

## POSTER #13

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### The pandemic-driven transition from traditional to online - a mixed-methods analysis of its impact on multiple stakeholders

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Since 2015, the John Bradley Summer Research Program (JBSRP) has matched undergraduate and graduate health science students with supervisors to undertake applied evidence-based scholarly projects within an academic program. The program aims to provide meaningful opportunities to strengthen the understanding of research principles while honing critical research skills through a series of faculty-led lectures and presentations. Historically, this program was delivered face-to-face with hands-on research projects supervised at hospitals and the University of Toronto. Due to the 2020 Covid-19 pandemic, students and their projects were supervised remotely. The face-to-face JBSRP transitioned into an online virtual remote pilot program.

**Objective:** The challenge was delivering an established applied clinical research program and course with notable scholarly outputs via an e-learning format successfully addressing the needs of multiple stakeholders. This evidenced-based quality improvement project was conducted to compare the efficacy of the traditional pre-pandemic program with the remote online virtual live version.

**Methods:** A mixed-methods design was implemented. The literature was reviewed to inform program transformation and survey development. Quantitative and qualitative data from past and present survey responses were analysed. Data were collected and analysed from students' Reflective Journals.

**Results:** Results to-date suggest that future live virtual formats of the JBSRP can meet learning goals of students and successful project outcomes but are associated with a number of barrier factors for both students and faculty. The finalized study will add to the existing literature and has the potential to inform the design and future iterations of the JBSRP and similar scholarly programs.