes a longitudinal scholarship course that spans Years 1, 2 and 4 of the curriculum. This curriculum provides an opportunity to introduce students to the field of paleopathology. The aim of the project is for the students to develop competency in the recognition, characterization and systematic analysis of skeletal remains. The creation of a repository of images of human bones with pathological conditions provides the students hands-on access to archaeological bone collections from Latin America and Europe. Using images, MD undergraduate medical students develop differential diagnoses of pathological and traumatic conditions in the skeletal remains. This “Hands-on Archaeological and Medical Records” project offers medical students interesting and novel interpretations of anatomy, an introduction to historical care provision and helps them in the decision making process for postgraduate studies. Images from collections around the world will increase the scope of past diseases. Furthermore, it will advance knowledge of stages of diseases that may not often be available in countries with modern medical care.

Keywords: competence, paleopathology, archaeology

Regional Practicum Model for Pharmacy Experiential Education

Authors: Neelam Dhaliwal, Sonali Rishi, Janice K Yeung

Presenter: Neelam Dhaliwal

Objective

This project explored the possibility of a regional practicum model (RPM) within the Entry-toPractice (E2P) PharmD program where students would complete a series of their required practicums within a defined rural/remote community/region. In pursuing this model, we would aim to facilitate opportunities for students to develop deeper connections to these communities, gain unique pharmacy practice and patient care experiences, and potentially increase their interest in the practice needs and career opportunities within these regions.

Methods

Three steps were undertaken: an environmental scan determining whether similar models were being used locally in health professional programs at UBC or nationally in pharmacy programs across Canada; a literature review assessing the benefits of implementing this type of model; and a survey of E2P PharmD students to gather information on perceptions, any supports that would be desired, and potential barriers that could be addressed.

Results

The environmental scan found that no pharmacy school in Canada had implemented this type of model. Longitudinal integrated clerkship models had been implemented within medical program contexts, with generally favourable findings. Of the 212 students that participated in the survey, 68 were “interested” in participating in a RPM, while 95 were “possibly interested”. Reasons cited included interest in a rural/remote practicum, seeking a unique experience, and increased career opportunities. Students noted challenges with relocation, accommodation, and financial concerns as potential barriers to this type of model.

Conclusion

These three steps supported pursuing development of a RPM; student and practice educator input will guide development and implementation.

Keywords: regional practicum model, experiential education, pharmacy practicum

Supervision and Resident Autonomy in Surgical Education: A Scoping Review

Authors: Nuha Alomar, Charles Shuler, Rana Tarzeman, HsingChi Von Bergmann

Presenter: Nuha Alomar

Background: In the surgical training, educators must balance supervision and resident autonomy to accommodate their responsibilities toward their patients and residents. The objective of this scoping review was to identify, examine and synthesize the sources of evidence on surgical educators' perspectives toward resident autonomy in health science programs.

Methods: This scoping review was conducted based on the JBI methodology of scoping reviews. The search question was: How is resident autonomy perceived by surgical educators in postgraduate health science programs? The search involved MEDLINE (Ovid), Embase (Ovid), CINAHL and Eric databases; grey literature; hand-searching journals in health science education and the reference lists of the included articles. The search was conducted between November 2020 and November 2021.

Results: The search resulted in 2147 articles which underwent title and full-text screening for the inclusion criteria. The scoping review resulted in 35 published in the period between 2009 to 2021. Most of the articles were conducted in the USA (86%), mainly in general surgery. Four themes were found: the significance of autonomy in surgical training; offering autonomy as an attribute of successful surgical educators; factors that affect the decision to offer autonomy; and autonomy perception of educators compared to residents.

Conclusion: Successful supervision in surgical training requires consideration of progressive autonomy. However, offering autonomy is affected by many factors that vary between disciplines. In addition, surgical educators have different perspectives toward autonomy compared to residents. The findings provide insights for researchers, educators and program evaluators interested in supervision and autonomy.

Key words: supervision, resident autonomy, surgical education.

Caring for Persons with Schizophrenia and Schizoaffective Disorder in the Community: Online Learning to Increase Treatment Options by Community Providers

Authors: Cathy Puskas, Valentina Montessori, Silvia Guillemi, Valeria Gal, Tanya Fairweather, Michael Norbury, Rolando Barrios, Jessica Anonuevo, Philip Charlebois, Randall F. White, Harish Neelakant

Presenters: Cathy Puskas, Harish Neelakant

Keywords: schizophrenia and schizoaffective disorders, treatment resistance, underserved populations, antipsychotics, clozapine

Problem: Psychosis affects approximately one in 100 individuals and is the main cause of readmission to acute psychiatry care within 30 days of discharge in the Vancouver Coastal Health (VCH) region. Treatment of psychosis in community settings is challenging, however, it can improve symptoms, health and functional outcomes for people living with schizophrenia; reduce self-medication, incarceration, and suicide; and decrease inpatient care.

Methods: The Treatment Optimization of Psychosis (TOP) Collaborative was launched in June of 2021, as a quality improvement initiative led by the BC-CfE in partnership with VCH MHSUS. A free-of-charge online course for health care professionals in BC was developed to meet learning needs for the management of treatment resistant schizophrenia and psychosis in a community setting. The course covers assessment and management of schizophrenia and schizoaffective disorders and treatment options, using recorded lectures, slides, multiple-choice quizzes, and case-based worksheets.

