

# The Need for Skilled Family Medicine Teachers:

# What Are the Opportunities for Skill Development in Residency? A Work In Progress

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RESULTS

### CONTEXT

- Current residents are future faculty who need effective teaching skills.
- Canadian family medicine (FM) residency programs must provide teaching opportunities to trainees as part of accreditation.
- Formal teaching programs exist, but resident-initiated teaching activities may not be recognized.
- The CFPC Fundamental **Teaching Activities** (FTA) Framework may provide a way to categorize resident teaching activities and identify areas for further teaching development.
- "... we will have an opportunity to create objectives that we want to teach." -- Participant R2

(Domain #3)

# **OBJECTIVES**

Identify and describe FM resident teaching opportunities and map them to the FTA framework.

### DESIGN

### SETTING

Department of Family Medicine, University of Alberta **PARTICIPANTS** 

FM residents and faculty (Teacher/Leaders –TL) METHODS

- Ethics approval obtained from Research Ethics Board, University of Alberta.
- Semi-structured, one-on-one virtual interviews (via Zoom).
- Separate interview guides for residents and faculty (standardized questions and probes to encourage discussion).
- Interviews recorded, transcribed, and de-identified.
- Data analyzed using descriptive and thematic analysis individually by investigators and as a group by iteration.
- Results preliminarily mapped to the FTA framework.

"If the student is in 1st or 2nd year and they haven't had a lot of patient exposure, they'd either be doing more of a shadowing and the resident would be explaining what they're asking, why they're asking it, what physical exam components they're looking for and more like demonstrating what they're doing."

-- Participant TL4 (Domain #1)

# resources 🚡

"When we had a medical student in the clinic with us and I was the only resident working with them ... there would be a lot of informal teaching ..."

-- Participant R2 (Domain #1)

"You'll see that some of the residents even in 1st year have a hand in revising learning Table 1: Number of Identified Teaching Experiences

-- Participant TL3 (Domain #3)

cases."

Total (faculty)

**Total (residents)** 

Total (combined)

Teaching Outside the Educational Leader **Clinical Setting** Preceptor 40 (49%) 34 (41%) 31 (36%) 40 (46%) 71 (42%) **Examples of identified**  Teaching medical resident teaching activity students in outpatient clinics Teaching students on hospital wards Educating patients

Domain #1

Clinical

74 (44%) Leading prepared small group sessions (virtual or in person)

by FTA Framework Domain

Domain #2

 Spontaneously discussing a topic with junior learners after seeing a patient

 Resident As Teacher program

24 (14%) Providing input on FM curricula

Domain #3

8 (10%)

16 (18%)

 Writing objectives for teaching sessions

 Analyzing rotation feedback in Discipline Advisory Groups

• 10 resident, 12 faculty interviews completed (saturation).

- Residents identified and described many opportunities in Domain 1 (Clinical Preceptor) and Domain 2 (Teaching Outside the Clinical Setting) of the FTA Framework, but much fewer in Domain 3 (Educational Leader) (Table 1).
- Emerging themes:
  - Residents are motivated and interested to teach.
  - Residents perceived benefits (comfort of familiar home environment, reaching rural colleagues) and challenges (difficulty engaging learners, distracting background events) of virtual teaching.
  - Strategies to engage learners were identified (e.g., use of visual media or props, asking questions of learners).
  - Faculty can have influence on residents' teaching development (e.g., discuss opportunities, provide feedback on teaching activities, encouragement).
  - Limitations on teaching opportunities included: confidence, location, and dependence on preceptor.
  - COVID-19 resulted in more virtual teaching sessions.

"Our academic days ... which are for family medicine residents, some people do a case presentation where they'll tell us other residents about an interesting case."

-- Participant R3 (Domain #2)

### LIMITATIONS

Study conducted at one FM training program during the COVID-19 pandemic.

"On certain rotations they are asked to do presentations like to teach a didactic topic to a small group."

-- Participant TL2 (Domain #2)

## DISCUSSION

- Mapping to the FTA Framework categorized resident teaching opportunities and identified areas for further teaching experience and development.
- Many residents have interest to "pay it forward", referring to teaching.
- Teaching experiences in residency have potential to result in teaching faculty members skilled and enthusiastic to teach upon their graduation.

### **BOTTOM LINE**

Residents identified many teaching opportunities during residency training that were amenable to mapping onto the FTA Framework.