

## Impact of an Online Branching Community Pharmacy Case on Student's Patient Communication Skills

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### Problem Identified

Students enter the PharmD program with varied levels of experience, often having difficulty visualizing patient-centred care. Many students also question the feasibility of providing patient care in a community pharmacy.

### Innovation

An online interactive branching scenario was developed and piloted in 2022W. Analysis of student reflections found the most perceived benefits to include improved communication, understanding of real-world challenges, and student confidence.

### Methods

The scenario was reassigned in 2023W1 to PY1 students (n=227). A post-activity survey focused on the impact on student understanding of communication in pharmacy practice and consisted of Likert-style questions and open text responses. All submissions were anonymous, and students could opt out; incomplete submissions were discarded. From the remaining submissions (n=134), descriptive statistics were calculated, and themes identified.

### Findings

Respondents agreed that the activity supported the understanding of how to effectively communicate with patients (96%). From a list of skills, respondents indicated that the activity helped them (1) develop empathy (86%), (2) be professional when communicating (91%), and (3) tailor responses to the situation and patient (86%). Respondents found the inclusion of negative outcomes of clinical decisions increased their understanding of potential challenges to patient care (73%), better prepared them for real-world scenarios (75%), and to be very or extremely useful (61%). Students reported a 2.18-point jump in confidence in providing patient care on a 10-point scale.

### Implications

Our project highlights the effectiveness of high-quality branching scenarios for supporting student development of communication skills within the context of community pharmacy practice.

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## Bridging The Gap: Integrating Anki Spaced Repetition Study Cards into Medical Education for Enhanced Learning and Wellness

**Author(s):** Anika Todd, Karen Pinder

**Presenter:** Anika Todd

As technology permeates medical education, this study addresses the underutilization of online resources, particularly Anki, in medical school curricula. The objective was to introduce Anki spaced repetition study cards into the histopathology curriculum at the University of British Columbia Medical Undergraduate Program, aiming to enhance learning efficiency and overall student wellness.

We collaboratively developed a series of Anki study cards mapped to the curriculum's learning objectives, ensuring accuracy through review by the course director. This study encompassed first- and second-year medical students from the class of 2026 and 2027 at the University of British Columbia. A Qualtrics-based survey assessed study habits, resource utilization, performance outcomes, anxiety, and imposter syndrome experiences.

Survey findings suggest potential positive impact of faculty provided Anki cards on medical student anxiety and imposter syndrome during preclinical years. Furthermore, students indicated that Anki is a valued supplementary resource to support review and exam preparation but does not replace lecture or lab learning.

This initiative marks a proactive step toward leveraging technology for enhanced medical education. We demonstrated effective integration of digital resources in medical education. This had the additional benefit of ensuring accuracy in resources and mitigating disparities in access when students rely on open source or peer shared resources. Furthermore, we demonstrated a positive impact on student well-being. We hope these results provide insight and encouragement for medical schools to embrace technology to optimize learning environments in the digital post-pandemic era. Future work may focus on broader implementation and continuous improvement of digital tools in medical curricula.

## **Creative Brainstorming: Learning from a Patient in the Health Mentors Program**

**Author(s):** Karen Firus, Cathy Kline

**Presenter:** Karen Firus

At the 2024 UBC Health Mentors symposium, students in medicine, nursing and occupational therapy and their health mentor, Karen Firus, presented a vibrant 4' x 8' interactive poster, "A BRIEF on INVISIBLE illness...there's more UNDERNEATH".

The board is an innovative, uplifting interactive learning tool – large black and white graphics reveal 24 colourful cut-out illustrations of underwear (BRIEFS) featuring in-depth learnings and collaboration of the students and mentor during 9 months of learning together.

Participants will learn about creative brainstorming; the right brain being used to complement left brain learning. Students are taught to think outside the box and more easily retain and enjoy what they've learned from engaging in a creative approach with a patient mentor. It is an effective way to prepare students to work in partnership with patients living with complex and poorly understood chronic conditions to find health solutions when little information and knowledge exists about an illness.

