



CHES
2020 / 2021

ANNUAL REPORT

Centre for Health Education Scholarship



THE UNIVERSITY
OF BRITISH COLUMBIA
Faculty of Medicine



University
of Victoria



UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA



Reconciliation Pole, Hereditary Chief Zidansuu (James Hart), Haida

With respect and gratitude, we acknowledge that the
Centre for Health Education Scholarship
in the Faculty of Medicine, University of British Columbia
and its distributed partners which include
four university campuses, are located on
traditional, ancestral, and unceded
territories of Indigenous Peoples around the province.

A YEAR IN REVIEW

Message from Our Director



As I finish my sixth year as Director of the Centre for Health Education Scholarship (CHES), I am heartened by the continuously increasing recognition of CHES' impact, reputation, and reach, alongside our many partners and collaborators. At the end of 2020, we were fortunate to have three very experienced educators come and carry out an external review of CHES. They extolled our productivity, but more than that, they lauded the sense of community CHES has created and continues to nurture for many educators in the Faculty of Medicine and at UBC more broadly. The reviewers shared how they jumped at the chance, when asked if they would review CHES, as they viewed it as an opportunity to "learn how we did it". In addition to our highly dedicated scientists and scholars, vital to our success in such regards has been our strong administrative team. The "small but mighty" team of Clemmie, Lizzie, Grace, and Michelle deserve heaps of gratitude for their roles in continuing to move our mandate forward.

This year saw us bidding farewell to Anneke Van Enk, a research scientist and valued colleague here at CHES for the past four years. Anneke moved to Ottawa this past summer to take up a research position with the University of Ottawa's Department for Innovation in Medical Education. We wish Anneke all the best in her new position and look forward to ongoing collaborations with her.

The "Year at a Glance" section illustrates the breadth of our productivity and the depth of our impact. The success they represent has occurred despite the continued pandemic as faculty, researchers, and trainees at CHES have received a number of awards that showcase both individual success and the strong collaborative support network reflected by our Centre. Of particular note, I would like to highlight the award of Dr. Glenn Regehr, CHES Scientist and Associate Director of Research, as recipient of the 2020 Karolinska Institutet Prize for Research in Medical Education. Glenn is the ninth recipient of this prestigious, international award that recognizes outstanding research in medical education aimed at helping promote long-term improvements in education and training in the health professions. Congratulations to Glenn and to the deserving winners of all the other awards received by the CHES network this year.

I am also pleased to report that our training programs have continued to thrive. In June 2021, we proudly graduated our 30th Clinical Educator Fellow. 75% of our fellowship alumni are now in educational leadership roles throughout UBC's Faculty of Medicine, and beyond. We also saw three people complete their Master's in Health Professions Education through our partnership with Maastricht University. Congratulations to our fellows and MHPE-Canada learners for the important work they have done expanding our understanding of health professions education!

For more senior members of our community, the Educators Leadership Program (ELP) is now beginning its 4th year, with a 24-member cohort, and continues to support education leaders in the Faculty of Medicine from across the province. This year's cohort represents a diverse cadre of educators and is an important contribution to the Faculty's commitment to educational excellence and diverse leadership. We will provide 10 half-day workshops, supporting these leaders of educational programs in their important work of training the next generation of health care providers.

Alongside most of our members and partners, CHES continued to shift and adapt the majority of its programs and activities to virtual interactions this year. To examine this shift in virtual learning in the Faculty of Medicine, CHES partnered with Faculty Development and Digital Solutions (MedIT) and received a COVID-19 Strategic Investment Fund (SIF) project grant. The funding allowed the team to interview over 50 students, teachers, and education leaders from all disciplines within the Faculty of Medicine in an effort to identify best practices and effective strategies for technology enabled learning. We were able to provide over 20 presentations and reports to various stakeholder groups as part of this highly successful partnership. And, as we begin to come back to the office more regularly, teaching, mentoring and meeting students and colleagues face-to-face, we are holding onto a number of important lessons that we learned during our virtual interactions.

