Resident experiences as participants in medical education research during residency: A phenomenographic study

Luke Devine
Shiphra Ginsburg, Catharine Walsh, Tulin Cil, Heather McDonald-Blumer, Terese Stenfors-Hayes, Lynfa Stroud
I have/had an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

J’ai (ou j’ai eu) une affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Background

• Medical education research is a growing field
• Fixed number of research participants
Background

• Medical education research is a growing field
• Fixed number of research participants
Background

- Medical education research is a growing field
- Fixed number of research participants
- Impact on residents of participating in medical education research is not clear
Aim

• To explore the experiences and of residents as participants in medical education research
Methods

• Phemonographic analysis of semi-structured interviews

• Phenomenography
  > Describes qualitatively different ways in which people experience and understand a given phenomenon and the relationship between them
Methods

• University of Toronto
  ▶ Internal Medicine, General Surgery, Pediatrics residents
• Maximum variation sampling
• Semi-structured interviews by research assistant
Data Analysis

- Phenomenographic approach
- Transcripts represent single data set
- Ideas condensed, compared and group into categories that are labeled to compare meaning

- Reflexivity
Results

• Participating in medical education research can be personally beneficial
• Participating in medical education is a personal and professional responsibility for the greater good
Personal Benefits

• Short-term potential gains
  ➢ $$, new skill, research topics/process
“participating … gives you an idea of the sorts of work and ideas that goes into creating the studies, which applies to research in all fields, so I think that being in a participant in some of these studies definitely informs your research abilities outside of the study”
Personal Benefits

• Short-term potential gains
  ➢ $$$, new skill, research topics/process

• Long-term potential gains
  ➢ Career plans, networking, reflection
“I think you meet a lot of people—you meet people, you can gain a new rapport with people and, like, that’s surely positive; um, I think, uh, you can make connections if you’re interested in research”
Personal Benefits

“talking about some issues in medical education have made me more reflective in my own practice, whether that be with teaching medical students or working with other team members, um, so I think those have been positive aspects.”
Personal Benefits

• Immediate potential gains
  ➢ $\$, new skill, research topics/process

• Long term potential gains
  ➢ Career plans, networking, reflection

• Not without risks
Personal Benefits

“I ended up in the control group, where they essentially had me playing around with the simulator, um, with *no* feedback what-so-ever, and I found that really frustrating because obviously, you know, you’re only going to get so far if nobody actually teaches you anything.”
Personal Benefits

“then if you work with them later...you would always wonder “am I not going to be treated as favourably?” or “are they going to frown upon me?” ... if aspiring to certain positions, if [you] want to be a chief resident or [you] want to get a staff job somewhere, if you plant that bad seed with someone who’s important in decision making ...I could see that being a problem.”
Professional Responsibility

• Academic responsibility
  › Reciprocity
  › Desire to improve future educational practices
  › Create new knowledge
“I think definitely it is within the kind of collaborative spirit of medicine to participate in the research that other people are doing”
Professional Responsibility

• Academic responsibility
  ➢ Reciprocity
  ➢ Desire to improve future educational practices
  ➢ Create new knowledge

• Associated drawbacks
INFLUENCE OF TIME
INFLUENCE OF TIME

“residency ... is extremely busy, and every minute is, like—is already taken. So, when you agree to do a research project ... in the time that you’re participating in that project, you would either be looking after patients; seeing your family, which you never see; or sleeping, which is, like, you know, diamonds”
Implications

Residents have varied experiences and perceptions of being participants in medical education research.

Findings can be used to enhance the experience of resident participants and to ensure ongoing high quality research is conducted.

This work was supported by a Royal College of Physicians and Surgeons of Canada/Associated Medical Services CanMEDS Research Development Grant.
Help us improve. Your input matters.

• Download the ICRE App,
• Visit the evaluation area in the Main Lobby, near Registration, or
• Go to: http://www.royalcollege.ca/icre-evaluations to complete the session evaluation.

You could be entered to win 1 of 3 $100 gift cards.

Aidez-nous à nous améliorer. Votre opinion compte!

• Téléchargez l’application de la CIFR
• Visitez la zone d’évaluation dans le hall principal, près du comptoir d’inscription, ou
• Visitez le http://www.collegeroyal.ca/evaluations-cifr afin de remplir une évaluation de la séance.

Vous courrez la chance de gagner l’un des trois chèques-cadeaux d’une valeur de 100.