Participants will learn how to invoke energy and passion within students and that creativity reinforces the collaborative nature of interprofessional learning.

Creative activities are rare in health education and need to be considered because of the success of the BRIEF board at the symposium. The format works not just for the students creating the board, but for the 200 other students and faculty interacting with the board.

Participants will be able to interact with the original BRIEF board and Karen, an engaging, energetic and passionate speaker and recipient of the 2023 Kerston Community Educator Award.

**Key Words:** Patient engagement, interprofessional education, chronic disease management

## The Impact of Patient Journey on Student Learning in an HIV Module

**Author(s):** Jane Xia, Cathy Kline, Darren Lauscher

**Presenter:** Cathy Kline

Many pharmacy students limited personal experience with diseases and healthcare navigation pose a challenge in teaching them about a patient's healthcare journey and fostering empathy. To address this, people with lived experiences (PWLE) were invited to share their journey with Program Year 3 (PY3) students at the University of British Columbia Entry-to-Practice (E2P) PharmD (n=210) during three HIV tutorial sessions. The goals include enhancing students' empathy, providing context for learning, and fostering an appreciation for the complexity of patients' journeys from the manifestations of signs and symptoms to undergoing treatment.

During 2022 and 2023 winter term 2 (w2), PWLE were invited to the PY3 HIV tutorial sessions to discuss their patient journey. The speakers received a set of 12 questions prior to the sessions to aid in their preparation and maintain consistency in the topics addressed. The instructor facilitated the session using slido.com for anonymous questions. Subsequently, students completed a brief five-question survey to evaluate this educational intervention.

When asked "Do you think hearing and interacting with a live patient regarding his/her/their care journey increased your level of empathy?", 2022w2 data showed 190 (98%) responded "yes" and 4 responded "neutral". 2023w2 data showed 114 (95%) responded "yes" and 5 responded "neutral" and 1 responded "no". The qualitative analysis of open-text responses revealed that the session encouraged students to reflect on their personal biases and the type of pharmacist they aspire to become.

Overall, having PWLE share their experiences can foster an increase in students' self-reported empathy levels.

## **“If I Could Give it 6 Stars, I Would”: A Performance Review of BC Community Pharmacies via Google Reviews**

**Author(s):** Fong Chan, Priya Bains, James McCormack, Aaron Sha

**Presenter:** Fong Chan

### **Learning Objectives:**

1. Analyze Google Reviews before and after the COVID-19 restrictions in BC.
2. Better understand challenges and opportunities for community pharmacy teams.

The COVID-19 pandemic impacted community pharmacies as they faced unprecedented challenges in providing patient care. Online reviews became one way in which patients could comment on their satisfaction with the services offered from their local pharmacies. We analyzed Google Reviews collected before and after the COVID-19 restrictions to better understand challenges and opportunities for community pharmacy teams.

Google Reviews were scraped via Outscraper and two researchers independently analyzed each review. We found that 75% of comments were positive before the COVID-19 restrictions compared to 69% after the COVID-19 restrictions. Counter-side manners were the most frequent discussion meaning reviewers found counter-side manners as the most noticeable aspect of their pharmacy experience. Less than 2% of all comments included pharmacist scope of practice meaning reviewers did not use this service or find the service noteworthy. This research can guide pharmacy practice to improve counter-side training provided to staff and focus on the opportunity to advertise and better utilize our expanded scope. Furthermore, we found 75% of comments regarding COVID-19 prevention measures, vaccine and testing were positive. Negative reviews mentioned vaccine availability issues (31%), testing availability (24%) and prevention measures (12%). This highlights the positive impact community pharmacies made during the pandemic and that reviewers had a negative experience when they were unable to access COVID-19 care at their local pharmacy.

**Key words:** Pharmacy Reviews, Patient Care, Provider Opportunities

## Navigating Professionalism and Professional Identity: A Template Analysis of Practicing Dentists' Experiences

**Author(s):** Jennifer Kwon, HsingChi Von Bergmann

**Presenter:** Jennifer Kwon

### Background

Professionalism is an essential element in health professions education. Despite being widely acknowledged for its significance, there exists a noticeable gap in research focusing on the obstacles and difficulties that oral health professionals confront in their everyday clinical settings, and how these challenges influence the development of their professional identity. Exploring the experiences of practicing dentists through interviews provides valuable insights into the hurdles they face when navigating ethical dilemmas.

