

# Research *Rounds*

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FACULTY OF MEDICINE

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

## Dr. Anna Cianciolo

**Title – What to teach health  
professionals? A human-centered  
systems engineering perspective**

**Date:** Wednesday, March 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, MSB 107,  
RJH PCC 201C, 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.*



**Dr. Anna Cianciolo**  
Assistant Professor,  
Department of Medical Education,  
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of Medicine



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THE UNIVERSITY OF BRITISH COLUMBIA



CENTRE FOR HEALTH EDUCATION SCHOLARSHIP  
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**ABSTRACT** One concern of the medical educator is to determine what is learnable about clinical encounters, that is, what constitutes a provider’s task, the reach and limits of his agency. This can be difficult because even though regularities in activity across clinical encounters (e.g., interviewing, diagnosing, prescribing) may be recognized as practice, what constitutes that activity in each encounter is unique to the people and circumstances involved. Defining “what to teach” health professionals from a human-centered systems engineering (HCSE) perspective may help create principled, yet contextually grounded descriptions of healthcare practice that align learning objectives and performance assessment criteria with the demands of actual work. This presentation will introduce the HCSE approach to conceptualizing practice, highlighting similarities/differences to other empirical approaches and summarizing the techniques HCSE researchers use to develop theory. Implications for further inquiry and innovation in medical education will be discussed.

**ABOUT** Dr. Anna T. Cianciolo, PhD, is an Assistant Professor in the Department of Medical Education at Southern Illinois University School of Medicine. She earned her PhD in Engineering Psychology from the Georgia Institute of Technology in 2001 and has devoted her career to investigating the nature of professional expertise and its development. Her two-year postdoctoral position at Yale University (2001-2003) launched the first part of her career studying the design, development, and evaluation of US Army officer education and leader development. In 2005, she founded Command Performance Research, Inc. (Champaign, Illinois), where she collaborated with the US Army Research Institute and the US Army Training and Doctrine Command to shape training policy on formal institutional instruction and technology-enabled learning. She joined SIUSOM in 2011, where her teaching duties include faculty development, graduate courses in leadership and clinical performance assessment, and research mentorship of medical students. Her current research focuses on examining faculty and student practices in problem-based learning tutorial discussions, designing observational assessments of entrustment, and enhancing conceptual understanding of diagnostic expertise. In 2014, she was selected to receive the Association for Medical Education in Europe’s Miriam Friedman Ben-David New Educator Award. She is currently the Editor-in-Chief of Teaching & Learning in Medicine and Chair Elect of the AAMC Central Group on Educational Affairs Section on Medical Education Scholarship Research and Evaluation.

**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 Main-pro-M1 credits. This program is an Accredited Group Learning Activity eligible for up to 1.5 Section 1 credits as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. 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.*