

# Research *Rounds*

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CONTINUING PROFESSIONAL DEVELOPMENT  
FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)  
invites you to Research Rounds with:

## Dr. Cary Cuncic

Title – How continuity relationships between  
preceptors and students enhance student  
learning and growth: Lessons from preceptors  
in a longitudinal integrated clerkship

**Date:** January 20, 2016

**Time:** 12:00pm to 1:30pm  
(Lunch will be served at ECC)

**Venue:** Eye Care Centre 100 LT (Auditorium)\*

*\*Please note that we will be hosting January Rounds at the  
Eye Care Centre (2550 Willow St., corner of West 10th Ave. and  
Willow St. — entrance on 10th) instead of the Diamond Health Care Centre.*

With videoconference to; IRC 305, CSB V2-221, PHRM 3321,  
MSB 210, RJH CA 120, KGH CAC 237, NHSC 9-374,  
Surrey Central City (Manning Rm 4109)

*\*Please be aware that this session will be recorded and made  
available online to CHES members on a password-protected site.*



**Dr. Cary Cuncic**  
Clinical Instructor  
General Internal Medicine  
University of British Columbia



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ches.med.ubc.ca

## Research *Rounds*

Speaker: Dr. Cary Cuncic

Title – How continuity relationships between preceptors and students enhance student learning and growth: Lessons from preceptors in a longitudinal integrated clerkship

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**ABSTRACT** *Introduction:* Longitudinal integrated clerkships (LICs) are a method of clinical training whereby students are immersed in (usually) small communities where they experience continuity with their preceptors and patients. Students enjoy their experiences and they perform well. The purpose of this study was to add depth to the understanding of the preceptors' experiences to further inform medical education curricula and retention of preceptors.

*Methods:* Nine LIC family practice preceptors were recruited from three sites at one educational institution to participate in interviews. A constructivist grounded theory methodology was employed to analyze the interview data. Themes were identified and applied to established education theories to inform medical education policy.

*Results:* The preceptor-student relationship was a central theme. Preceptors saw themselves not only as supervisors and mentors but described aspects of friendship as well. This relationship was enabled by the clinical environment and by the preceptors' views of the students. The relationship helped inform preceptors' goals for student learning and preceptor approaches to teaching. Preceptor supports and challenges were also explored.

*Discussion:* Preceptors' roles in LICs likely contribute to student success. Preceptors support a progressive approach to student independence and assessment and form a supportive relationship with their students, which fits well with educational models based on socio-cultural learning theories.

**ABOUT** Dr. Cary Cuncic is a clinical instructor in the division of General Internal Medicine. She completed her Masters in Medical Education at the University of Dundee. Dr. Cuncic's current research projects in medical education include examining the conditions which foster effective feedback and the study of the clinical reasoning process in medical trainees. She was formerly Discipline Specific Site Director (Internal Medicine) for clinical clerks and is currently the Associate Programme Director of the Internal Medicine Residency Programme. Dr. Cuncic is still actively involved in undergraduate clinical education. She regularly supervises medical students on their clinical rotations in internal medicine at Vancouver General Hospital, in her clinic, and at Raven Song Community Health Centre. Dr. Cuncic is currently in the process of performing a literature review on undergraduate medical education in the ambulatory setting and hopes to bring innovation to medical student experiences in their ambulatory internal medicine rotation.

**ACCREDITATION:** As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Main-pro-M1 credits. This program has been reviewed and approved by UBC Division of Continuing Professional Development. Each physician should claim only those credits he/she actually spent in the activity.

*The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.*