### Objectives

This research aimed to investigate how dentists view professionalism, recognize potential challenges in the workplace that impact their professionalism and identity as professionals, assess the factors influencing their professional identity formation, and collect their suggestions for enhancing dental professionalism. Method: A qualitative semi-structured interview was conducted on ten dentists currently working in the Metro Vancouver area in Canada. Interviews were conducted using Zoom, the virtual meeting software. NVivo (Version 14) by QSR International was used to perform template analysis to analyze transcripts.

### Results

The participated dentists identified patient-focused care, effective communication, adherence to ethical principles, and maintaining professional boundaries as fundamental elements of professionalism. Although work experience enhanced their professional identity, it did not always result in better ethical conduct. The participants noted a lack of ethics training and interprofessional collaboration, underscoring a discrepancy between their understanding of professionalism and the education they received. They recommended enhancements in professionalism training, more stringent oversight by institutions, and fostering better workplace relationships.

### Conclusion

In light of the interview results, there may be a possible deficiency in self-reflection among participating dentists, prompting further investigation into ways to bridge the gap between professional identity and professionalism. The findings also suggest that supporting continuous professional identity formation after graduation may be critical for improving practicing dentists' professionalism. Suggestions from the interviewed dentists regarding professionalism education may help inform broader health science education.

## **High School CPR Outreach Program Medical Students Teach Compression-Only CPR to Vancouver Secondary School Students**

**Author(s):** Michael Gong, Melissa Chan, Simona Bene Watts, Dr. Kevin Shi

**Presenter:** Michael Gong

### **Introduction**

Cardiopulmonary resuscitation (CPR) can double the chances of surviving a cardiac arrest if promptly administered. Although CPR is widely recognized as a life-saving skill, it is not currently mandatory in the British Columbia (BC) secondary school curriculum. A recent study demonstrated that a short medical-student-run compression only CPR (COCPR) workshop was effective in increasing CPR knowledge and comfort performing CPR in rural Vancouver Island secondary schools. The utility of this educational model has not been explored in an urban setting. Given that bystander CPR rates are lower in urban settings compared to rural settings, investigating the efficacy of this model in urban areas remains a subject of interest.

### **Methods**

We sought to determine the effectiveness of delivering a 1.5 hour-long COCPR workshop that included didactic and practical portions in Vancouver secondary schools. Pre- and post-workshop multiple choice questionnaires were administered to determine knowledge and perceived comfort performing COCPR. In total, 316 grade 9 and 10 students participated.

### **Results**

Following the workshop, there was a 41.6% absolute increase in knowledge scores, a 41.3% absolute increase in the number of students who felt comfortable performing COCPR, and was well received by high school teachers and students.

### **Conclusion**

This study demonstrates the ability to provide low-cost effective COCPR education in an urban setting and provides a framework for future interventions providing CPR education in secondary schools. Our results provide further evidence that medical students can be effective CPR instructors in both urban and rural environments.

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## Securing Autonomy: A Substantive Theory within the Periodontics Specialty Program

**Author(s):** N. Alomar, C. Shuler, R. Tarzeman, H. von Bergmann

**Presenter:** Nuha Alomar

### Background

Periodontics residency programs are postgraduate dental programs that prepare dentists to effectively manage advanced periodontal diseases and perform a wide range of oral surgical procedures to ensure periodontal health. There is a noticeable research gap when it comes to the level of autonomy given to residents when performing oral surgical procedures during their residency education. The purpose of this study was to formulate a theoretical framework that explains supervision and autonomy in periodontics residency programs.