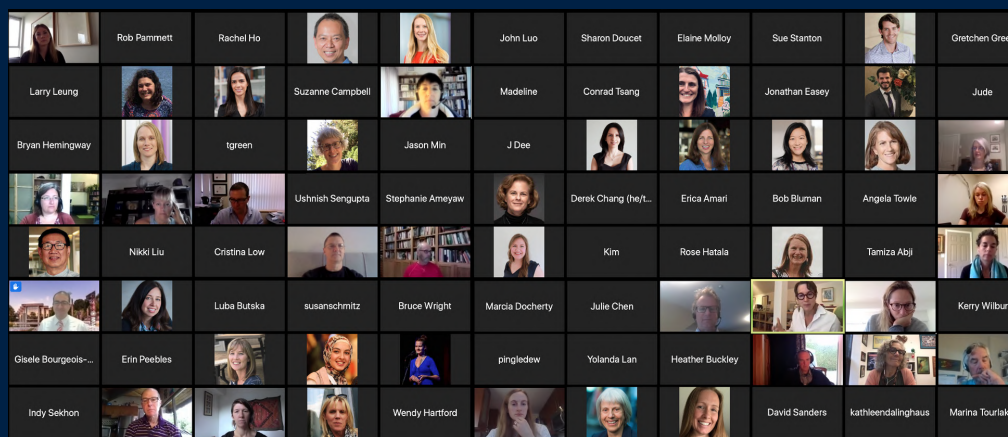
For the coming year, we look forward to returning to the office and welcoming our community members back, both from local contexts and abroad. We have already welcomed a number of visitors from both inside and external to UBC and have many more visits planned for the coming year. We look forward to continuing to engage with and support our health professions education scholarship network and members and wish to thank you for all that you do to support our vibrant community.

Please enjoy this Annual Report – we recognize that any and all of the accomplishments we describe arose due to the collaborative community we work within and, hence, we offer it to celebrate your efforts to keep health professions education at UBC vibrant and cutting edge.



Ian Scott

MD, MSc, DOHS, CCFP, FRCPC, FCFP
Director, Centre for Health Education Scholarship



CHES 2020-2021

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, four 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 through **research and informed innovation**;
- Build **capacity** in health professional education through **mentorship** of groups and individuals across the disciplines, the province, nationally, and internationally;
- Foster a culture of **collaboration and scholarly thinking** in health professional education across the disciplines, the province, nationally, and internationally;
- Support **scholarly educational practice** within the Faculty of Medicine and throughout the University of British Columbia.

research & informed innovation



\$7.5M

RESEARCH FUNDING
HELD BY
CHES FACULTY &
SCHOLARS



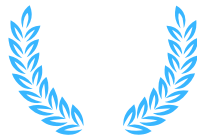
100

PUBLICATIONS
IN HPE BY
CHES MEMBERS



46

ABSTRACTS
ACCEPTED AT
CCME 2021 FROM
UBC COMMUNITY



13

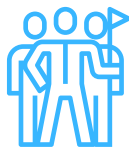
AWARDS & HONOURS
RECEIVED BY CHES FACULTY, SCHOLARS,
& TRAINEE ALUMNI

build capacity & mentorship



3

MHPE-CANADA
DEGREES
COMPLETED



75%

FELLOWSHIP
ALUMNI HOLD
EDUCATIONAL
LEADERSHIP ROLES



27

PARTICIPANTS IN 3rd COHORT OF
EDUCATORS LEADERSHIP
PROGRAM,
FROM ALL FoM SITES
ACROSS BC

CHES 2020/2021
A YEAR AT A GLANCE

collaboration & scholarly thinking



67
NEW MEMBERS
JOINED CHES
FROM NIGERIA TO
AUSTRALIA



8
VISITORS HOSTED
FROM AROUND
THE WORLD



1,400+
TWITTER FOLLOWERS
&
850
ON CHES MAILING LIST



86
FORMALLY SCHEDULED
MEETINGS BETWEEN
VISITORS & MEMBERS

scholarly educational practice



1,350
EDUCATIONAL HOURS
CONTRIBUTED
BY CLINICAL
EDUCATOR FELLOWS



50
PRESENTATIONS
AT 2020 CHES
CELEBRATION OF
SCHOLARSHIP



21
PRESENTATIONS
DURING
CUTTING EDGE
SPEAKER SERIES
& VIRTUAL
WATER COOLER
DISCUSSIONS

500+
HOURS CHES FACULTY &
SCHOLARS DEVOTED TO
CONSULTATION &
MENTORSHIP



CHES 2020/2021
A YEAR AT A GLANCE

CHES SCIENTISTS

Programs of Research

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?



