

# TBC@UBC Network

January 30, 2025

## Transforming Primary Care Education: Lessons from the Evolution of Team-Based Primary Care Learning Centres (TPCLC)

### About the session

This session explored the evolution and impact of Team-Based Primary Care Learning Centres (TPCLC), an innovative initiative launched in 2022 to address critical challenges in British Columbia's healthcare system. Attendees learned how the focus on interprofessional education and team-based care supported bridging educational gaps and improving patient outcomes through team-based learning.

The session was facilitated by Christie Newton, TBC@UBC Network Facilitator.

### Team members & presenters

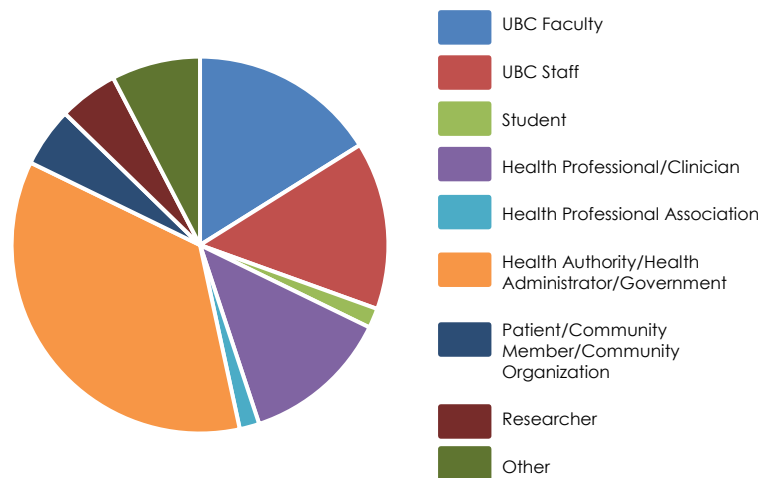
- Robert Petrella
- Mark MacKenzie
- Tina Webber
- Josh Greggain
- Penny Cooper
- Clayton Dyck
- Lua Lynch
- Katelyn Giffin
- Jacqueline Ashby

### Session format

- Welcome and introduction
- Panel presentation
- Breakout Room discussions (summary below)
- Main Room discussion continuing from Breakout Rooms

The session recording is available on the UBC Health YouTube channel in the [Team-Based Care playlist](#).

### Participants – 95 Total



### About the TBC@UBC Network

The TBC@UBC Network, supported by UBC Health, convenes health professionals and leaders, community members, academics, and policymakers to bring forward questions and ideas important for team-based care in BC. The network supports province-wide efforts to enhance team-based care in BC, by enabling participants to learn from each other and connect their efforts, and engaging UBC's potential to contribute education, research, evaluation, and knowledge translation. Each network event applies a different lens to the themes of research, pedagogy, and practice innovation. To participate in future network activities, or to learn more, visit [health.ubc.ca/tbc](https://health.ubc.ca/tbc).

# Discussion Themes & Resources

## Key Learnings

1. **Innovative Care and Collaboration:** focusing on creating a more integrated and flexible care model
2. **Space and Virtual Care:** focus on how physical and virtual spaces interact within clinics
3. **Community Engagement and Geographic Priorities:** an emphasis on engaging with diverse communities, particularly northern and Indigenous communities, and prioritizing geographic needs

## Education Focus

### Challenges and Opportunities:

- Defining “team” doing the ISU exercises and patient mapping it became clear what team meant and how to include others in the team. It has been challenging to include learners in the team.
- Identifying and integrating learners in difficulty: the team needs to be involved in coaching the learner. All IP members have something to add to the learners' experience.

### Innovations:

- TPCLC clinical coach having the onsite real-time feedback has been critical to success.
- Faculty development community of practice: building a group of people to focus on topics they want to learn more about.

### Changes for Improvement:

- Being able to create opportunities as they arise – particularly with virtual students.
- Developing communications to introduce the resident to the clinic/area. Connecting with them early and sharing some orientation/guidance in advance.
- Being explicit about the goal for everyone on the team to be successful can be helpful for learners

## Research Focus

- **Geographic Co-Location:** discussion about whether co-location is critical for effective TBC outcomes or if non-co-located teams can still achieve similar results – linked to addressing space limitations.
- **Focus on Education:** The project emphasizes building competence and interest in TBC, measuring the experience of learners and preceptors, but does not directly measure health outcomes as that falls outside its scope.
- **Collaboration and Partnerships:** TPCLC has an interest in collaborating with other projects (e.g., Gateway) to expand the bandwidth and scope of TBC initiatives, with a focus on research priorities and partnership opportunities.

## Practice Focus

### Time Management and Workload

- Balancing clinical practice with educational responsibilities is important but taking time to teach and still having to accommodate all patients is difficult.
- Schedules need to be booked more lightly when learners are involved to accommodate teaching time.

### MOA (Medical Office Assistant) Challenges

- MOAs are essential team members but often underrecognized and under-supported.
- Residents lack understanding of MOA pressure and should be encouraged to connect with MOAs understand their role and learn how to collaborate.

### Non-Co-Located Teams

- Integrating residents into non-co-located teams is challenging.
- Coordination and communication is more challenging with geographic separation.

### Communication and Efficiency

- Allied providers (e.g., pharmacists) have access to the EMR for more efficient communication.
- Careful use of text and email to avoid sharing sensitive information in less secure spaces.

## Resources

### Websites:

TPCLC website - <https://postgrad.familypractice.ubc.ca/faculty-preceptor-resources/team-based-primary-care-learning-centres/>

TBC@UBC website - <https://health.ubc.ca/tbc>

Gateway to Team-Based Care - <https://health.ubc.ca/gateway>