### Method

A grounded theory approach utilizing interviews as a data collection tool was employed. The participants involved in the research consisted of clinical instructors and residents who were part of the periodontics residency program at the University of British Columbia. The interviews were conducted using a semi-structured guide to explore the participants' perceptions and experiences on clinical supervision. Analysis of the transcripts from the audio recordings of the interviews was conducted following the grounded theory approach. This approach entails the identification of concepts and categories, as well as a core category that connects them through a meticulous, iterative coding procedure. The outcome is a substantive theory that clarifies the phenomena under study.

### Results

The study sample comprised thirteen participants, with seven being clinical instructors and six periodontics residents. Upon analyzing how participants express their opinions on supervision in the periodontics clinic, the core concept of 'Securing Autonomy' emerged within the substantive theory. The instructors expect that residents can exercise autonomy based on their experiences (justified autonomy). The theory elucidates the process through which instructors facilitate resident autonomy, involving approving, ensuring, and assessing at specific phases. The instructors validate the residents' competence through diverse forms of interactions prior to a designated procedure. Subsequently, they supervise the residents during the procedure, ensuring its efficient, safe, and timely completion through direct or indirect supervision. Following this, instructors evaluate the residents' performance under the granted autonomy, influencing subsequent expectations and task assignments. The theory further delineates the contextual factors influencing this process, emphasizing adaptations in response to changing conditions and strategies employed by participants to maintain its progression.

### Conclusion

Residents enrolled in the periodontics specialty program at UBC encounter elevated levels of autonomy that are contextually justified, secured during supervision, and enhanced with time. This theoretical framework offers valuable insights into the autonomy experienced in the periodontics program at UBC, aiding in the improvement of academic achievements by identifying areas requiring enhancement to promote optimal autonomy. Future research endeavors should involve evaluating the generated concepts and testing the theory in other periodontics programs.

**Key words:** Resident autonomy, supervision, grounded theory, periodontics specialty programs.



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## Implementation of Self-Determination Theory in Pediatrics Clerkship Academic Half Days: The Results from a Quality Improvement Initiative

**Author(s):** Aman Atwal, Simone Dew, Erin Peebles

**Presenter:** Simone Dew

At UBC academic half days (AHD) in pediatric clerkship featured didactic lectures with limited student interaction, leading to dissatisfaction among learners and faculty. To improve this, we created a new AHD curriculum based on self-determination theory (SDT). SDT highlights autonomy, competence, and relatedness as crucial for success in the learning environment. While SDT's value in medical education is well-established, there is limited data on AHD curriculums modelled after it.

The novel AHD curriculum was introduced in the 2023/24 academic year. Didactic lectures were replaced with weekly themes and a "roadmap" of self-study resources to promote autonomy. Interactive case-based discussions were introduced to foster connectedness and competence. To evaluate SDT implementation in AHDs and perform ongoing quality improvement, students were surveyed using the Basic Psychological Need Satisfaction at Work Scale.

Of 62 students who completed the curriculum to date, 17 (27.4%) participated. Satisfaction levels were moderate in autonomy (4.75, SD 0.80) and relatedness (5.10, SD 0.69), but lower for competence (4.29, SD 0.97). Qualitative feedback from students was mixed with expressions of both discomfort with the independence and appreciation for the autonomy. No significant difference in average exam scores (73%, SD 7.25) was noted compared to the two previous academic years (74%, SD 6.91 and 72%, SD 7.25)

This study demonstrates the feasibility of applying SDT to medical in AHD curriculum. On a broader scale, it demonstrates that fostering intrinsic motivation in medical students can be achieved without compromising competency, using practical and deliberate curricular modifications.

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## **The Impact of Continuing Professional Development (CPD) on Rural International Medical Graduate (IMG) Retention**

### **Work-in-Progress Presentation**

**Author(s):** Charlotte Humphries, Madison Estrella, Steph Din, Steven Yau, Vernon Curran

**Presenter:** Charlotte Humphries

International Medical Graduates (IMGs) comprise a large proportion of the rural physician workforce in Canada. The recruitment of IMGs has been a common strategy for many years to address the shortage of physicians in rural communities across the country. Evidence suggests that certain types of CPD can have a positive effect on physician confidence, competency, and perceptions of professional isolation. However, little research has been conducted on the particular impact of CPD access and participation on the retention of rural physicians, and more specifically, rural IMGs. Our study comprises a mixed methods study examining retention and CPD participation data, along with semi-structured interviews. Ministry of Health retention data and UBC CPD registration data dating back to 2015 will be compared. Duration of retention and demographic characteristics associated with rural CPD access and participation will also be analyzed. Overall, this study seeks to explore the potential connection between rural CPD access and participation, retention of IMGs, and ways in which CPD providers can better support rural IMGs and their contributions to a sustainable rural healthcare system.

