

# 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. Cheryl Holmes

**Title:** Reflecting on choices in early  
professional identity formation

**Date:** Wednesday, February 18, 2015

**Time:** 12:00pm to 1:30pm

(Lunch will be served at DHCC)

**Venue:** Diamond Health Care Centre 2267

With videoconference to IRC 305, Surrey-Central City  
(Manning Rm 4109), KGH 237, NHSC 9-374, MSB 107  
RJH PCC 201C

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



**Dr. Cheryl Holmes**  
Clinical Associate Professor,  
Department of Medicine,  
Site Director, Kelowna General Hospital,  
Southern Medical Program,  
University of British Columbia



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**ABSTRACT** Educating medical students is seen as one approach to changing the culture of medicine, but can be undermined by a hidden curriculum of negative role modeling that perpetuates dysfunctional practice. Some have argued that the best solution is to prepare the students to resist the hidden curriculum but we must do this carefully or we run the risk of losing the continuity of positive professional values and adaptive expertise also modeled. The objective of this project is to design, implement and evaluate a curriculum aimed at refining our understanding of social learning enculturation in clinical medical training. Informed by the literature, the curriculum involves four components: 1. Priming students about the hidden curriculum; 2. Noticing situations where they experience pressures to conform; 3. Processing their experiences in collaborative reflective exercises; 4. Choosing – supporting students in selecting behaviors that validate and reinforce their aspirations, with the goal of identifying strategies that empower them to achieve their best professional identity in the face of the hidden curriculum.

**ABOUT** Cheryl Holmes, MD, FRCPC, MHPE, is an Intensivist and Clinical Associate Professor in the Division of Critical Care, Department of Medicine at UBC. She obtained her MD from UBC in 1984. After ten years of general practice, Dr. Holmes enrolled in Internal Medicine at UBC and went on to complete a Critical Care fellowship at UBC in 2000. Since 2001, Dr. Holmes has practiced critical care medicine at Kelowna General Hospital, a tertiary referral center in Interior Health, B.C. In 2008, Dr. Holmes took a leadership role as Site Director in the Southern Medical Program, a new distributed site of the UBC MD Undergraduate Program. In 2013, she completed a Masters of Health Professions Education at the University of Illinois at Chicago, earning Best Thesis for her work entitled, “Harnessing the Hidden Curriculum; a Four Step Competency Approach”, under the mentorship of Dr. Glenn Regehr at CHES. Dr. Holmes is involved in clinical education of medical students, residents and fellows in the ICU and CTU at Kelowna General Hospital and oversees the progress of the Year 3 medical students at the Kelowna Site. She has a research interest in professional identity formation of medical students in their early clinical clerkship.

**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. The CHES Research Rounds is a self-approved group learning activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. 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.*