RESEARCH ROUNDS
Monday, June 17, 2024 | 12:00 – 1:00pm

In Person: The Wilson Centre, Toronto General Hospital, 200 Elizabeth St, 1st floor Eaton South Rm 559.
Zoom: Please register to obtain link:
https://us02web.zoom.us/meeting/register/tZUqc-yhrDkvHdS8DuPf6xfHzKAZMelQDRCw

Presentation 1: 12:00-12:30
The Patient AS EDUCator in anesthesia: comparing patients’ and providers’ experiences during anesthetic procedures (PAS-EDU) – a prospective patient-centred multi-disciplinary mixed-method cluster of studies.
Sabine Nabecker MD PhD
Department of Anesthesiology and Pain Management, Mt Sinai Hospital; Wilson Centre Scholar

The overall aim of this prospective patient-centred multi-disciplinary mixed-method cluster of studies is to improve patient care, safety, and comfort by using a mixed-methods approach to analyze patient input to inform anesthetic practices. Previous studies showed that anesthesiologists were inaccurate in their perception of patient discomfort in at least 50% of the cases. Additionally, providers’ perceptions of patients’ concerns do not align with patients’ actual concerns. This cluster of studies aims to gain insight into patients’ experiences, feelings, thoughts, concerns, and expectations from anesthetic procedures and compare them with providers’ opinions. The results will allow anesthesiologists to reflect on their practice and consider patients’ perspectives, which might lead to improved patient satisfaction and compliance and potentially better patient care. This project provides an opportunity to detect gaps in training and improve the quality of patient care and can inform the development of educational and quality improvement interventions. All levels of learners will benefit from the results of this project, which will encourage self-reflection and inform faculty development. Anesthetic scenarios that targeted so far in this project are: routine and emergency Caesarean Deliveries, both under neuraxial and general anesthesia and labouring patients under neuraxial anesthesia.

Presentation 2: 12:30-1:00
Resident as Teacher: An Exploration of Early Teacher Identity Formation in Residency Training.
Kelsey Shannon,1 Tina Martimianakis,1,2 Susanna Talarico1
1 Department of Paediatrics, The Hospital for Sick Children, UofT; 2 The Wilson Centre, UofT
Presenter: Kelsey Shannon, MD
Department of Paediatrics, The Hospital for Sick Children, University of Toronto

Abstract:
Background: Resident physicians play a critical role in teaching medical students, peers, and patients, and will become the next generation of physician teachers. The CanMEDS framework recognizes that as Scholars, physicians’ ability to act as an effective teacher is a key competency in order to contribute to the dissemination and creation of medical knowledge.
Methods: Semi-structured, one-on-one interviews were conducted with 23 core paediatric residents completing their residency training through the University of Toronto from June 2021- June 2023. Using the analytic construct of the hidden curriculum, authors analyzed the interview transcripts for common themes relating to enabling and constraining factors within the educational environment that impacted residents’ development as teachers. Results: Participants identified several key characteristics of the ideal physician teacher including someone who fosters psychological safety, role models vulnerability and uncertainty, and teaches using a constructivist approach. Participants of all training levels highlighted a progression in teacher identity over the course of residency training, with a solidification of this identity as a senior resident. Participants identified the tension between hospital service needs and education, their presumed position in the medical hierarchy, perceived lack of medical expertise, and a limited formal curriculum on teaching as barriers to their development as teachers. Although participants identified significant intrinsic motivation for acting as a resident teacher, residents felt there was minimal extrinsic motivation to act in this role. Discussion: The development of resident teacher identity is complex. A limited formal curriculum on teaching during residency leads to an overreliance on socialization and the hidden curriculum in the development of residents as teachers. Improved formal education on teaching strategies and approaches, increased support for clinical service responsibilities for trainees, and rewarding resident teaching as a form of scholarly activity could help to better facilitate the development of both residents’ skills as educators and their teacher identity.

Information: mariana.arteaga@uhn.ca