

ANNUAL REPORT 2018 - 2019



CHES

Centre for Health Education Scholarship

 THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Medicine

 University
of Victoria

 UNIVERSITY OF
NORTHERN BRITISH COLUMBIA



We are all proud of the impact we have had on the local, national, and international health professions education scholarship community over this past decade.

Year in Review: Message from the Director

2018 - 2019 has been another productive and collaborative year at CHES.

This year, we celebrated a milestone 10 year anniversary! We are all proud of the impact we have had on the local, national, and international health professions education scholarship community over this past decade. CHES is a community of scholars and we work hard to welcome people into our community and to connect researchers with others to move their scholarly work forward. This year we had 24 visitors join us, their visits ranging in length from 1 day to 3 months. We have also supported scholarly work at UBC through approximately 450 hours of educational research consultations. Through these efforts, CHES is able to reach individuals and groups of researchers throughout BC, across Canada, and around the world. The "Year at a Glance" section illustrates the breadth of our productivity and depth of our impact.

In June 2019, we proudly graduated 5 Clinical Educator Fellows. This means that the Fellowship Program has now graduated over 25 fellows since its inception! It is important to note that 71% of these alumni are in educational leadership roles. This year we also saw 5 people complete their Master's in Health Professions Education through our partnership with Maastricht University. Congratulations to our fellows and MHPE learners for the important work they have done expanding our understanding of health professions education!

The very successful Educators Leadership Program (ELP), now into its 2nd year with a 25-member cohort, continues to support education leaders in the Faculty of Medicine from across the province. This year we gave 5 day-long workshops supporting these leaders of educational programs in their important work of training the next generation of health care providers.

2018-19 also saw us gain a valued colleague and reluctantly recognize the retirement of our inaugural director.

In August 2018, Clemmie Cheung joined our administrative support team. Clemmie has been invaluable in her support of CHES, and has particularly endeared herself to our visitors for her strong organization and support.

At Joanna Bates' retirement reception, colleagues reflected that each of her five major accomplishments would be a life's work for anyone else! Joanna's impact not only on CHES, but UBC, Family Medicine, and the national and international health professions education communities cannot be overstated. Her legacy at CHES and UBC will continue well past her retirement, with so many benefiting from her vision and generosity of spirit. We miss her intellect, spirit, and humour in the office.

In recognition of Joanna's role in health professions education research locally and nationally, we created the Joanna Bates Lectureship. This lectureship recognizes Joanna's commitment to learners and junior faculty as each year a past trainee, fellow, or student from our programs will be invited back to UBC to provide the first CHES Research Rounds of the year. Thank you Joanna for all you have done.

Please enjoy this annual report, we recognize that any of the accomplishments we describe arose due to the collaborative community we work within and celebrate.

