

**CHES**  
2021 / 2022



# ANNUAL REPORT

Centre for Health Education Scholarship



THE UNIVERSITY  
OF BRITISH COLUMBIA  
Faculty of Medicine



University  
of Victoria



UNBC UNIVERSITY OF  
NORTHERN BRITISH COLUMBIA






Reconciliation Pole, Hereditary Chief Zidansuu (James Hart), Haida

With respect and gratitude, we acknowledge that the  
Centre for Health Education Scholarship  
in the Faculty of Medicine, University of British Columbia  
and its distributed partners which include  
four university campuses, are located on  
*traditional, ancestral, and unceded*  
territories of Indigenous Peoples around the province.



# A YEAR IN REVIEW

## Message from Our Director



As I finish my seventh year as Director of the Centre for Health Education Scholarship (CHES), the future of CHES, its learners, and future collaborators excite me. CHES' impact, reputation, and reach continue to grow, as does its faculty complement. This past year we added Drs. Heather Buckley and Faizal Haji as CHES Scholars. In addition, CHES is planning to add a new faculty member to our Scientist group in early 2023, with the hire of a new Assistant Professor. We are very excited and grateful for all these additions to our CHES and UBC families.

The "Year at a Glance" section of this report illustrates the breadth of our productivity and the depth of our impact. The success they represent has occurred despite the continued pandemic and shift to a hybrid work model, as faculty, staff, researchers, and trainees at CHES have received a number of awards that highlight both individual success and the strong collaborative support network reflected by our Centre. I would like to pay particular attention to Michelle Huebert, Administrative Manager (but so much more) who received the Applegarth Staff Service Award this past year. This award recognizes outstanding contributions by UBC staff members to the Faculty of Medicine. Michelle is a truly deserving recipient, as all those who work with her can attest. Congratulations to all the deserving winners of awards received by the CHES network this year, as well as those nominated that were also deserving to be recognized for this work supporting health professions education scholarship.

I am also pleased to report that our training programs have continued to thrive. In June 2022, we proudly graduated our 35th Clinical Educator Fellow. Over 78% of our fellowship alumni are now in educational leadership roles, throughout UBC's Faculty of Medicine and beyond. We also saw three people complete their Master's in Health Professions Education through our partnership with Maastricht University. Congratulations to our fellows and MHPE-Canada learners for the important work they have done expanding our understanding of health professions education!

The Educators Leadership Program (ELP), now completed its 4th year with a 24-member cohort, continued to support education leaders in the Faculty of Medicine from across the province over this past academic year. This year's cohort represented a diverse cadre of educators and is an important contribution to the Faculty's commitment to educational excellence and diverse leadership. This cohort participated in 10 half-day workshops, as they developed their leadership skills to support the important work of training the next generation of health care providers. This program was delivered by Dr. Johny Van Aerde. Johny is a charismatic and skilled facilitator with a wealth of leadership skill and experience. He has decided to retire and spend more time with his family, and we will miss him and his expertise a great deal. For the upcoming year, CHES will offer the ELP in partnership with the Faculty of Medicine as we transition to a new format.

This past year we transitioned back to the office and we have enjoyed the comradery and fellowship that face-to-face work affords. In May, we welcomed visitors from University of California Davis, University of Aarhus (Denmark), University of Washington, University of California San Francisco, and Washington State University, interacting for a very exciting week. For the coming year, we have a large number of visitors scheduled, as we enjoy the pent-up desire that the health professions community has to get back together and explore important and exciting ideas around teaching and learning. We look forward to continuing to engage with and support our health professions education scholarship network and members, and wish to thank you for all that you do to support our vibrant community.

