

# Supervisor & Project Information Form

Please complete and return via email ONLY to [gdip.hres@utoronto.ca](mailto:gdip.hres@utoronto.ca) by **Monday September 30, 2019**

## Supervisor Information

*MUST have unrestricted SGS appointment (appointment to supervise graduate students)*

<b>Name:</b> Anna R Gagliardi, PhD	<b>Email:</b> anna.gagliardi@uhnresearch.ca
<b>SGS Department:</b> Professor, Surgery (primary), cross-appointed to IHPME, IMS	<b>Field of Research:</b> health services research, implementation science
<b>Research Institution affiliation (if applicable):</b> Senior Scientist, Toronto General Hospital Research Institute	<b>Location of Work:</b> Toronto General Hospital
<b>Student contact time (number of hours per week YOU are available to the student for any concerns or to review progress):</b> As needed	

***Project Information (will be posted on GDipHR website for student access)***

**TITLE:**

Exploring how to incorporate patient-centred care into Canadian medical curriculum

**DESCRIPTION (MAX 500 WORDS):**

Medical trainees must acquire an ever-increasing array of skills, which is challenging for medical schools to accommodate in the four-year medical degree. Patient-centred care (PCC), a multi-domain approach that tailors care to patient clinical needs, life circumstances and personal preferences, is an essential element of high quality care that leads to many beneficial patient-important and clinical outcomes. My research team examined the content of curriculum at Canada's medical schools and found little guidance on how to achieve PCC, and physicians of various specialties that we interviewed said they lacked training and skill in PCC. Research elsewhere showed that students entered medical school with no knowledge of PCC; idealism about PCC declined as they progress through medical school unless PCC was explicitly taught; and explicit PCC curriculum improved PCC attitudes and behavior. This project will generate insight on how to feasibly integrate PCC into the medical curriculum. This knowledge will be shared with relevant professional societies and medical schools, which may influence changes to the medical curriculum and/or licensing exams, ultimately leading to physicians who are highly PCC-competent. This investigation involves the following components: (1) Review published research on strategies and benefits of incorporating PCC in medical curriculum, and prepare a manuscript [winter/spring 2020]; (2) Interview medical students, newly licensed physicians and undergraduate deans to gather ideas on how to incorporate PCC in medical curriculum [summer 2020]; (3) Finalize qualitative analysis and prepare a manuscript [fall 2020]; (4) Draw on PCC ideas generated through interviews and relevant content we already extracted from curriculum at Canadian medical schools to draft exemplar medical curriculum [winter/spring 2021]; and (5) Review exemplar curriculum with medical students and newly licensed physicians, refine curriculum, prepare a manuscript, and prepare a policy brief and disseminate it to professional societies and medical schools [summer 2021]. The Principal Investigator will train and mentor students through all aspects of the study, which will provide the student with a wide variety of research skills, opportunity for networking, and three published manuscripts.

If human subjects are involved, have the appropriate Research Ethics Board approvals been obtained?

Yes       No       Application Submitted (Date: Jan 2019; student can commence part one (review of literature) while concurrently preparing REB application for subsequent components involving human subjects to gain experience with REB processes)

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

Yes       No       Uncertain / Other

**Student Roles & Responsibilities (please be as specific as possible)**

Please indicate who will serve as the student's direct report for daily oversight (PI, PhD student, technician, etc...)

The Principal Investigator will provide training and mentorship for all aspects of the research, independently undertake research tasks as required by those research approaches (i.e. review, interviews), and meet with the student regularly to discuss next steps, monitor timelines and answer questions. With that guidance, the student will be expected to:

**REVIEW**

- Develop eligibility criteria
- Execute a search of the medical literature
- Screen titles/abstracts and retrieve full-text articles
- Extract data from included articles
- Summarize data and prepare a manuscript

**INTERVIEWS**

- Schedule and conduct qualitative interviews
- Analyze interview transcripts
- Summarize data and prepare a manuscript

**CURRICULUM**

- Compile data from a variety of sources into a draft curriculum
- Consult with stakeholders to refine curriculum
- Prepare a manuscript
- Prepare a policy brief