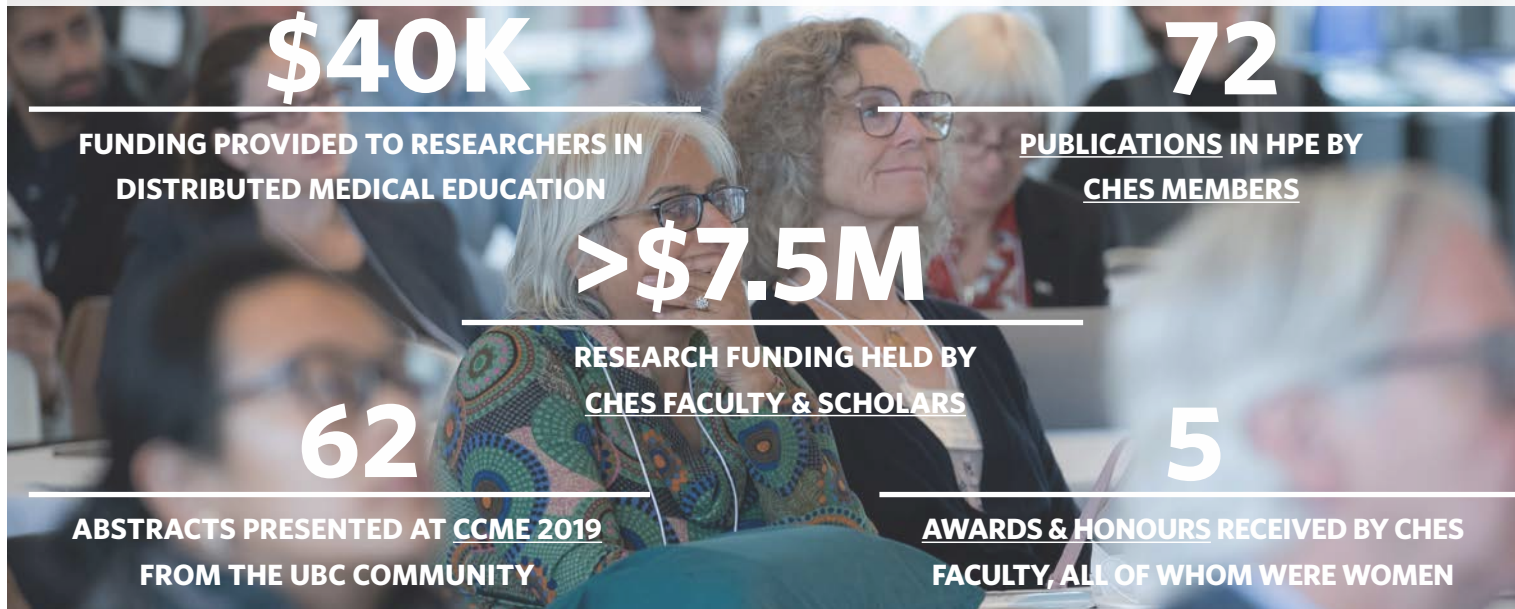
Dr. Ian Scott
CHES Director

CHES 2018 - 2019: A Year at a Glance

CHES' **mission** is to serve the health needs of the people of British Columbia and beyond, through building and supporting scholarly communities and leaders in health professions education.

Forming the foundation of our Centre, the 4 overarching aspirational objectives continue to be the mechanisms through which we seek to achieve our mandate:

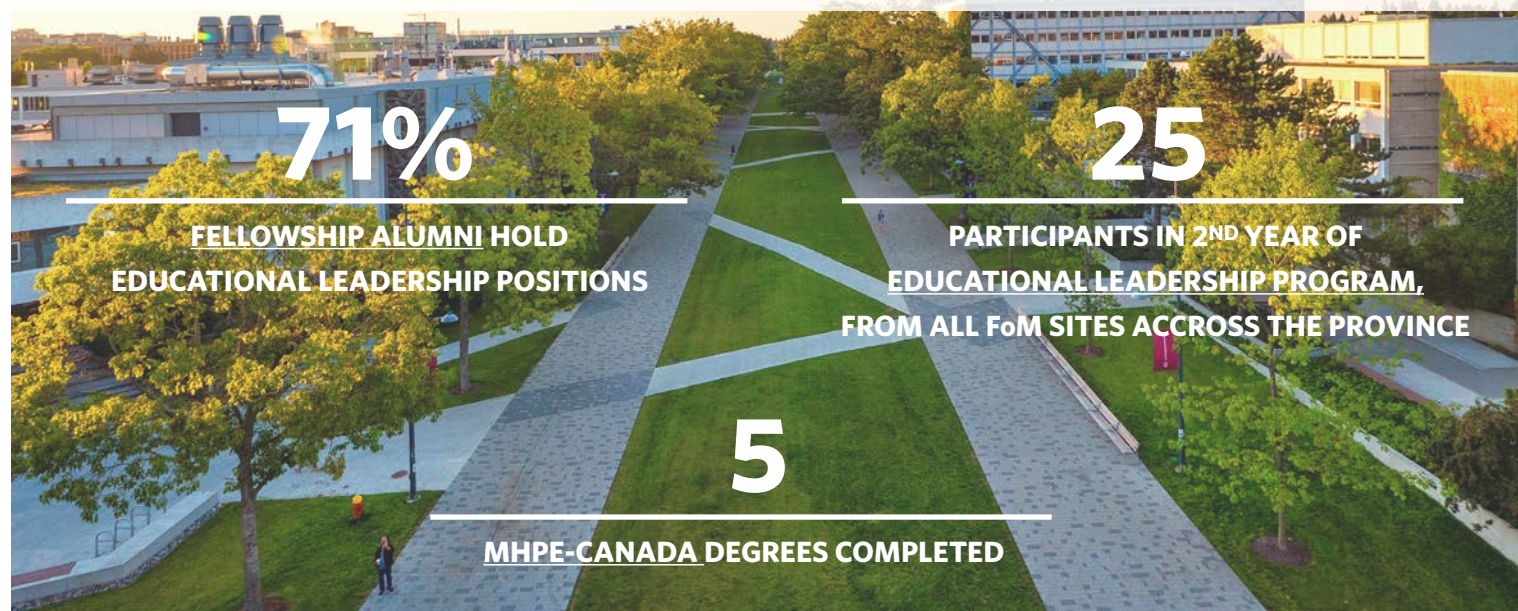
Provide international **leadership** in the development of **new knowledge** in Health Professional Education (HPE) through **research and informed innovation**.