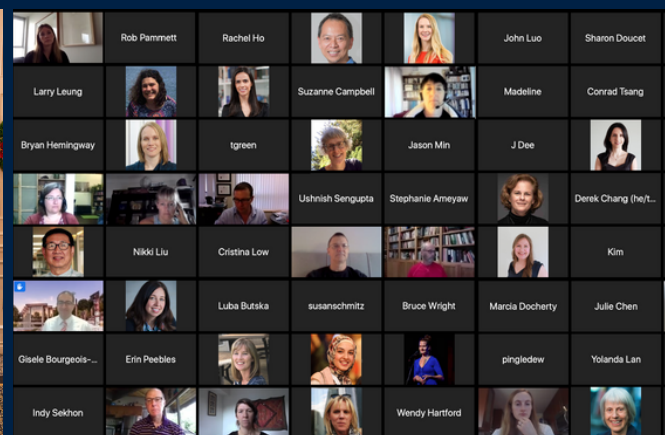
Our "small but mighty" team of Clemmie, Grace, Ryne, and Michelle must be recognized for keeping CHES functioning as a highly effective and efficient unit during the pandemic and switch to hybrid work. Grace has moved on from CHES, and we miss her willingness to dive into new things. And are grateful that Ryne joined the team in February 2022; excited by his enthusiasm for education. The 2021 CHES Celebration of Scholarship annual event was another highlight, where we welcomed over 180 faculty, staff, and students from over 15 faculties, schools, and centres across UBC and from many institutions and organizations around the world. We also continued to deliver our Fellowship, Master's and leadership programs at the same high level as was experienced in the face-to-face environment. These were significant accomplishments that must be noted.

Please enjoy this Annual Report – we recognize that any and all of the accomplishments we describe arose due to the collaborative community we work within and, hence, we offer it to celebrate your efforts to keep health professions education at UBC vibrant and cutting edge.



**Ian Scott**

MD, MSc, DOHS, CCFP, FRCPC, FCFP  
Director, Centre for Health Education Scholarship





# CHES 2021-2022

## A Year at a Glance



CHES' mission is to serve the health needs of the people of British Columbia and beyond through **building and supporting scholarly communities and leaders** in health professions education.

Forming the foundation of our Centre, four overarching aspirational objectives continue to be the mechanisms through which we seek to achieve our mandate:

- Provide international leadership in the development of new knowledge in health professional education through **research and informed innovation**;
- Build **capacity** in health professional education through **mentorship** of groups and individuals across the disciplines, the province, nationally, and internationally;
- Foster a culture of **collaboration and scholarly thinking** in health professional education across the disciplines, the province, nationally, and internationally;
- Support **scholarly educational practice** within the Faculty of Medicine and throughout the University of British Columbia.

## research & informed innovation



**\$5.7M**

RESEARCH FUNDING  
HELD BY  
CHES FACULTY &  
SCHOLARS



**84**

PUBLICATIONS  
IN HPE BY  
CHES MEMBERS



**45**

ABSTRACTS  
ACCEPTED AT  
CCME 2022 FROM  
UBC COMMUNITY



**15**

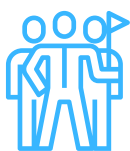
AWARDS & HONOURS  
RECEIVED BY CHES FACULTY, SCHOLARS,  
STAFF, & TRAINEE ALUMNI

## build capacity & mentorship



**3**

MHPE-CANADA  
DEGREES  
COMPLETED



**78%**

FELLOWSHIP  
ALUMNI HOLD  
EDUCATIONAL  
LEADERSHIP ROLES



**24**

PARTICIPANTS IN 4th COHORT OF  
EDUCATORS LEADERSHIP  
PROGRAM,  
FROM ALL FoM SITES  
ACROSS BC

**CHES 2021/2022**  
A YEAR AT A GLANCE

## collaboration & scholarly thinking



**58**  
NEW MEMBERS  
JOINED CHES  
FROM SCOTLAND TO  
AUSTRALIA



**15**  
VISITORS HOSTED  
FROM AROUND  
THE WORLD



**1,500**  
TWITTER FOLLOWERS  
&  
**985**  
ON CHES MAILING LIST



**229**  
DAYS VISITORS  
SPENT WITH  
CHES

## scholarly educational practice



**2,100**  
EDUCATIONAL HOURS  
CONTRIBUTED  
BY CLINICAL  
EDUCATOR FELLOWS



**51**  
PRESENTATIONS  
AT 2021 VIRTUAL CHES  
CELEBRATION OF  
SCHOLARSHIP



**10**  
PRESENTATIONS  
DURING  
CUTTING EDGE  
SPEAKER SERIES

**500+**  
HOURS CHES FACULTY &  
SCHOLARS DEVOTED TO  
CONSULTATION &  
MENTORSHIP



**CHES 2021/2022**  
A YEAR AT A GLANCE

# CHES SCIENTISTS

## Programs of Research

Through my Editorship of Medical Education and my collaborative research programs, I strive to promote thoughtful approaches to the study of practically-relevant educational issues that are informed by a variety of scientific disciplines. In doing so, my aim is to encourage and support inter professional, interdisciplinary, and international collaboration for the sake of strengthening health professional education research as a scientific field of study that will improve upon our educational practices and, in so doing, facilitate better healthcare.

