Role and Impact of Changing Practice Profiles in Teaching and Learning

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Disclosures

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- DLW – Educational Honoria, Presentation awards SVU, AVLS, CSV
- Contact list for surveys courtesy of Canadian Society for Vascular Surgery
Background

• Changing demographics in Canadian population
  • Changing disease incidence and impact

• Changing clinical practice in response to demographics changes
  • Shifts in scope of practice and health care management

• Impact on educational opportunities
  • Teaching / Learning for faculty and trainees
Background

• Changing disease incidence
  • Impact in society
  • Associated co-morbidities

• Changing clinical practice
  • Scope of practice
  • Health care management

• Impact on educational opportunities = Gaps
Research Questions

• What changes are occurring in ‘scope of practice’?
• What impact are these having on educational opportunities?
• How might faculty respond to ameliorate any gaps?
Methods

• Snap-shot survey of current scope of practice of faculty
  • Identify scope
  • Explore changes
  • Consider impacts

• Survey of trainees
  • Access to disease entities and procedures
  • Explore training spheres
  • Consider trainees’ responses to ‘gaps’
Results

• Respondents
  • Faculty – Vascular Surgeons:
  • Trainees – Vascular Surgery Program:
Results: Faculty

• Changing scope = 80%
  • Patient factors
    • Demographics
    • Rx preferences
  • Disease determinants
    • Decreased incidence
Results: Faculty

• Changing scope
  • Management options
    • Medical options
    • Fewer invasive procedures
  • Colleague changes
  • Resource allocation
Results: Trainees

• Access
  • Decreased numbers of invasive procedures
  • More Endovascular and medical interventions

• Training spheres
  • Increased role of simulation
  • Developing medical management ‘clinics’
Results: Trainees

• Responses
  • Address with non-surgical faculty (imaging, medical)
  • Pursue ‘fellowships’ or electives elsewhere (community, remote)
Faculty Development Strategies

• Re-align faculty involvement
  • Expand scope
  • Engage with out-of-service specialties
  • Develop multi-disciplinary team clinics
  • Establish co-management rounds

• Optimize simulator experience

• Mentor trainees in exploring other opportunities.
Conclusion

• Changing scope of practice impacts training
• Strategies to develop cogent response to ‘gaps’ required
• Faculty engagement to recognize and address ‘gaps’ essential
• Course developers need to recognize changing scope
• Resource allocation must reflect needs of trainees
Thank you

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