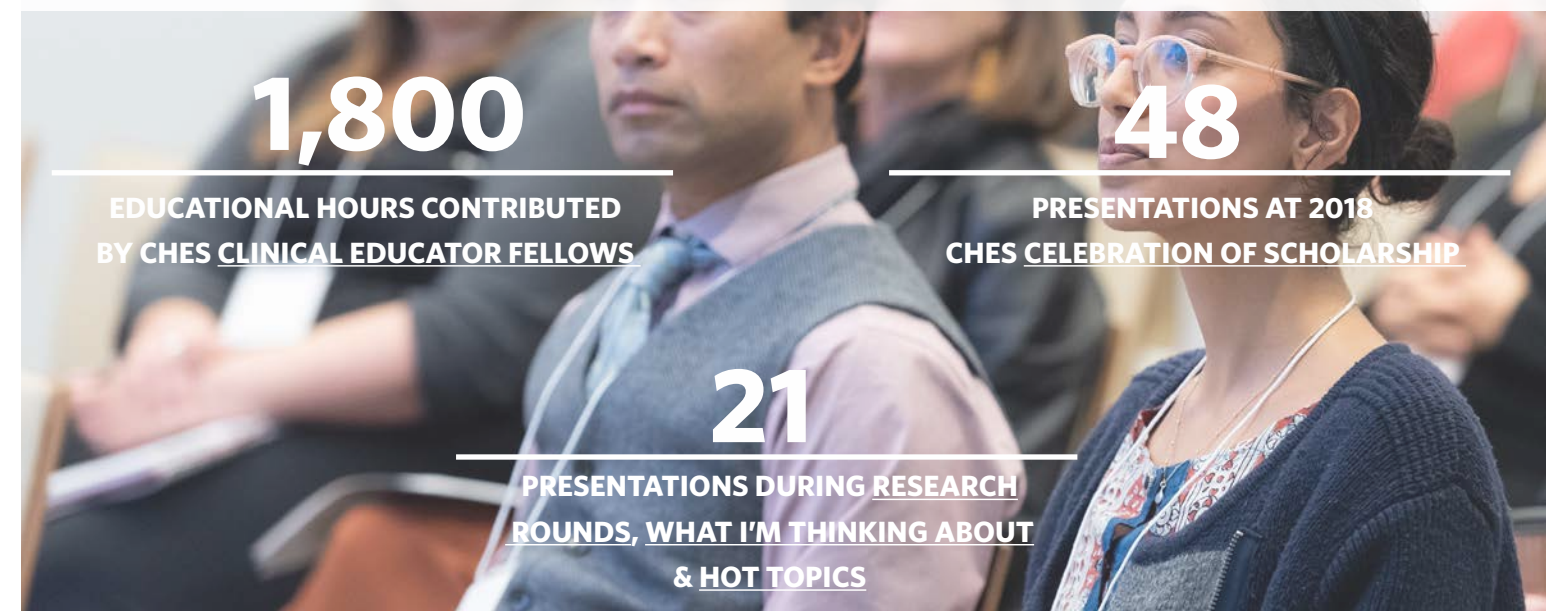
Foster a **culture of collaboration and scholarly thinking** in health professional education across the disciplines, the province, nationally, and internationally.



