

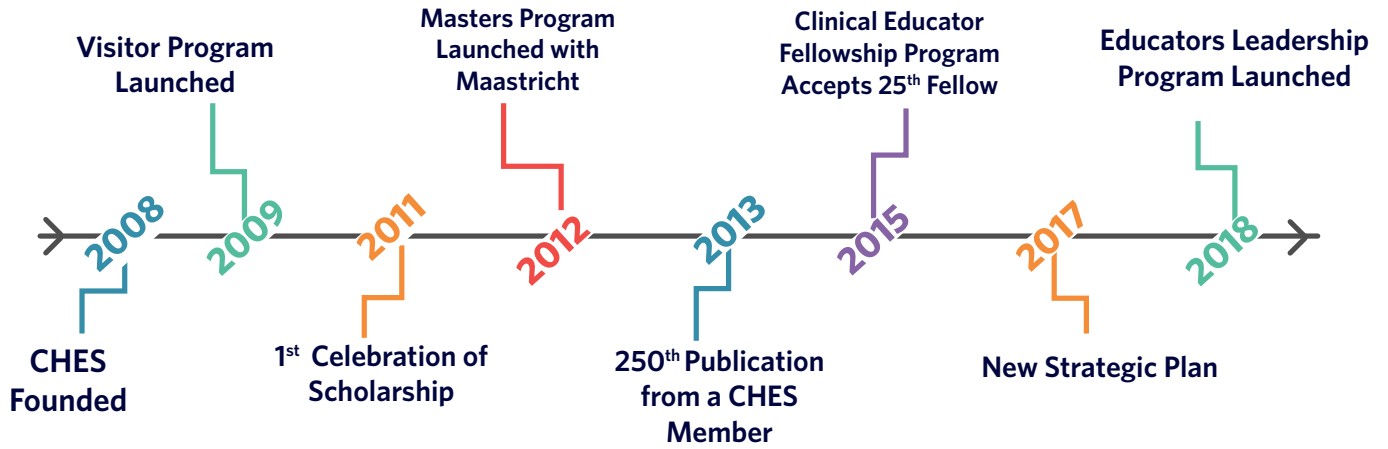


EVENT PROGRAM

2018 CHES CELEBRATION OF SCHOLARSHIP

OCTOBER . 3 . 2018

CHES MILESTONES



Graduated Fellows have contributed

17,400 hours of teaching



31 CHES members at distributed FoM sites

450+
CHES
members



Publications of the five CHES Scientists cited over

32,000 times



73 CHES members from UBC outside of FoM



93 CHES members from outside UBC



CHES Scientists currently hold over

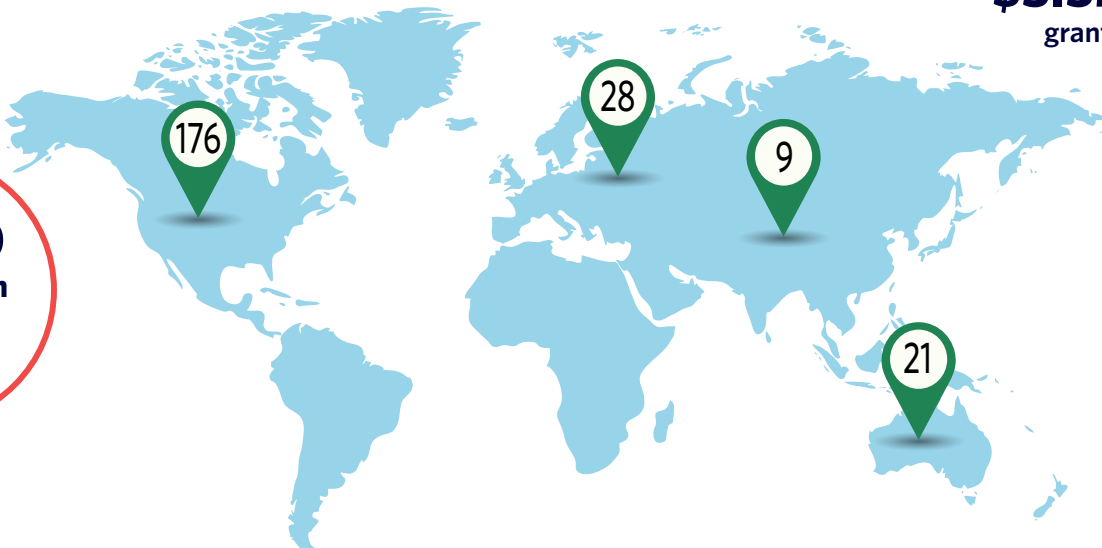
\$3.3M in grants



Mini-sabbatical program has

supported **25** UBC Faculty to date

Over 200 visitors from across the world





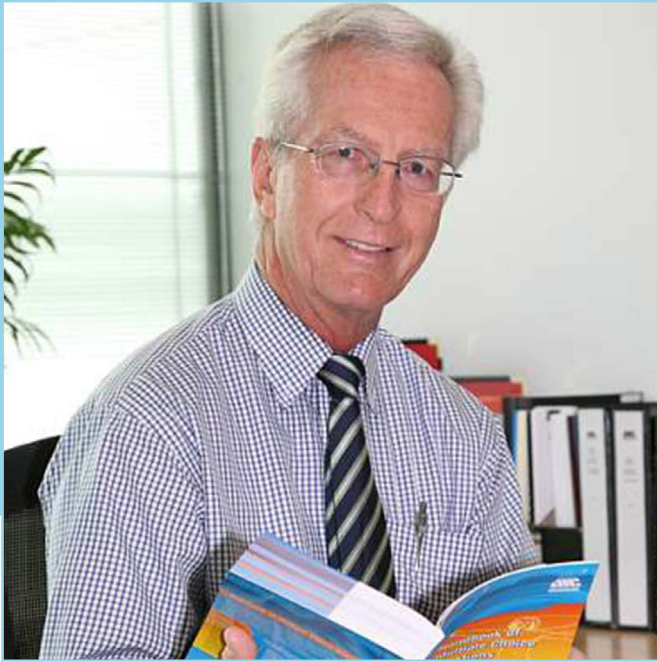
EVENT PROGRAM

OCTOBER . 3 . 2018

ACTIVITY	LOCATION	TIME
Registration	Lobby (2nd floor)	07:30
Morning Round Table Discussions	Jack Poole Hall	08:00 - 09:00
Welcome Address: Dr. Roger Wong Video Message: Dr. Santa Ono	Jack Poole Hall	09:00 - 09:30
Gordon Page Invited Lecture: Professor Alan Bleakley	Jack Poole Hall	09:30 - 10:30
Coffee Break	Jack Poole Hall	10:30 - 10:45
Oral Presentations (Session 1)	See below for topics and locations	10:45 - 12:00
LUNCH	Jack Poole Hall	12:00 - 13:15
Oral Presentations (Session 2)	See below for topics and locations	13:15 - 14:15
Poster Presentations and Coffee Break	Jack Poole Hall	14:15 - 15:15
Closing Plenary: Dr. Joanna Bates	Jack Poole Hall	15:15 - 15:45
Closing Remarks: Dr. Dermot Kelleher	Jack Poole Hall	15:45 - 16:00
Wine and Cheese Reception	Jack Poole Hall	16:00 - 17:00

DR. GORDON PAGE

Emeritus Professor, Faculty of Medicine
University of British Columbia



Dr. Gordon Page is an Emeritus Professor, Faculty of Medicine, University of British Columbia. He is a professional educator, and for 30 years was Director of the Health Sciences Division of Educational Support and Development at UBC. Throughout his career he has worked locally, nationally and internationally with academic and professional groups concerned with the quality of health professions education, and with assessing the competence of health professionals in training and in practice. He has been a visiting professor at numerous universities and colleges in Canada, Australia, New Zealand, Europe, the USA, China, Japan, the UAE and SE Asia. Dr. Page's major research and development interests are directed toward the assessment of medical trainees and practitioners, and over the past 25 years he has obtained grants in excess of \$5,000,000 to support these interests.

