



# TLEF Project – Final Report

Report Completion Date: (2024/04/11)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Partnering with Patients, Caregivers and Learners to Develop Virtual Clinical Educational Products		
<b>Principal Investigator:</b>	Adrian Yee		
<b>Report Submitted By:</b>	Adrian Yee		
<b>Project Initiation Date:</b>	April 1, 2022	<b>Project Completion Date:</b>	April 30, 2024
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



**1.3. Final Project Summary** – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

We completed focus group and individual interviews with 33 participants. Based on the qualitative review of the interviews, we developed Podcasts, Powerpoint presentations and peer-review publication. We showcased the products at the Final Celebration workshop to close the loop with participants. We gathered feedback about the engagement process.

**1.4. Team Members** – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Kiran Veerapan	Faculty Development	Narration for Podcasts, reviewed focus group questions and data analysis
Christie Newton	Associate Professor, Department of Family Practice	Reviewed focus group questions and provided input on the data analysis and Podcast development
Cheryl Holmes	Associate Dean, Undergraduate Medical Education	Reviewed focus group questions, provided input on data analysis and Podcast design, reviewed and updated peer-review publications
Maria Hubinette	Clinical Professor, Department of Family Practice	Reviewed focus group questions, provided input on data analysis and Podcast design, reviewed and updated peer-review publications
Kendall Ho	Professor, Department of Emergency Medicine	Supported patient partner recruitment, provided input to evaluation.
Michael Lee	Professor Teaching, Department of Occupational Science and Occupational Therapy	Supported Podcast development and evaluation at Year 1, and enhanced team-based care content.
Zachary Rothman	Senior Producer – Video and Digital Media	Developed Podcasts.
Stephen Gillis	Associate Producer, Digital Solutions	Interviewed participants, and developed Podcasts.
Angela Towle	Associate Professor	Patient partners recruitment, connection to Patient and Community for Education,



		reviewed manuscripts, and data analysis
Carolyn Canfield	Citizen faculty, Department of Family Practice	Provided input on patient partner relationship building, data analysis, Podcast development, and community relationship building.
John Pawlovich	Clinical Professor, Family Practice	Provided advice on Virtual Care and input in engaging Indigenous communities
Rebekah Eatmon	Family Physician, Carrier Sekani Health Services	Provided advice on virtual care, rural and remote medicine and led engagement with Indigenous communities.
Betsa Parsa	Project Coordinator	Coordinate the project, managed finance, completed focus group interviews and data analysis, evaluation of the project and manuscript preparation.
Andy Huang	MD Student	Completed focus group interviews, assist with data analysis and Podcast development
Penny Cooper	Evaluation Specialist	Developed the evaluation framework for the project.
Hedi Nygard	MOT student	Completed the first phase evaluation on the engagement of patient partners.
Katharine Ayers	MOT student	Completed the first phase evaluation on the engagement of patient partners.

**1.5. Courses Reached** – Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Academic Year
MEDD 411	2024
MEDD 422	2024
MED 441	2023
Master of Occupational Therapy	2024



2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Podcasts	<a href="#">Virtual Care - EdTech (ubc.ca)</a>
Powerpoint Presentation for faculty development	We created Powerpoint presentation to share the knowledge and ideas to improve virtual care education.
Peer-reviewed publication	We submitted two peer-review articles and they are under reviewed.

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



**3.2. Please provide details on each of the impact areas you selected in 3.1.** – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

The Podcasts improve the knowledge and practice of virtual care. The key themes are patient support, inclusion, rural medicine and privacy/confidentiality. Patient partners provide authentic narratives in a story-telling format. It anchors the activities to the community's needs and aspirations. The Podcast format also supports student welling as it supports flexible learning.

**3.3. How do you know that the impacts listed in 3.1/3.2 occurred?** – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

We conducted a formal evaluation by using surveys and focus group interviews with patient partners and learners. The key lessons learned are:

Table 4. Recommendations for implementation of co-design approach

Recommendations	Patient Partners	Learners
Set clear expectations for partners at the start, share the project methodology, and align expectations.	✓	✓
Maintain clear and open communication channels throughout all phases of the project.	✓	✓
Ensure continuous engagement with partners throughout the project, including regular updates and opportunities for ongoing input and feedback loops.	✓	✓
Increase representations of patients/caregivers from underrepresented groups.	✓	
Increase representations of students from various fields of the health profession.	✓	✓



Clarify the roles and expectations for each member of the project team.		✓
Tailor partner's engagement is based on their motivations or interest in volunteering.	✓	
Offer fair honorariums for partners' time and energy.	✓	✓
Recruit first and second-year students for longer projects and maintain flexible.		✓

**4. TEACHING PRACTICES** – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

1. Use of the products in the education of virtual care in Year 1 communication skills, Year 2 (Transition to Clinical Education) and Year 4 (Transition to Postgraduate Education and Practice).
2. The change is sustainable as they will continue to use the products to support virtual care education.

**5. PROJECT SUSTAINMENT** – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?

I am not concerned about project sustainment for the next five years as we focus on key concepts such as inclusion, active listening, privacy and healthcare access. The key concepts will not change significantly. However, reviewing the products in five years will be appropriate to ensure they align with current thinking and expectations.



- 6. DISSEMINATION** – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

**Conference Presentation**

CHES Celebration of Scholarship in 2022 and 2023.

International Conference of Academic Medicine in 2024

Team-Up Webinar for health professionals in 2024

Real-Time Virtual Support professional development in 2024

Northern and Interior Rural Division of Family Practice professional development in 2024

We submitted a manuscript on “What Patients Want to be Included in Virtual Care Education?” to Advance in Health Professions Education. It is currently under review.