Becoming a Family Medicine Resident Teacher: a Qualitative Study

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Background

- Family medicine residents (FMRs) inadvertently become teachers during their residency

- Literature supports the importance of training resident teachers and developing their teaching skills but do residents even identify with this role?


Study Purpose

• Clarify how FMRs feel about their role as clinical teachers, if they identify with this role, how they perceive their roles as teachers, and what kind of support is needed to facilitate them carrying out this role
Methods – Recruitment and Collection

- FMRs from the Section of Residents at the College of Family Physicians of Canada
  - Four focus groups with one trained moderator
  - A fifth focus group conducted at Western University to ensure saturation of themes
Data Analysis

Qualitative Descriptive Analysis

Independent & Team Analysis

- Key words/ideas highlighted
- Constant comparison

Crystallization & Immersion

- Relationships explored
- Consensus of key themes

Methods – Credibility & Trustworthiness

- Audiotaping and verbatim transcription
- Independent and team analysis
- Fifth focus group to confirm saturation of themes
- Peer audit at a Western University postgraduate Family Medicine training clinic
Findings

Belief in Creating a Positive Learning Experience

Internal & External Influencers

Resident Teacher

Culture of Curriculum Support

Reinforces

Internal & External Influencers

Internalizing the Teacher Role

Reinforces

Internal & External Influencers
Cultivating a Curriculum Culture of Support

• Resident-identified gap in curricular support to assist FMRs

• The cultivation of a culture of support identified necessary to the foundation for developing resident teachers
Cultivating a Curriculum Culture of Support

“...I think it needs to be identified as a priority from the powers that be and the people that are planning the schedules, you know,...residents have to know it’s okay to take time to do that kind of thing.”

(Focus group #2 participant)
Cultivating a Curriculum Culture of Support

“...if we can promote some sort of positive environment and atmosphere for teaching, I think that would pass down to us...”

(Focus group #4 participant)
Belief in Creating a Positive Learning Experience

• Key component of creating a resident teacher

• Internal and external reinforcers can influence this belief

“(as residents) we can draw from past experiences, and really have the opportunity to have a positive impact on clerks and medical students and to become positive role models.” (Focus group #1 participant)
Belief in Creating a Positive Learning Experience

<table>
<thead>
<tr>
<th>Influencers</th>
<th>Positive</th>
<th>Negative</th>
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| Internal    | -Past personal experiences  
             -Confidence  
             -Comfort in the unknown  
             -Medical knowledge  
             -Personality | -Past personal experience  
             -Lack of confidence  
             -Gaps in medical knowledge  
             -Personality |
| External    | -Curriculum support  
             -Teaching workshops  
             -Opportunity  
             -Time allowances  
             -Mentorship  
             -Being on “home turf” | -Time constraints  
             -Lack of formal teaching training  
             -Lack of opportunity  
             -Rural placements  
             -Lack of mentorship |
Internalizing the Teacher Role

• All residents identify as clinical teachers, internalizing this role is the next step in this process

• The process of internalization begins in medical school and evolves throughout residency
Discussion

• 3 key components to develop a Family Medicine Resident Teacher

• Gaps in any of these domains can hinder the process of developing FMR clinical teachers
Discussion

• Limitations: sampling bias due to representatives from the Section of Residents

• Future directions: resident-driven curriculum changes and further studies to evaluate such changes
Conclusion

- FMRs value the role of being a resident teacher

- 3 key components are needed in the development of an FMR clinical teacher

- Curriculum developers, preceptors and residents will need to review current curriculums and help guide this process
Thank you

Please contact Britta Laslo at blaslo@uwo.ca for any questions or comments regarding our study.