

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:

Insights on Governance and its stealthy role in medical education

Dr. Oscar Casiro

Date: November 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
- NHSC 9-374
- RJH CA 120

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



Dr. Oscar Casiro

Professor, Department of Pediatrics
The University of British Columbia

Scholar
Centre for Health Education Scholarship



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THE UNIVERSITY OF BRITISH COLUMBIA



Research *Rounds*

Dr. Oscar Casiro

Insights on Governance and its stealthy role in medical education

ABSTRACT Medical educators and medical education researchers have been invested heavily in issues of educational content, pedagogy and design. However, relatively little consideration has been paid to the governance processes that ensure fidelity of implementation and ongoing refinements that will bring curricular practices increasingly in line with the pedagogical intent. The objective of this presentation is to review the definition and properties of good governance, to reflect on the importance of governance in medical schools, to explore the unique properties of medical curricula that complicate academic governance, to discuss mechanisms to evaluate the extent to which governance is operating effectively within a medical program, and think about a potential research agenda for increasing our collective understanding of effective governance in medical education.

ABOUT Dr. Oscar Casiro is a professor in the Department of Pediatrics and a Scholar in the Centre for Health Education Scholarship at the University of British Columbia's (UBC) Faculty of Medicine. After obtaining a medical degree from the University of Buenos Aires, Argentina, he completed training in Pediatrics and Neonatology at the University of Manitoba. His early research interests centered on the long-term outcomes of high risk, premature infants and the effects of substance abuse during pregnancy.

Dr. Casiro developed an interest in medical education leadership and scholarly activities early in his academic career. He has held leadership positions of progressive responsibility in the field of medical education, including Residency Program Director, Neonatal-Perinatal Medicine; Chair of the Royal College of Physicians and Surgeons of Canada Specialty Committee on Neonatal-Perinatal Medicine; Associate Dean, Undergraduate Medical Education (University of Manitoba); Chair of the Undergraduate Medical Education Committee, Association of Faculties of Medicine of Canada; President of the Medical Council of Canada; and Founding Regional Associate Dean, Vancouver Island (UBC and University of Victoria). At present, he is Chair of the Committee on Accreditation of Canadian Medical Schools (CACMS), voting member of the Liaison Committee on Medical Education (LCME) in the U.S and Regional Director for Latin America, Royal College of Physicians and Surgeons of Canada International, promoting academic partnerships in order to enhance postgraduate medical education in the region.

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.