### **Learning Objectives:**

1. Recognize the role of rural-oriented CPD programming in supporting the rural medical workforce in BC.
2. Describe the nature of rural-oriented CPD programming and how it supports the transition and professional development of rural IMGs for practice in Canada.
3. Discuss the role of rural-oriented CPD programming, including the BC-PIP program, in addressing professional isolation and supporting rural IMGs in rural practice.

**Keywords:** IMGs, rural medicine, CPD

## YouTube Videos as a Tool to Educate Medical Students About Careers in Radiation Oncology

### Work-in-Progress Presentation

**Author(s):** Sandy Lum-Wang, Paris-Ann Ingledew, Brandon S. Chai

**Presenter:** Sandy Lum-Wang

For medical students, choosing a specialty is a complex decision that holds lifelong implications. As YouTube's popularity increases, students may seek information about specialties from this platform. This study aims to characterize existing YouTube videos that may inform medical students about careers in radiation oncology.

6 relevant search terms were entered into YouTube on December 2023. The first 50 results of each search were web scraped for a total of 300 search results. The combined list was rank-ordered by prioritizing videos found across multiple searches and those that appeared earlier in search results. Inclusion and exclusion criteria were applied, and the first 50 remaining videos were reviewed using a video assessment tool. Quantitative and qualitative data were respectively analyzed with descriptive statistics and thematic analysis.

The top two publishing countries were USA (36/50) and India (9/50). Most videos were published within 4 years of the search date (80%). Career aspects such as labour content (86%) and altruism (60%) were often addressed, while other aspects such as lifestyle (26%) and salary (16%) received less attention. Videos recurrently depicted careers in radiation oncology as being "patient-oriented" (74%), integrating "advanced technology" (72%), and involving "compassionate care" (68%).

Our study illustrates that YouTube videos predominantly address the labour content of careers in radiation oncology but have gaps in other addressing factors that are recognized as influential on subspecialty choice. Providing students with relevant information to inform career selection may be especially important for specialties with underexposure in the medical school curriculum.

## Physician Wellness Podcast: Using Storytelling to Cultivate a Wellness Practice for IMGs

### Work-in-Progress Presentation

**Author(s):** Steph Din, Charlotte Humphries, Madison Estrella, Steven Yau, Craig Ferguson

**Presenter:** Steph Din

International Medical Graduates (IMGs) who have come to British Columbia to practice face a distinct set of challenges as they navigate a new country and healthcare system. The British Columbia Physician Integration Program (BC-PIP) supports the integration of practice-eligible IMGs into BC. Among the various education topics covered in this program, BC-PIP currently delivers a session on Physician Self-Care and Resilience during the program's one-day orientation. However, literature and feedback from past BC-PIP participants indicate that semi-interactive presentations on burnout may not be the most effective and engaging method for education on this topic. UBC CPD has since recognized the need to develop a Physician Wellness Podcast as a new avenue for wellness education for IMGs. Across five episodes, the podcast will use storytelling to hone in on topics such as navigating cultural barriers, stress, and burnout. Past BC-PIP participants will be invited to share their insights on each topic. The narrative approach of this podcast is intended to cultivate a culture of wellness among physicians. Sharing lived experiences through casual, engaging conversations will help destigmatize physician wellness, and encourage listeners to reflect critically on their own needs and experiences. Additionally, resources will be shared alongside the podcast. As we explore podcasting as a more convenient and engaging tool for adult learning education, the Physician Wellness Podcast may also inform the development of UBC CPD podcasts on other health topics.

**Keywords:** IMGs, wellness, podcast