Build **capacity** in health professional education through **mentorship** of groups and individuals across the disciplines, the province, nationally, and internationally.



Support **scholarly educational practice** within the Faculty of Medicine and at UBC.





Dr. Kevin Eva

CHES Associate Director & Senior Scientist

Through my Editorship of *Medical Education* and my collaborative research programs, I strive to promote thoughtful approaches to the study of practically-relevant educational issues that are informed by a variety of scientific disciplines. In doing so, my aim is to encourage and support inter-professional, interdisciplinary, and international collaboration for the sake of strengthening health professional education research as a scientific field of study that will improve upon our educational practices and, in so doing, facilitate better healthcare.

The core theme of my current research starts with the premise that good judgement is at the very root of good healthcare. Judgements made by health professionals, and judgements made about health professionals, influence countless healthcare decisions and outcomes. My studies, thus, explore how we can improve decision-making in the context of health professional training to improve care. Specific research questions that support this developing understanding of judgement include:

- How do we optimize the selection of applicants to ensure that admitted trainees are well suited to fulfill the ideals of the profession?
- How can we best teach diagnostic reasoning to those who have been admitted to reduce the risk of error?
- How do we accurately determine whether or not trainees have become skillful practitioners who understand their patients' needs and deeply respect their personal values?
- How can regulatory authorities and individual professionals most effectively assure patient safety by improving decision-making regarding whether or not competence is being maintained?

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...to enable health practitioners to learn more effectively and act more sensitively when interacting with patients and colleagues.



Dr. Laura Nimmon

CHES Scientist

Healthcare is never enacted in isolation. Patients and healthcare providers are each connected to a complex (sometimes overlapping) set of networks of family, friends, colleagues, and systems that support and shape the delivery and experience of healthcare. My primary interest is in making the influence of these social networks visible within the educational and clinical practices of the health professions to enable health practitioners to learn more effectively and act more sensitively when interacting with patients and colleagues. Using contemporary social network theories and critical theories that illuminate the cultural meaning and social fabric of relationships, my research explores three inter-related questions:

- How do patterns of power relationships shape teamwork?
- How do institutional and community networks interface to generate patients' meaning of their health?
- How do formal (instructors, supervisors) and informal (peers, family, friends) social networks influence learning across the continuum of health professions education and practice?



Dr. Glenn Regehr

CHES Associate Director, Research & Senior Scientist

Being a physician is more than just knowing the right material and doing the right procedures well. It includes a particular way of thinking about the problems that patients bring, and particular way of framing what it means (and what it takes) to heal or cure patients of those problems. In the process of medical training, the development of this 'physician way of thinking' is as much a socialization process as it is a gain of specific knowledge and skills. How learners come to understand and adopt this way of thinking, how physician preceptors determine a learner's progress on this developmental trajectory, and even what it means to think and act like a doctor in relation to physician colleagues and other healthcare providers, are the questions that underlie my program of research. My work has explored these questions from the perspective of learners, preceptors, and educational leaders.