In recognition of his contributions, Dr. Page has received the following awards:

The 2009 Royal College of Physicians and Surgeons of Canada *Duncan Graham Award* in recognition of outstanding lifelong contribution to medical education

The 2008 Medical Council of Canada *Dr. Louis Levasseur Distinguished Service Award*

The 2007 Association of Faculties of Medicine of Canada *AFMC-AstraZeneca Award for Exemplary Contribution to Faculty Development in Canada*

The 2005 Medical Council of Canada *Outstanding Achievement Award for Contributions to the Assessment of Clinical Competence*

The 2003 Canadian Association for Medical Education *Ian Hart Award for Distinguished Contribution to Medical Education*

Invited Lecturer

Gordon Page

The annual Invited Lecture honours the contribution of Dr. Gordon Page to health professions education scholarship at UBC and recognizes his instrumental role in the conceptualization and development of the Centre for Health Education Scholarship.



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Medicine



University
of Victoria



UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

PROFESSOR ALAN BLEAKLEY

**Emeritus Professor, Faculty of Medicine and Dentistry
University of Plymouth**

Professor Alan Bleakley is Emeritus Professor of Medical Education and Medical Humanities at Plymouth University Peninsula College of Medicine and Fellow of the Academy of Medical Educators. He was President of the Association for Medical Humanities from 2013-2016 and has been involved with that organisation for 15 years.



As a Professor of Medical Education at Peninsula Medical School, he was instrumental in developing the curriculum at that school, including establishing the medical humanities as core and integrated. The school gained an international reputation for its innovations in medical education, clinical education and the medical humanities. Dr. Bleakley continues to be a leading international figure in both medical education and the medical humanities.

“YOU CAN OBSERVE MY BREATHING BUT YOU CANNOT OCCUPY MY BREATH”:

CURRICULUM INTERVENTION THROUGH HEALTH HUMANITIES AS AN ACT OF RESISTANCE

As a product of the triple hegemony of (i) the medical model, (ii) the competency movement, and (iii) learning communication through simulation, contemporary health professions education is increasingly instrumentalized and rendered insensible. Education is reduced to training; capability to competence; and capacity to skill. Potentially liberating metaphors shaping authentic collaborative practices (such as healthcare as ‘hospitality’) are overshadowed by medicine’s historically determined hubris and militarism (‘war on disease’). These lamentable hangovers do not create an optimal climate for patient care and safety. Yet the cultures of health professions education seem reluctant to muster forces politically, aesthetically and ethically to resist uncreative sovereign power structures. A revolution in curriculum design is called for – a reconceptualisation of pedagogies leading to authentic democracy in the workplace advanced through innovations in education (and not ‘training’).

But what will be the major medium for such structural change? This talk will set out a manifesto for establishing the ‘critical’ medical/ health humanities as core and integrated provision across medical/ health professions education curricula. This requires designing curricula as performative texts: particularly through aesthetic (sensibility and beauty), political (power and resistance) and ethical (social justice and tolerance) dimensions; promoting identity politics and democratic habits, including feminist frames for language and performativity; replacing unproductive metaphors shaping practices; challenging utilitarian notions of ‘health’ and ‘wellbeing’; and promoting collaborative emotional support for students and practitioners.

The first part of the talk will outline a series of discomfiting, historically determined, and self-inflicted symptoms suffered by medical and healthcare cultures. The second half will put healthcare on the couch to suggest how we might attend to these symptoms, placing emphasis on a therapeutic role for the medical/ health humanities, as planned rather than ad hoc provision. In particular, well-designed curriculum interventions can promote democratic habits and educate for sensibility, with patients at the heart of the process. “You can observe my breathing but you cannot occupy my breath” is a quote from Frantz Fanon, referring to the Algerian resistance movement against French imperialism.

ORAL PRESENTATIONS

TIME: 10:45 - 12:00

SESSION 1A		JACK POOLE HALL (MAIN)
AUTHORS (Presenters bolded)	TITLE	TIME
Cathryn Ellis	Bilateral Learning through a Global Midwifery Practicum	10:45
Brett Schrewe	Turning Canadian Medical Education Inside Out: Medical Citizenship In The Service Of Health Equity	11:00
Larry Leung, Jason Min , Nicholas Medyesi, Selenne Dorus	Community-Driven Clinical Pharmacist Services	11:15
Sean Maurice, Sonya Kruger	The Virtual Healthcare Travelling Roadshow	11:30
Theresa van der Goes, Ian Scott , Renate Kahlke, Jenn Clark, Maria Hubinette	How Learners in Diverse Contexts Conceptualize Health Advocacy: Implications for Practice and Education	11:45

