

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. Glenn Regehr

The dangerous pursuit of independence

Date: December 14, 2016*

**Take note this session is one week earlier than the usual timing of Rounds*

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.*



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ABSTRACT The notion of independent practice as a goal for expert clinicians is embedded in many of our educational and clinical approaches. It is explicit in our model of training as “progressive independence”. It is implicit in our efforts to instill in our learners the skills and attitudes of independent self-regulation. And it is deeply embedded in our students’ construction of the hallmark clinician as the “go to” person who is asked the hard questions and has all the answers.

However this drive to independence has many potentially negative influences on training and practice. At the individual level, it produces reluctance to ask for help and creates a high risk for isolation and burnout. At the system level, it leads to silos of expert practice with little attention to the gaps between these silos, where errors and inefficiencies thrive. In the context of learning, it leads to our treatment of feedback from others as threats to autonomy rather than opportunities to improve.

This session will describe the multiple ways in which the construct of independence is manifested in health care training and practice, it will reconsider several previously identified issues in health care education and practice in light of the “independence problem”, and it will begin to explore how we might better represent the hallmark expert as a fully participating partner in a health care system rather than as a “fully independent practitioner”.

ABOUT Dr. Glenn Regehr completed his PhD in cognitive science from McMaster University and joined the University of Toronto as a researcher in health professions education in 1993. Since then, Dr. Regehr has been involved in the development and leadership of three HPE research units across Canada: *The Wilson Centre* (University of Toronto); *The Academy for Innovation in Medical Education* (University of Ottawa) and *The Centre for Health Education Scholarship* (University of British Columbia). He has co-authored over 200 peer reviewed papers and chapters on a range of topics including: OSCE measures, authentic clinical assessment, professionalism, professional identity formation, self-assessment, self-regulation, and feedback. In addition to over 20 awards for individual papers and presentations, his career awards include the NBME Hubbard Award (2007), the CAME Ian Hart Award for Distinguished Contribution to Medical Education (2013), and the inaugural Career Mentorship Award sponsored by the CAME Early Career Educator Group (2015).

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.