

Teaching and Learning Practices among Physicians: Facilitators, Style Preferences, Expectations, and Recommendations for Improvement

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INTRODUCTION

- Physicians are expected to teach and continue learning as part of their professional careers to deliver quality health care.
- These different kinds of teaching and learning practices are facilitated for physicians through continued professional development (CPD) programs which include Faculty Development (FD) and Continuing Medical Education (CME).
- As such, determining the facilitators, style preferences, expectations and recommendations for improvement informs CPD initiatives.

OBJECTIVES

- To learn teaching and learning practices among physicians
- To explore motivating and de-motivating factors to these learning/teaching preferences
- To explore opportunities for change to encourage faculty engagement to CPD events

METHODS

Study Design

- Secondary data analysis of qualitative data (interview and focus group discussion transcripts)

Data Sources

- Previous study exploring barriers and facilitators to participating in university-organized FD and CME programs.

Variables

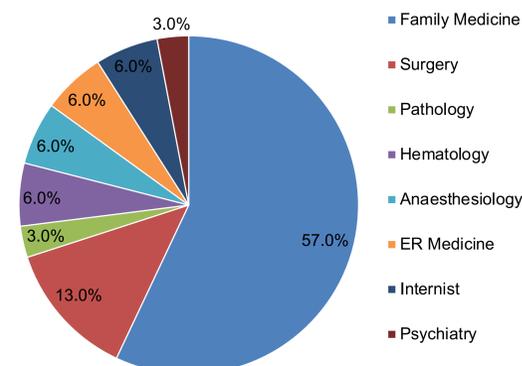
- Data analyzed descriptively and thematically
- Sub-group analysis were also carried out by sex, location of practice, years of practice and frequency of attendance to FD/CME events.

RESULTS

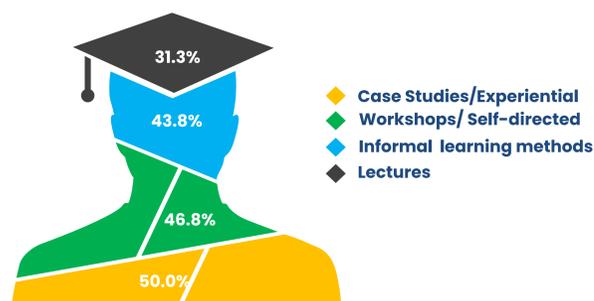
DESCRIPTIVE CHARACTERISTICS

Descriptive variable (N=32)	Frequency (%)
Frequency of attendance	
Attendee to CPD programs	14 (44.0)
Non-attendees to CPD programs	18 (56.0)
Location of Practice	
Urban	23 (73.0)
Rural	9 (27.0)
Sex	
Male	15 (47.0)
Female	17 (53.0)
Years of practice	
<5 years	4 (13.0)
6 to 10 years	4 (13.0)
11 to 19 years	6 (19.0)
≥ 20 years	18 (56.0)

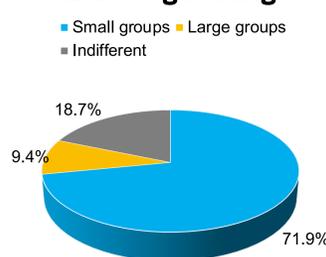
Specialties



PREFERRED TEACHING METHODS



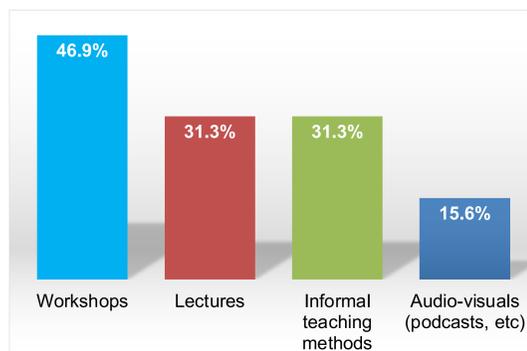
Learning setting



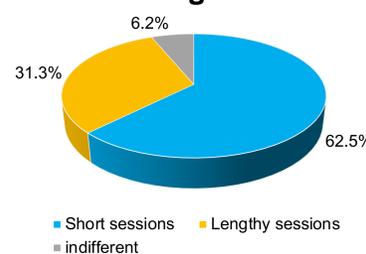
Common learning methods

- Case studies
- Lectures
- Workshops
- Experiential
- Self-directed
- Simulations
- Examinations
- Questionnaires
- Audio-visual media
- Informal learning methods (bedside learning, tea-time, etc)

PREFERRED TEACHING METHODS



Teaching format



Common teaching methods

- Lectures
- Workshops
- Informal teaching methods (bedside learning, tea-time, etc)

- Female physicians preferred teaching using short sessions of informal learning methods compared with male physicians (female 80% vs male 20%; p= 0.003)
- Attendees to CPD programs compared with non-attendees, preferred hands-on learning methods (71% vs 33%; p = 0.033)
- Rural practitioners compared with urban physicians preferred Web-based seminars (56% vs 8.6%; p = 0.004)
- Physicians with ≥20 years of practiced compared with physicians <20years preferred lectures as a preferred learning and teaching method (88% vs 43%; p = 0.005)

DISCUSSION

- Factors that facilitated physicians' preferences and disapprovals included:
 - Convenience (for virtual programs being asynchronous),
 - Opportunity to interact (for small group discussions),
 - Boosting self-motivation (for simulations, experiential, workshops, and small-group discussions) and
 - Memory retention (for experiential, and small group discussions).
- Recommendations to improve learning and teaching in university organized CPD programs included:
 - should be fun and engaging;
 - should affirm a love for learning;
 - should emphasize high points to enhance memory and practice;
 - enjoyable and not burdensome;
 - should support accountability for career advancement (through evaluation and feedback support mechanisms).

CONCLUSIONS

- Our study demonstrated a wide array of preferences for teaching and learning methods.
- CPD programs tailored with a wide range of teaching and learning methods could facilitate engagement and participation to programs.

ACKNOWLEDGEMENTS

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