MODERATED BY: HEATHER BUCKLEY

SESSION 1B		POLYGON HOMES CLASSROOM (RM 224)
AUTHORS (Presenters bolded)	TITLE	TIME
Stephanie Ameyaw , Brenna Lynn, Susan Paul, Bob Bluman, and Gurdeep Parhar	Clinical Faculty Mentoring: A Pilot Program in Academic Medicine	10:45
Patricia Gerber	Are Leaders Born or Made? A "LEAP" (Leadership Course) Into the Age-Old Debate	11:00
Sarah Buydens , Lucinda Brown	Do Faculty Just Need to Know How to Teach to be Successful? Broader Faculty Competencies Help Direct Faculty Development Program	11:15
Erica Amari, Jenn Clark , Sharon Doucet, Henry Broekhuysse, Ravi Sidhu, Kiran Veerapen	Setting the Scene for Enhanced Engagement with Residents as Teachers	11:30
Sandra Jarvis-Selinger , Fong Chan, Tony Seet, Janice Yeung, Arun Verma, Sharon Leung, Kimberley MacNeil, Justine Saran, Morad Hameed, Scott Bloom, Sonia Butterworth, Katherine Wisener, Brian Chung, Lana Newton, Sara Frankenberger, Erica Amari, Henry Broekhuysse, Nawaaz Nathoo, Roger Wong, Ravi Sidhu, Kiran Veerapen	10 Years in the Making: Teaching Learners to be Effective Educators	11:45

MODERATED BY: JENNIFER TAM



ORAL PRESENTATIONS

TIME: 10:45 - 12:00

SESSION 1C		BILL AND RISA LEVINE CLASSROOM (RM 222)
AUTHORS (Presenters bolded)	TITLE	TIME
Maria Hubinette , Kimberley MacNeil, Sandra Jarvis-Selinger	Professional Identity Formation: A Scoping Review of the Current Landscape	10:45
Yael Mayer , Tal Jarus, Michal Shalev, Alfiya Battalova, Laura Yvonne Bulk, Laura Nimmon, Michael Lee	Perceived Social Support Processes of Students and Clinicians with Disabilities in Healthcare Educational and Professional Journeys	11:00
Claire Thomson , Dilys Leung, Bob Bluman, Kirstie Overhill	Building Collective Competence in the Rural ER through Peer Clinical Coaching	11:15
Carol Ann Courneya , Susan Cox	Medical Doodles: Promoting Learning and Peer to Peer Sharing in the Age of Instagram	11:30
Cathy Puskas , Karah Koleszar, Silvia Guillemi	Building an Online HIV Care Community of Practice: Lessons in Revising the Mentorship Phase of the BC Centre for Excellence in HIV/AIDS (BC-CfE) HIV Intensive Preceptorship Training Program (IPT)	11:45

MODERATED BY: DIANA FORT

SESSION 1D		ROBERT H. LEE BOARDROOM (UPSTAIRS)
AUTHORS (Presenters bolded)	TITLE	TIME
Bjorn Watsjold , Jonathan Ilgen, Sandra Monteiro, Matthew Sibbald, Zachary Goldberger, W. Reid Thompson III, Geoff Norman	"Do You Hear What I See?" A Randomized Trial of Phonocardiography to Augment Cardiac Auscultation Skills	10:45
Kimberley MacNeil , Valentyna Koval, David Shanks, James Tessaro, Deborah Butler, Rose Hatala	Supporting Self-Regulated Learning through Simulated-Based Medical Education	11:00
Mindy Ju, Sandrijn van Schaik	Trainees' Rating of Code Team Leader Based on Professional Background & Gender	11:15
Katherine Ng , Kevin Eva, Luke Chen	Adaptation and Adoption: Making Sense of Clinical Practice Variation	11:30
Mercedes Chan , Bonnie Islam, Carrie Ye, Mahua Ghosh, Jennifer Walton	Missing in Action: Teaching Triage of Outpatient Referrals	11:45

