

# Research *Rounds*

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CONTINUING PROFESSIONAL DEVELOPMENT  
FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)  
invites you to Research Rounds with:

## Dr. Mark Goldszmidt

Doing Research at the Intersection of  
Patient Care, Supervision and Teaching:  
Lessons learned Along the Way

**Date:** March 15, 2017

**Time:** 12:00pm to 1:30pm  
(feel free to bring a bagged lunch)

**Venue:** Diamond Health Care Centre, room 2267

With videoconference to:

- IRC 305
- PHRM 3321
- MSB 107
- RJH CA 120
- KGH CAC 237
- NHSC 9-374
- Surrey Central City (Manning Rm 4109)

*\*Please be aware that this session will be recorded and made available online to CHES members on a password-protected site.*



### Mark Goldszmidt

Research Scientist and Associate Director,  
Centre for Education Research & Innovation

Associate Professor, Department of Medicine  
Schulich School of Medicine & Dentistry,  
Western University



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**ABSTRACT** Whether it be during a faculty development workshop or while reading a ‘how to teach’ paper, we have all had the experience of thinking “this feels to simplistic”. During this presentation, I will review key lessons learned about the complexity of clinical learning environments and what happens when patient care, supervision and teaching intersect in real world contexts. In particular, I will emphasize issues related to: variability of role perception and its implications for team performance; variability of teaching practice and the problem of one-size fits all approaches and variability of trainee performance and its implications for assessment. I will also discuss some of the methods and theories that have informed my work into this exciting area of research.

**ABOUT** Dr. Mark Goldszmidt is an MD, PhD, who combines active internal medicine clinical practice, medical education research, and education leadership. He also supervises numerous faculty, residents and medical students as they pursue medical education research projects. His own research - influenced by sociomaterial theories and rhetorical genre theory - focuses on the complex relationship between clinical care, supervision and student learning asking questions like: How do a teaching teams’ communication practices shape patient care and student learning? In what way does the supervisory style of the attending physician shape patient care and influence learning? What does excellence look like at the level of a medical student or resident? What do teaching teams reason about during admission case review? Dr. Goldszmidt has received numerous awards in recognition of his leadership in medical education including the prestigious 3M National Teaching Fellowship from the Society for Teaching and Learning in Higher Education.

**ACCREDITATION:** As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Mainpro-M1 credits. This program has been reviewed and approved by UBC Division of Continuing Professional Development. Each physician should claim only those credits he/she actually spent in the activity.

*The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.*