

RESEARCH SCHOLAR PROGRAM 2017  
SUPERVISOR/PROJECT INFORMATION FORM



Due on or before **October 21 2016**. Forms received after this date will not be posted on the website.

**SUPERVISOR INFORMATION**

Supervisor Name: Dr. Sanjeev Sockalingam

Mailing Address: Toronto General Hospital  
200 Elizabeth St-8EN228  
Toronto, Ontario M5G 2C4

Telephone Number: 416 340 3762

Email Address: sanjeev.sockalingam@uhn.ca

Degree (MD, PhD, MD/PhD): MD

Academic Rank: Associate Professor

Field of Research: Medical Education, Mental Health & Addictions

Graduate School Appointment (IMS, IHPME etc.): IMS

*Please note that you must be appointed to the SGS in order to be a supervisor in the Scholar Program*

Research Institute Affiliation (if applicable): Toronto General Research Institute

Allocation of student contact time (# of hours per week you are available to the student for any concerns or to review progress): ~3 hours/week

Do you have a student that you have already agreed to work with?

*Please note, you may go ahead with a self-initiated project with a student of your choosing. If you choose this option, your project will not be posted online, meaning it will not be open to student applicants.*

## PROJECT INFORMATION

Project Title: **Evaluation of a Simulation Experience on Integrated Health Care: The Getting to Know Patients' System of Care (GPS-Care) Project**

Project Description (max 500 words):

**Background:** The Integrated Clinical Experience and Medical Psychiatry Alliance (ICE-MPA) GPS-Care Experience (Getting to Know Patients' System of Care) is a half-day simulation workshop for first and second year medical students. Through role-play, medical students will explore complex physical and mental health issues. The simulation experience will explore how patients with diverse health needs navigate appointments with community-based healthcare professionals. The second iteration of the GPS-Care Experience will be in April 2017, exploring management psychosocial challenges emerging during the care of geriatric patient populations with concurrent physical health issues.

**Objectives/Aims:** ~120 medical students will participate in the simulation patient experience in April 2017. Students will work individually or in teams to role-play through a series of stations, each with a unique patient and care provider encounter. The encounter fully immerses students in the patient perspective as they navigate the health care system. The stations engage students to understand how patients experience and acquire care from various health care professionals such as social workers, counsellors, diabetes education centre nurses and dietitians, and physicians. Each encounter will be structured as a unique station with specific care and learning objectives; all the encounters will be linked via a cohesive patient narrative that is featured within and between stations. The targets of the program evaluation include assessing the GPS-Care Experience's effect on student attitudes, approach to problem solving, and development of competencies in integrated medical psychiatry care.

**Methods:** In order to acquire an in-depth understanding of the impact of the GPS-Care Experience as an educational intervention, data collection will be multi-modal. This will involve direct observation at the workshop and video recordings of the session, focus groups and one-on-one semi-structures interviews, and document reviews (guided student written debriefs/reflections, patient narratives). Students will reflect after the workshop on the role-play experience and their encounters with community organizations and interprofessional care providers through the written debriefs/reflections and interviews. Additionally, health care professionals participating in the workshop will complete a survey to provide feedback on the session. The qualitative data will be analyzed using a constant comparative analysis approach to identify themes, patterns, and trends in the student experience with special attention also given to identifying disconfirmation findings.

**Significance:** The half-day session is designed to provide medical students with the opportunity to experience and learn how patients interact with community agencies and other health professionals, and perform specific medical interventions as part of chronic disease management. The focus on integrated mental and physical health care will provide an additional lens to this patient role play experience and will highlight the unique challenges for patients with these conditions. This project aims to identify the learning impact of the GPS-Care Experience and understand the contingencies involved within such educational interventions. Altogether, this will inform the continued design and refinement of education efforts in the health professions.

If human subjects are involved, has Ethics been obtained?

☒ YES

☐ NO

☐ Application Submitted

☐ N/A

Do you expect this work will be published within 20 months?

☒ YES

☐ NO

☐ Uncertain

Student's Roles / Responsibilities (Please be as specific as possible) Please indicate who will serve as the student's direct report. (PI, PDF, PhD student, technician etc...):

Data will be collected and analysed over the course of the CREMS student experience. The student will be responsible for being directly involved in performing the comparative analysis of the data. Additionally, the third iteration of the GPS-Care Experience focusing on psychosocial issues emerging during the chronic care of another physical health condition (e.g.. chronic pain, HIV) will be launched in Fall 2017. The student will be actively involved in various stages of medical education such as design, implementation, program evaluation, and scholarly reporting. There will be opportunities for the student to continue as a part of this team beyond this project and CREMS experience. The student will develop skills in both qualitative and quantitative data analysis. He/she will have an opportunity to enhance his skills in research presentations and manuscript preparation.

The student will work with our research team which includes several medical education research scientists and educators. He/she will work closely with the team's research assistant, who is coordinating MPA education research activities. The student will have opportunities to attend regularly Wilson Centre and Medical Psychiatry Alliance education rounds and meetings. Through these rounds and meetings, he/she will also be introduced to other students working on research in medical education. The students will have access to an office at Toronto General Hospital including computers with research data analysis software.