MODERATED BY: TRISTEN GILCHRIST

ORAL PRESENTATIONS

TIME: 13:15 - 14:15

SESSION 2A		JACK POOLE HALL (MAIN)
AUTHORS (Presenters bolded)	TITLE	TIME
WanYing Wang	Reflective Empathy via Narrative	13:15
Sally Stewart	HEAL 100 ~ Introduction and Principles of Health and Wellbeing; Spreading the wealth through innovative course delivery and maximizing the benefits through experiential learning opportunities and other transformational approaches	13:30
Kathy O'Flynn-Magee , Paddy Rodney, Hannah Turner, Kate Proznick, Skye Maitland, Ranjit Dhari, Lynne Esson	The 'CRAB' Project	13:45
Anna Culjak , Peter Dodek, Cheryl Holmes, Brett Schrewe, Katherine Wisener, Phillip Crowell, Maria Hubinette	Moral Distress, Burnout, Resilience and Coping Strategies in Medical Students	14:00

MODERATED BY: KATHERINE NG

SESSION 2B		POLYGON HOMES CLASSROOM (RM 224)
AUTHORS (Presenters bolded)	TITLE	TIME
Andis Klegeris	Instructing Introductory Pharmacology in Large Undergraduate Classes by Using Problem-based Learning (PBL) Improves the Generic Problem-solving Skills of Students	13:15
Riki Dayan , Tien Quach, Jagdeep Ubhi, Luke Chen	Adaptation, Effectiveness and Sustainability: A Case Study of the University of British Columbia Obstetrics and Gynecology Academic Half Day	13:30
Yidan Zhu, HsingChi von Bergmann	Bridging Health Science Education and Adult Education: In Search of a Theoretical Framework for Health Professional Learning	13:45
Tien Quach, Riki Dayan , Dean Giustini, Luke Chen	A Systematic Scoping Review of Classroom-Based Learning in Graduate Medical Education	14:00

MODERATED BY: JENNIFER TAM



ORAL PRESENTATIONS

TIME: 13:15 - 14:15

SESSION 2C		BILL AND RISA LEVINE CLASSROOM (RM 222)
AUTHORS (Presenters bolded)	TITLE	TIME
Cathy Puskas , Helen Kang, Marianne Harris, Silvia Guillemi, Brynn Grierson, Mary Petty	The Power of Peers: Evaluating an Interprofessional Course on HIV Prevention and Care	13:15
Brenna Lynn, Dawson Born, Dilys Leung , Ray Markham and Bob Bluman	Physicians Continuous Quality Improvement in rural British Columbia: A Qualitative Analysis	13:30
Sarah Tajani , Laura Beamish , Mallory Crew, Bruce Hobson, Shirley Sze, Vivian Lam	PSP Module Evolution Project: Leading CPD & Quality Improvement	13:45
Julie Wei , Brenna Lynn	Needs Assessment in Health Education	14:00

MODERATED BY: EDWIN BETINOL

SESSION 2D		ROBERT H. LEE BOARDROOM (UPSTAIRS)
AUTHORS (Presenters bolded)	TITLE	TIME
Alasdair Nazerali-Maitland , Joanna Bates, Kevin Eva, Laura Nimmon	The Challenges of IMG Selection	13:15
Tristen Gilchrist , Rose Hatala, Andrea Gingerich	The Interplay Between Residents' Requests for Clinical Support and Attending Physician Entrustment Decisions on the Clinical Teaching Unit	13:30
Vincent Lee , Yidan Zhu , Charles Shuler, HsingChi von Bergmann	Who or What Does the Student Trust More in Clinical Assessment; Clinical Teacher or Digital Technology?	13:45
Emily Li , Megan St. John, Brandon Tong, Kerry Wilbur	Competency-based Education Frameworks Across Canadian Health Professions and Implications for Multisource Feedback Processes	14:00

MODERATED BY: MARILYN CHAMPAGNE

POSTER PRESENTATIONS

TIME: 14:15 - 15:15

JACK POOLE HALL (MAIN)

