

STUDENT PAGE

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Thesis title and abstract

A mixed-methods study of the impacts of an educational intervention on medical students' attitudes, perceptions and knowledge of organizational aspects of health care

Background: the way work is organized and conducted in health professions has a clear impact on biomedical decision-making, quality and safety of patient care. However, relatively little attention is paid to work organization in health professions educations. The following study examines the impacts of an educational intervention, "Observing Health Care in Action" (OHA), which aims to increase the appreciation and knowledge of institutional, contextual and managerial dimensions of clinical work. OHA takes place in the second year of medical school at McGill University and consists of a course in which students are appraised of empirical literature on clinical work organization, which they must then combine with analysis of an ethnographic project conducted in a primary care clinic.

Objectives: the objectives of this project are two-fold; to determine whether medical students' attitudes, perceptions and knowledge of organizational aspects of health care have changed after OHA; and to identify the facilitators and barriers to these changes. The study applied a parallel convergent mixed-method design, in which quantitative and qualitative data are integrated for a richer understanding of the impacts of OHA on student learning.

Results: for the first objective, a repeated-measures MANOVA was used to compare scores of likert scale questionnaires pre and post OHA. The analysis showed a significant difference between scores, indicating that students' attitudes, perceptions and knowledge of organizational aspects of health care changed in a positive direction after completing OHA. For the second objective, thematic analysis is being applied to extended free-text responses in the questionnaire, which will identify patterns in the interpretations of medical work and knowledge that underpin expectations of medical education, and hence facilitators of and barriers to imparting social science concepts to medical students through a research-based educational intervention.

Conclusions: combined analysis of the quantitative and qualitative data will align patterns of facilitators and barriers with particular factors, to identify the conditions under which such an educational intervention might yield more positive attitudes, and increased knowledge and perceptions of confidence among students. The study, thus, will indicate potentially fertile points of educational intervention, which will help guide clinical care that takes account of various dimensions of clinical work and decision-making, for ongoing improvement to the quality and safety of patient care.

Expected date of graduation **June 2021**

Short biography

Dr. Anafa Gamliel is a general practitioner who works in emergency care, addictions and in family practice. She is also an associate professor in the faculty of medicine at McGill University and works at the Jewish General Hospital teaching residents and medical students. Her main research interests are medical education in family medicine and addictions. She is currently completing her MSc in Family Medicine – Medical Education Concentration.