Recent projects with students and colleagues have been exploring questions such as:

- How do expert clinicians recognize and grapple with complex and 'ill-defined' patient problems?
- What considerations affect whether a clinician provides feedback to a colleague that the colleague's initial diagnosis or management plan has been subsequently changed?
- What do students learn about 'teamwork' when engaging in case-based learning groups?
- How do we ensure that our curriculum plans are being enacted well and are generating the kind of learning what we want them to?

The process of medical training may be as much about the development of a 'physician way of thinking' (a socialization process) as it is a gain of specific knowledge and skills.

Arising from my Generalist stance, I am drawn to a wide range of questions and problems in health professions education and research that are at the nexus of learners, patients, and curriculum.



Dr. Ian Scott

CHES Director & Scientist

As a practicing clinician, I see firsthand the intersection between curriculum, trainees, and patient care. By training and interest, I am a Generalist. I teach undergraduate and postgraduate trainees in the clinical setting, as well as clinical decision-making and leadership development. I care for patients in a primary care clinic, providing care from the prenatal to palliative patient population. I research a broad range of topics from how people choose their career path to how they learn.

Arising from my Generalist stance, I am drawn to a wide range of questions and problems in health professions education and research that are at the nexus of learners, patients, and curriculum. Some examples:

- How do new graduates select their location and scope of practice?
- How does having a learner in a clinical setting affect patient care?
- How does teaching interact with testing to improve learning?
- How do learners understand health advocacy and how can we support their learning of this vital concept?
- How can we build a national Family Medicine curriculum that supports learners and teachers?



Clinical Educator Fellowship Program Message from the Program Director

The Clinical Educator Fellowship Program continues to be an integral component of CHES, recently having enrolled its 12th cohort of fellows. During the 2018-2019 academic year, we accepted three new clinical fellows, including our first non-MD fellow (from Physical Therapy). Additionally, two of our incoming fellows were from our distributed sites (Victoria and Kelowna). This is our second cohort to include fellows from the distributed sites and we are thrilled to continue to expand our fellowship throughout the province, a process made possible by the continued technology improvements within MedIT.

Our fellows continue to show great promise in building a strong program of research, as evidenced by three of our current fellows receiving awards from the Royal College of Physicians and Surgeons of Canada to assist with their research. Farhana Shariff and Jennifer Tam both received a Robert Maudsley Fellowship for Studies in Medical Education, and Tristen Gilchrist received a Medical Education Research Grant. Another exciting highlight from one of our fellows this year, Edwin Betinol (Physical Therapy), is contributing to the creation of a student-led Physical Therapy & Research Clinic, launched in the fall of 2019.

In 2018-19 we celebrated the graduation of five fellows: Heather Buckley, Tristen Gilchrist, Katherine Ng, Farhana Shariff, and Jennifer Tam. This facilitated achievement of a milestone, as we have now had over 25 fellows successfully complete the program.

Dr. Rose Hatala
Director, Clinical Educator Fellowship Program



MHPE-Canada Program Message from the Co-Coordinator

Our collaboration with Maastricht University and Western University to deliver the Master of Health Professions Education Canada program continues to flourish and grow strong. Over the year, we saw a record five students complete and present their Master's thesis: Alasdair Nazerali-Maitland, Charles Park, Jonathan Misskey, Julianna Caon, and Samantha Stasiuk. Each of our students focus on a novel and innovative project for their thesis; some of which include:

- Technology and clinician-learner interaction: How is the introduction of a new electronic health record expected to affect educational practice?
- Incidentally induced anxiety and clinical reasoning in medical students
- Utilizing social network analysis to explore meaning making in medical students

We look forward to this trend continuing, with many more students on track to complete their degree within the next year. And as some students complete the program, others just begin. In 2018-19, we were pleased to accept four new students into the program: Edwin Betinol, Diana Fort, Azaria Marthyman, and Gaby Yang.

Dr. Angela Towle
Co-Coordinator MHPE Canada



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