



CHES
2022 / 2023

ANNUAL REPORT

Centre for Health Education Scholarship





Reconciliation Pole, Hereditary Chief 7idansuu (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 eighth year as Director of the Centre for Health Education Scholarship (CHES), it is heartening that we have maintained the strong connections in our community through the pandemic. We are all (mostly) happy to be back in person and have learned how to incorporate virtual work into the important person to person work we all benefit from. This year CHES has been fortunate to add a new Postdoctoral Fellow, Dr. Rabia Kahn, to our complement of health professions researchers. We also said thank you and goodbye to Dr. Glenn Regehr, our CHES Scientist and Associate Director of Research in June of 2023. Glenn is not only vitally important to CHES, but also integral to the national and international health professions scholarship world. While we miss Glenn dearly, we wish him all the best in retirement and look forward to bringing a new Scientist to the Centre to build on all the important work he has done. We are excited by the growth and changes that have and will come to CHES in the coming year.

The “Year at a Glance” section illustrates the breadth of our productivity and the depth of our impact. The success they represent has occurred despite a shift to the 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 Clemmie Cheung, Administrative Coordinator (but so much more) who received an Applegarth Staff Service Award this past year. This award recognizes outstanding contributions by UBC staff members to the Faculty of Medicine. Clemmie is a truly deserving recipient, as all those who work with her can attest. We are repeatedly reminded of her superlative work when visitors from inside and outside CHES comment on her exemplary organizational skills. 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 their work supporting health professions education scholarship.

I am also pleased to report that our training programs have continued to thrive. In June 2023, we proudly graduated our 38th Clinical Educator Fellow. Over 70% of our fellowship alumni are now in educational leadership roles, throughout UBC's Faculty of Medicine and beyond. We also saw two of our trainees 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!

Now that we are back in the office regularly, we have welcomed a host of visitors, ranging from days to weeks to a year. Thirty-five visitors joined us this year from as far away as Denmark, Australia, and India! We find these visits benefit our community as much as our visitors, as we learn from others and they from us through exchanging teaching and research ideas. 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" administrative team must be recognized for keeping CHES functioning as a highly effective, efficient, and vibrant unit as we switched back into the new normal of hybrid work. The 2022 CHES Celebration of Scholarship annual event was another highlight, where we welcomed over 120 faculty, staff, and students from across UBC and beyond. 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 2022-2023

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



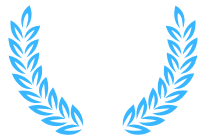
\$5M+
RESEARCH FUNDING
HELD BY
CHES FACULTY &
SCHOLARS



92
PUBLICATIONS
IN HPE BY
CHES MEMBERS



\$10k
FUNDING
PROVIDED TO
RESEARCHERS
IN DHPE

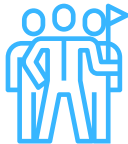


10
AWARDS & HONOURS
RECEIVED BY CHES FACULTY, SCHOLARS,
STAFF, & TRAINEE ALUMNI

build capacity & mentorship



2
MHPE-CANADA
DEGREES
COMPLETED



70%
FELLOWSHIP
ALUMNI HOLD
EDUCATIONAL
LEADERSHIP ROLES

CHES 2022/2023
A YEAR AT A GLANCE

collaboration & scholarly thinking



36
NEW MEMBERS
JOINED CHES
FROM SAUDI ARABIA TO
AUSTRALIA



35
VISITORS HOSTED
FROM AROUND
THE WORLD



1,543
TWITTER / X FOLLOWERS
&
1000 +
ON CHES MAILING LIST



306
DAYS VISITORS
SPENT WITH
CHES

scholarly educational practice



1,950
EDUCATIONAL HOURS
CONTRIBUTED
BY CLINICAL
EDUCATOR FELLOWS



54
PRESENTATIONS
AT 2022 CHES
CELEBRATION OF
SCHOLARSHIP



10
PRESENTATIONS
DURING
CUTTING EDGE
SPEAKER SERIES

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



CHES 2022/2023
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. During the 2022-2023 academic year, we accepted three new Clinical Educator Fellows: Lucas Streith (Surgery), Brian Kim (General Internal Medicine), and Herman Tam (Pediatrics). We were also pleased to celebrate the graduation of 3 fellows this June – Derek Chang, Matthew Brooks, and Matthew Clifford Rashotte who all successfully completed the program. Congratulations Matt, Derek, and Mathew!

Through a variety of educational activities, our fellows engaged in teaching, contributed to the growth of clinical departments, and support of students throughout the province. Our weekly Tuesday Academic Half-Day sessions continued to welcome a range of distinguished internal and guest presenters. During these sessions, topics ranged from a series of Qualitative Research Seminars lead by CHES Faculty and Scholars, Social Justice in the Health Humanities with Sarah de Leeuw, to Key Concepts Including Equity, Diversity, Inclusion, Belonging, and Kindness in HPE with Sally Stewart.

We are proud to collaborate 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 work with coordinators and educators of the programs that our fellows are involved with, and the opportunities this presents 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 we continued our collaboration with Maastricht University and Western University, to deliver the Master of Health Professions Education Canada program.

In 2022-2023 we celebrated four UBC students who presented their master's thesis: Gaby Yang, Katrina Dutkiewicz, Kayla Nelson, and Diana Fort. As a product of both virtual and hybrid campus sessions and four online periods of common and elective tasks, many workshops and lectures, ongoing support from supervisors, and a lot of hard work, MHPE students develop interesting and innovative ideas for their thesis. This year's thesis topics were as follows:

- Who's the Leader: Challenges of Entrusting Simulated Pediatric Resuscitation
- Dancing with Socrates: Signals Used by Residents to Indicate Receptivity to Questioning
- Residents as Supervisors: How Senior Residents Make Entrustment Decisions
- The Gender Gap in Medical School Leadership: Effect of Organizational Culture

This year, we were delighted to accept six new students into the MHPE-Canada program: Brian Kim, Ryan Heron, Jacqueline Eng, Vincent Wong, Shannon Wong and Rosine Nyirasafari. We would like to take this opportunity to thank each and every one of this year's MHPE-Canada students, coaches, faculty, and guest lecturers for their support in making the program a success.

Rose Hatala

MD, MSc
UBC Director, MHPE-Canada Program





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