Kevin Eva

PhD, Hon. FAcadMED
Associate Director & Senior Scientist

My studies explore how we can
improve decision-making
in the context of
health professional training
to improve care.

CHES SCIENTISTS

Programs of Research

There is an illusion of independence in health professions education. However, patients and healthcare providers are each connected to a complex (sometimes overlapping) set of social 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 social networks visible within the educational and clinical practices of the health professions. Using qualitative social network analysis and critical theory, my research explores three interrelated questions:

- How do formal (instructors, supervisors) and informal (peers, friends, family) social networks influence learning and well-being across the continuum of health professions education and practice?
- How does relational coordination shape teamwork in palliative and chronic disease care settings?
- How do practitioner and patient social networks interface to shape the meaning and experience of healthcare?

My work expands conceptualizations of technical expertise to encompass relational expertise. This recharacterization of medical expertise can enable health practitioners to learn more effectively and respond more sensitively when interacting with patients and colleagues. My research also widens the implicit drive towards the goal of independent practitioners. Instead, the goal may be individuals deeply embedded in social structures who have the skills to take advantage of their interdependence.



Laura Nimmon
PhD
Scientist

My primary interest is in making
the influence of social networks
visible within the educational and
clinical practices of the
health professions.

CHES SCIENTISTS

Programs of Research

In our efforts to develop and plan the implementation of educational interventions, we tend to underestimate the agency of our learners and teachers. Thus, we focus on the intended or espoused curriculum (how it ought to operate in theory) rather than on the enacted curriculum (the espoused curriculum as filtered through the goals, beliefs and values individual teachers) or the experienced curriculum (the enacted curriculum as filtered through the goals, beliefs and values of individual learners). Acknowledging the agency of individual learners and teachers would lead us to treat the educational process as a complex adaptive system, and therefore to attend more carefully to how our educational plans play out through the everyday interactions of learners and teachers with curricular expectations. The collaborative programs of research in which I have been involved recently have explored how individual goals, beliefs and values create unexpected complexities for the idealized version of the espoused curriculum.

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

- What are the learning conditions that lead residents grapple with complex and 'ill-defined' patient problems differently than experienced clinicians?
- How do senior residents think about the entrustment decisions they must make regarding their junior colleagues?
- How do recently graduated physical therapists think about their continuing development as an expert clinician?
- Can we take better advantage of clinical error as a learning opportunity?



Glenn Regehr
PhD

Associate Director, Research & Senior Scientist

***Acknowledging the agency
of individual learners and teachers
would lead us to treat the
educational process as a complex
adaptive system.***

CHES SCIENTISTS

Programs of Research

As a practicing clinician, I see first-hand 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:

- Does integrated learning support recall enhanced learning?
- How do new graduates select their location and scope of practice?
- What kinds of practice patterns do these new graduates engage in?
- How do learners understand health advocacy and how can we support their learning of this vital concept?
- How do learners assess which patients they should advocate for?



Ian Scott

MD, MSc, DOHS, CCFP, FRCPC, FCFP
Director & Scientist

As a practicing clinician,
I see first-hand the
intersection
between curriculum, trainees,
and patient care.

CHES SCIENTISTS

Programs of Research

I come to health professions education with backgrounds in discourse studies and education. As a linguist, I'm drawn to the complexity and subtlety of the language through which the "world" of HPE is created, maintained, and transformed. As an educator, I'm drawn by HPE's eclecticism and inclusivity—its willingness to draw on knowledge from a wide variety of academic disciplines and also from its many stakeholders, including not just researchers, but clinical educators, administrators, learners, and patients.

My central interest, then, is in bringing theories and methods from language studies to bear on questions relating to the incorporation of these different perspectives in the field. Among the questions I'm pursuing, for example, are the following:

- How can HPE scholarship generate and disseminate new knowledge that is meaningful to both researchers and practitioners at once as opposed to relying solely on knowledge translation to bridge the so-called research-practice "gap"?
- How can we linguistically adapt our clinical education tools and spaces so that patients can be effectively and respectfully involved in and contribute their experiential knowledge to teaching and learning, not just in formal roles as educators, curriculum designers or assessors but also simply as patients seeking care?
- Given our strong reliance on documentable observations as evidence for our clinical assessment processes to ensure fairness and transparency, how can we accommodate the "gut" knowledge that clinical educators develop while working alongside trainees, which is valuable but often tacit?