AUTHORS (Presenters bolded)	TITLE	#
Rachel Blair, Michael Slater , Maria Hubinette, Kendall Ho	Social Media and Medical Students: Student Perspectives on Challenges and Opportunities	1
Jason Min , Larry Leung, Kimberley Mascarenas, Rapinder Chahal	An Online, Live-streamed, Interactive, Intraprofessional Activity: Student Perceptions	2
Larry Leung, Jason Min , Kimberley Mascarenas, Clifford Pau, Karen Sauve, Peter Murphy	Pharmacy, Dentistry, and Physiotherapy Student Perceptions of Self-directed Interprofessional Case-based Learning	3
Kristine Johnson , Sarah Finlayson, Majid Doroudi , Monika Fejtek, N. Macrae	Effectiveness of Learning Through Online Modules Compared to Lecture Format in Medical Undergraduate Curriculum	4
Karah Koleszar , Amanda Khorsandi Zardoshti, Cathy Puskas, Silvia Guillemi	Impact of an Intensive HIV/AIDS Preceptorship Training Program: An Interdisciplinary Approach to Care in the Province of British Columbia	5
Jasdeep Jawanda, George Pachev , Vindya Attanayake	Psychometric Evaluation and Modeling for Precision of the Grading System in an Assessment-intensive Programme	6
Harpinder Nagi , Cary Cuncic, Keerat Sidhu , Allison Nakanishi, James Tessaro, Aman Nijjar	Scholarly Write-Up: Encompassing CANMEDS Framework in Undergraduate Ambulatory Education	7
Natalie LeBlanc , George Pachev, Arun Verma, Simon Albon	A Comparison of the Function and Impact of Formative Assessments in UBC's E2P PharmD Program	8
Sara Chan , Aileen Mira, Asal Taheri, Paulo Tchen, Janice Yeung	Development of a Student Resource Toolbox for Pharmacy Student Practicums	9
Dina Khorshed	Program Evaluation of Residents Perceived Learning in Surgical Simulation Skills Lab	10
Cathy Puskas , Karah Koleszar, Silvia Guillemi	Reaching Far and Wide: Assessing the Uptake of BC Centre for Excellence in HIV/AIDS (BC-CfE) Multimodal Onsite Clinical, Lecture-based, and Online HIV-Focused Learning Opportunities	11



CLOSING PLENARY



Dr. Joanna Bates
Scientist, CHES
Professor, Dept. of Family Practice
University of British Columbia

Building a community, being a community. Ten years to celebrate.

Dr. Joanna Bates graduated from McGill University in 1976. She completed a rotating internship at St. Paul's Hospital in 1977, entered community-based practice, became a Certificant of the College of Family Physicians of Canada in 1983 and a fellow of the College in 1994. In 1997, she was appointed to the Faculty of Medicine as Assistant Professor in the Department of Family and Community Medicine and was promoted to Professor in 2008. Dr. Bates has held the roles at UBC of Postgraduate Program Director Family Medicine; Associate Dean Admissions; Senior Associate Dean, Undergraduate Medical Education and Education; and founding Director, Centre for Health Education Scholarship. During her tenure in these roles, Dr. Bates led the doubling of the UBC MD Undergraduate Program, and its distribution to two new campuses in BC using a technology infrastructure. In addition to medical education, she has continued to build a research program in telehealth. Nationally, she has contributed to the College of Family Physicians of Canada and the Medical Council of Canada.

Awards

Early Career Medical Educators Mentor Award (2018)

RCPSC MERG Award: Contextual Competence: exploring how residents recreate competent performance in new settings (2016)

The College of Family Physicians Canada Lifetime Achievement Awards in Family Medicine Research (2016)

President's Award for Exemplary National Leadership in Academic Medicine, AFMC (2012)

Doctor Honoris Cause, University of Sherbrooke (2010)

W. Victor Johnson Award, College of Family Physician of Canada (2008)

ACKNOWLEDGEMENTS

The Planning Committee for the 2018 CHES Celebration of Scholarship

Tasha Booth
Luke Chen
Teresa Green
Tristen Gilchrist
Michelle Huebert
Laura Nimmon
Glenn Regehr (Chair)
Ian Scott
Katherine Wisener

SAVE THE DATE:

9th Annual CHES Celebration of Scholarship
1st Week of October 2019!

ACCREDITATION: The University of British Columbia Division of Continuing Professional Development (UBC CPD) is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME) to provide study credits for continuing medical education for physicians. This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, and has been approved by UBC CPD for up to **5.5 MOC Section 1** Group Learning credits. This program meets the certification criteria of the College of Family Physicians of Canada and has been certified by UBC CPD for up to **5.5 Mainpro+** Group Learning credits. Each physician should claim only those credits he/she actually spent in the activity.

Note: Please be aware there will be an event photographer present throughout the day. If you have any concerns, please direct them to a CHES staff member. Take note images from the event will be shared in various CHES digital and print communications.