Lessons Learned: Since the course launch (17-Feb-2022) to 26-May-2022, 62 learners completed the course. Learners came from varying professional roles and experience levels, and found the course content to be “very good overall” (75%) and “very relevant” (62%). 94% agreed or strongly agreed that the course enhanced their knowledge. Learners felt more confident following the course, and suggested that their management of treatment resistant schizophrenia would change following the course. Learners stated they would benefit from additional live education (55%) to support their practice.

Implications: The TOP course provides knowledge and resources to manage treatment resistant schizophrenia and psychosis at a community level in an interprofessional team-based environment.

Development of a Community-Engaged Learning Pharmacy Elective Focused on Population and Public Health Concepts

Authors: Kayla M Fang, Paulo Tchen, Gilly C Lau, Chu Qi Yu

Presenters: Paulo Tchen, Kayla Fang

Background

The Entry-to-Practice (E2P) PharmD curriculum at the University of British Columbia (UBC) offers both curricular and extracurricular community engaged learning (CEL) activities. An opportunity exists to utilize CEL activities in teaching about rural and remote pharmacy practice and health disparities faced by these communities.

Objective

To develop an elective for E2P PharmD students that utilizes CEL to educate on health disparities and population and public health (PPH) concepts in the context of underserved communities in rural and remote regions.

Methods

A literature search was conducted to explore the incorporation of PPH concepts and health disparities faced by rural and remote communities into pharmacy education. An environmental scan was conducted and included a survey of Canadian pharmacy programs and review of CEL in UBC health programs' curricula.

Results

37 articles were identified that highlighted the impact of health disparities in rural and remote communities and the importance of integrating public health concepts into the pharmacy school curriculum through a CEL model. Results of the literature search indicated opportunities for pharmacy schools to incorporate principles of public health in their curriculum. The environmental scan of five UBC health programs indicated that two described CEL opportunities within their curricula. Of the five Canadian pharmacy schools responding to the survey, all incorporate PPH concepts into the didactic curriculum, and three incorporate CEL into experiential.

Conclusion

Our findings provide a foundation for the development of a new elective about pharmacy practice in rural and remote communities and PPH concepts in addressing health disparities.

Key Words: pharmacy education, rural communities, population and public health

Dance Dance Interpretation: Exploring Relational Work in Interpreter-Mediated Primary Care

Authors: Bryan Hemingway, Debra Russell, Laura Nimmon

Presenter: Bryan Hemingway

Navigating the patient-practitioner relationship is always a complicated dance, but what happens when patients and practitioners do not use the same signed or spoken language and an interpreter is used? How does this three-person dance between patient, practitioner, and interpreter affect relational work with patients?

Far from a simple language transfer mechanism, the addition of healthcare interpreters adds considerable complexity in navigating relational work between patient and practitioners. Yet, little research has explored the complexities of navigating patient-practitioner relationships and interpreter-mediated interactions. As a result, patients from minority language communities may be excluded from the health promoting benefits of high-quality patient-practitioner relationships as the lack of research forces healthcare interpreters and healthcare providers alike to guess at best practice. My research explores this gap in research using the lived experience of Accredited Medical Sign Language Interpreters.

My poster presentation will draw on my in progress research, which is guided by post-intentional phenomenology, to outline key contextual, interpersonal, and interprofessional considerations necessary for preparing healthcare providers to navigate this complex three-person relational dance. Additionally, in my poster presentation, I will orientate participants to the complex nuances of interpretation in healthcare provision and health education research. As a result, participants will be better prepared to support health professionals in providing higher quality relational care to minority language users who use interpreters

Key Words: interpretation, sign language, patient-relationships

LinkedIn as a Catalyst to Leadership Development and Networking for Alumni and Students of a Leadership Course

Authors: Aya Al-Nuaimi , Meghan Lui , Parkash Ragsdale , Lucas Wright , Robert Kim , Patricia Gerber

Presenters: Patricia Gerber, Meghan Lui

The problem we identified: Since its launch in 2017, 65 students in the Doctor of Pharmacy (PharmD) Program have completed the Leadership Experience Applied to Pharmacy (“LEAP”) leadership elective course. LEAP alumni (now pharmacists), remain connected to the course coordinator. However, most indicate that continuing leadership development on their own is challenging, and they miss connecting to each other. Via survey in 2021, LEAP alumni expressed interest in an enhanced “LEAP Community of Practice” (CoP).

What we did: We collaborated with the UBC Centre for Teaching, Learning and Technology and with a UBC Career Strategist to design a virtual event for LEAP alumni to teach them LinkedIn strategies and applications, and to launch a new LEAP CoP LinkedIn Group to support networking and leadership development. In the spirit of leadership development, two students led the task of creating the new LinkedIn platform and designing the event. They developed LinkedIn resources, instructions on LinkedIn features, shared best practice LinkedIn profiles, and led the discussion at the event.

Our findings: 14 LEAP alumni and 6 students attended the event, which included breakout rooms based on attendees’ familiarity with LinkedIn, discussions, and launch of the LEAP LinkedIn platform. The distribution of self-identified LinkedIn “novice” vs. “intermediate/proficient” users was approximately equal.

Why this is important: Tracking via LinkedIn analytics reveals that to-date, LEAP alumni engagement is strong, and activity is encouraging. Other programs may wish to consider this model of alumni-student engagement and learning in their efforts to extend skill development beyond the classroom.

Key Words: leadership development, engagement