Anneke van Enk
PhD
Scientist

My work uses theories and
methods from language studies to
show how we might incorporate
different stakeholders'
perspectives
in an eclectic and inclusive field

CLINICAL EDUCATOR FELLOWSHIP PROGRAM

Message from the Program Director

The Clinical Educator Fellowship Program continues to be an integral component of CHES, having enrolled its 14th cohort of fellows this year. During the 2020-2021 academic year, we accepted three new Clinical Educator Fellows: Katrina Dutkiewicz (General Internal Medicine, VFMP), Sara Shahram (Family Practice, VFMP), and Dana Thomsen (Family Practice, NMP). We were also pleased to celebrate the graduation of Indeeep Sekhon, who successfully completed the program. Congratulations Indy!

Through a variety of educational activities, our fellows continue to contribute to the growth of clinical departments, development of the UBC health professions curriculum, and support of students throughout the province. During our weekly Academic Half-Day sessions throughout the scholastic year, we continued to welcome a plethora of distinguished internal and guest lecturers virtually, to support the ongoing education of our fellows. During these sessions, topics ranged from "Assessment in Health Professions Education" with Larry Gruppen, to "Insights on Social Justice in the Health Humanities" with Sarah de Leeuw, to a series of "Qualitative Research Seminars" led by CHES faculty and scholars.

We are proud to work in conjunction with many departments across UBC and its distributed sites, as we continue to support our fellows in gaining invaluable teaching experience. We are thankful for the ongoing collaboration with coordinators and educators of the programs that our fellows are involved with, and the opportunities this allows our fellows to learn and grow as health professions educators.



Rose Hatala

MD, MSc

Director, Clinical Educator Fellowship Program



MHPE-CANADA PROGRAM

Message from the UBC-Site Director

This year marks the ninth year of our ongoing collaboration with Maastricht University and Western University, to deliver the Master of Health Professions Education Canada program.

In 2020-2021 we celebrated five UBC students who presented their Master's thesis: Stephanie Scott, Valeria Stoyanova, Azaria Marthymann, Marilyn Champagne, and Robert Paquin. As a product of 12 units, many workshops and lectures, ongoing support from supervisors, and a lot of hard work, MHPE students develop novel and innovative ideas for their thesis. This year's thesis topics were as follows:

- Learning Curves: Identifying Learning Trajectories of Individual Residents in a Surgical Residency Program and the Impact of Gaps in Surgical Practice
- Transitioning to Telehealth: Professional Turmoil and Potentially Terrific
- Immigrant International Medical Graduates: How Do They Successfully Manage Complex Sociocultural Challenges?
- Leaving the White Coat Behind: Physicians Exploring Non-Clinical Work Possibilities in an Online Community
- The Speed of Decision-Making During Emergency Nursing Clinical Judgements: A Pilot Study

This year, we were proud to accept three new students into the MHPE-Canada program: Edward Rooke, Katrina Dutkiewicz, and Sara Shahram. Both "on-site" units were brought virtually again this year, with each student rising to the challenge of a fully online program due to the ongoing pandemic. We would like to take this opportunity to thank each and every one of this year's MHPE-Canada students, faculty, and guest lecturers for their patience and support in the continued adaptation to remote learning, and ensuring effective learning and a successful program.



Rose Hatala

MD, MSc

UBC Director, MHPE-Canada Program





Centre for Health Education Scholarship (CHES)
Faculty of Medicine
The University of British Columbia
P. A. Woodward Instructional Resources Centre
429 - 2194 Health Sciences Mall
Vancouver BC Canada V6T 1Z3

www.ches.med.ubc.ca
[@ubcMedCHES](https://twitter.com/ubcMedCHES)



THE UNIVERSITY
OF BRITISH COLUMBIA
Faculty of Medicine



University
of Victoria



UNIVERSITY OF
NORTHERN BRITISH COLUMBIA