The core theme of my current research starts with the premise that good judgement is at the very root of good healthcare. Judgements made by health professionals, and judgements made about health professionals, influence countless healthcare decisions and outcomes. My studies, thus, explore how we can improve decision-making in the context of health professional training to improve care. Specific research questions that support this developing understanding of judgement include:

- How do we optimize the selection of applicants to ensure that admitted trainees are well suited to fulfill the ideals of the profession?
- How can we best teach diagnostic reasoning to those who have been admitted to reduce the risk of error?
- How do we accurately determine whether or not trainees have become skillful practitioners who understand their patients' needs and deeply respect their personal values?
- How can regulatory authorities and individual professionals most effectively assure patient safety by improving decision-making regarding whether or not competence is being maintained?



**Kevin Eva**

PhD, Hon. FAcadMED  
Associate Director & Scientist

My studies explore how we can  
***improve decision-making***  
in the context of  
health professional training  
to improve care.



# CHES SCIENTISTS

## Programs of Research

There is an illusion of independence in health professions education. However, educators, learners, patients, and healthcare providers are each connected to a complex set of social networks of peers, family, friends, and colleagues nested within overlapping structures and systems. These social networks interact dynamically to shape learning, and the delivery and experience of healthcare.

My primary research interest is in making the influence of social structures visible within the educational and professional practices of the health professions. My collaborative program of research has cast a light on the hidden, covert, and informal ways individuals use their social connections for resiliency, reflection, transitions, identity formation, knowledge exchange, emotional support, and diversification of perspective.

The insights from my research widen the implicit and unquestioned drive towards the goal of “independent” practitioners. Instead, I believe the goal should be practitioners deeply embedded in social structures who have the awareness and relational skills to take advantage of their interdependence. My research also expands conceptualizations of technical expertise to encompass relational expertise. This recharacterization of medical expertise enables health practitioners to learn more effectively and respond more sensitively when interacting with patients and colleagues.



**Laura Nimmon**  
PhD  
Scientist

My primary interest is in making  
*the influence of social structures*  
visible within the educational and  
professional practices of the  
health professions.

# CHES SCIENTISTS

## Programs of Research

In our efforts to develop and plan the implementation of educational interventions, we tend to underestimate the agency of our learners and teachers. Thus, we focus on the intended or espoused curriculum (how it ought to operate in theory) rather than on the enacted curriculum (the espoused curriculum as filtered through the goals, beliefs and values individual teachers) or the experienced curriculum (the enacted curriculum as filtered through the goals, beliefs and values of individual learners). Acknowledging the agency of individual learners and teachers would lead us to treat the educational process as a complex adaptive system, and therefore to attend more carefully to how our educational plans play out through the everyday interactions of learners and teachers with curricular expectations. The collaborative programs of research in which I have been involved recently have explored how learners' and teachers' goals, beliefs and values create unexpected complexities for the idealized version of the espoused curriculum.

Recent projects with students and colleagues have been exploring questions such as:

- How do senior residents think about the entrustment decisions they must make regarding their junior colleagues?
- How do recently graduated physical therapists think about their continuing development as an expert clinician?
- How does our use of idealized representations of "normal" anatomy in medical education affect our students' interpretation of the normal variations they encounter in practice?
- What is the developmental trajectory of confidence for residents over the course of their training?



