Reading Between the Lines: What Do Psychiatry Learners Tell Us About Educator Effectiveness?

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Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Session Objectives

1. Introduce conference participants to the context, purpose, methods, and results of the current study

2. Engage conference participants in key issues/challenges emerging from the study results

3. Question and answer period
Study Context

- Psychiatry transitions to CBD in 2020

- Educator competencies

- Available faculty evaluation data
Scholarship on Medical Educator Effectiveness

• Sutkin et al. (2008)
  • 49 themes organized into 3 categories: physician characteristics, teacher characteristics, and human characteristics

• Srinivasan et al. (2011)
  • Developed a “Teaching as a Competency” framework with 6 core teaching competencies for all medical educators

• Stenfors-Hayes et al. (2011)
  • Phenomenographic analysis
Methods

• Descriptive qualitative methodology applied to narrative comments from all faculty evaluations (N=270/324) given by psychiatry learners in 2015-2016
  • Clinical (Supervisors)
  • Academic (Teachers)
• Challenges with quantitative data extraction
  • Differing Likert scales and question content
Research Question

“What do undergraduate and postgraduate medical learners perceive about educator effectiveness in psychiatry at McMaster University?”
Analysis

- Data anonymized and extracted
- Researchers used journaling to engage in reflexive practice
- 3 independent researchers coded data for themes
  - Line by line coding
  - Second level coding
- Saturation
- Triangulation of key themes
Results

4 main themes

- Personal Characteristics of Educator Effectiveness
- Relationships Matter
- Person as Pedagogy
- Supervisors: More Than Medical Expert
Personal Characteristics

• Aligned with previous taxonomies reported in the literature
  • Learner-Centered
  • Supportive
  • Engaging
  • Good Communicator
  • Respectful
  • Professional
Relationships Matter

• No prompts about relationships

• Predominantly positive responses
  • Supportive, invested in the learner
  • Attended to the affective experience of the resident (i.e., felt cared for, could help with management of anxiety)

• Negative responses rare
“By the end of the elective, I felt quite beaten up; I was reduced to tears twice during the elective.”
Relationships Matter

• Learner Security: The Conditions for Optimal Learning
  • Tension between autonomy and support
    • Novelty and predictability

• A Spectrum of Admiration
  • The value of a role model
  • Affective intensity
“A wonderful mentor who was inspiring and encapsulated everything that I strive to become as a psychiatrist”
Person as Pedagogy

• Teacher data only
• Medical educators use their personal characteristics as the method of teaching
• The teacher becomes the “site” of learning

“One of the most engaging seminars I have participated in via video conference. This speaks highly to [the teacher’s] ability to facilitate thoughtful discussion, present material and also be conscious of how this transmits over technology. Superb!”
Supervisors: More Than Medical Experts

“[Supervisor’s] knowledge was clearly excellent, but rarely shared with me as a learner.”

“[Supervisor] was a mentor, role-model, patient advocate and the list goes on.”
Discussion and Conclusion

• Study limitations

• What phenomenon are we observing?
  • Educational alliance (Telio et al., 2016)

• Future directions
THANK YOU FOR YOUR ATTENTION

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