**Glenn Regehr**  
PhD

Associate Director, Research & Scientist

***Acknowledging the agency  
of individual learners and teachers  
would lead us to treat the  
educational process as a complex  
adaptive system.***



# CHES SCIENTISTS

## Programs of Research

As a practicing clinician, I see first-hand the intersection between curriculum, trainees, and patient care. By training and interest, I am a Generalist. I teach undergraduate and postgraduate trainees in the clinical setting, as well as clinical decision-making and leadership development. I care for patients in a primary care clinic, providing care from prenatal to palliative patient populations. I research a broad range of topics from how learners develop their professional identity, how they enact advocacy, how they choose their career path, to how they practice.

Arising from my Generalist stance, I am drawn to a wide range of questions and problems in health professions education and research that are at the nexus of learners, patients, and curriculum. Some examples:

- How does failure affect professional identity formation?
- How do new graduates select their location and scope of practice?
- What kind of practice patterns do these new graduates engage in?
- How do learners understand health advocacy and how can we support their learning of this vital concept?
- How do learners assess which patients they should advocate for?



**Ian Scott**

MD, MSc, DOHS, CCFP, FRCPC, FCFP  
Director & Scientist

As a practicing clinician,  
I see first-hand the  
**intersection**  
between curriculum, trainees,  
and patient care.

# CLINICAL EDUCATOR FELLOWSHIP PROGRAM

## Message from the Program Director

The Clinical Educator Fellowship Program continues to be an integral component of CHES, having enrolled its 15th cohort of fellows this year. During the 2021-2022 academic year, we accepted three new Clinical Educator Fellows: Matthew Brooks (General Internal Medicine), Derek Chang (Family Practice), and Matthew Clifford Rashotte (Infectious Diseases). We were also pleased to celebrate the graduation of 5 fellows this June – Edwin Betinol, Katrina Dutkiewicz, Diana Fort, Andrea Larson, and James Powell who all successfully completed the program. Congratulations Eddy, Katrina, Diana, Andrea, and Jamie!

Through a variety of educational activities, our fellows continue to contribute to the growth of clinical departments, development of the UBC health professions curriculum, and support of students throughout the province. Our weekly Academic Half-Day sessions throughout the scholastic year continued to welcome a plethora of distinguished internal and guest lecturers, while adapting to hybrid, virtual, and in-person sessions, to support the ongoing education of our fellows. During these sessions, topics ranged from Embodiment with Martina Kelly, to Key Concepts Including Equity, Diversity, Inclusion, Belonging, and Justice with Javeed Sukhera, to a series of Qualitative Research Seminars lead by CHES Faculty and Scholars.

We are proud to work in conjunction with many departments across UBC and its distributed sites, as we continue to support our fellows in gaining invaluable teaching experience. We are thankful for the ongoing collaboration with coordinators and educators of the programs that our fellows are involved with, and the opportunities this allows our fellows to learn and grow as health professions educators.



**Rose Hatala**

MD, MSc

Director, Clinical Educator Fellowship Program





## MHPE-CANADA PROGRAM

### Message from the UBC-Site Director

This year marks the 10th year of our ongoing collaboration with Maastricht University and Western University, to deliver the Master of Health Professions Education Canada program.

In 2021-2022 we celebrated four UBC students who presented their master's thesis: Gaby Yang, Katrina Dutkiewicz, Edwin Betinol, and Kayla Nelson. As a product of two hybrid campus sessions and four periods per year of common and elective tasks, many workshops and lectures, ongoing support from supervisors, and a lot of hard work, MHPE-Canada students develop novel and innovative ideas for their thesis. This year's thesis topics were as follows:

- Who's the Leader: Challenges of Entrusting Simulated Paediatric Resuscitation
- Dancing with Socrates: Signals Used by Residents to Indicate Receptivity to Questioning
- Exploring Adaptive Expertise as a Threshold Concept
- Residents as Supervisors: How Senior Residents Make Entrustment Decisions

This year, we were proud to accept three new students into the MHPE-Canada program: Edward Rooke, Katrina Dutkiewicz, and Sara Shahram. Both "on-site" units were brought virtually again this year, with each student rising to the challenge of a fully online program due to the ongoing pandemic. We would like to take this opportunity to thank each and every one of this year's MHPE-Canada students, faculty, and guest lecturers for their patience and support in the continued adaptation to remote learning, and ensuring effective learning and a successful program.



**Rose Hatala**  
MD, MSc

UBC Director, MHPE-Canada Program





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University  
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