

Learning Objectives

CHES Celebration of Scholarship 2024

OVERALL Learning Objectives:

1. **Identify** state of the art best practices, challenges, and opportunities to apply to your own education practices and scholarship.
2. **Describe** the scope of health professions education scholarship being conducted at UBC.
3. **Identify** individuals within the community who might offer support for your practices or scholarship efforts.
4. **Critique** your own scholarship as presented through formal oral or poster presentations.

Learning Objectives for Specific Sessions:

All of the various sessions and components of the Celebration of Scholarship day align with the overall objectives of the conference described above. For the 2024 event, particular sessions and topics are structured as follows:

1. **Opening Plenary** (*Gordon Page Invited Lecture, Dr. Thirusa Naidu*):

By the end of the session, participants should be able to:

- Become **aware** of how settler colonialism influences HP education, training and scholarship, accreditation standards and global leadership.
- **Explore** the impact of global migration patterns of health professionals on the future of training, scholarship and leadership in HP education
- **Imagine** how the current global sociopolitical climate will influence the future of HP education training and scholarship.

2. The concurrent **oral abstract sessions** are structured as 8-minute talks, with 5 minutes of audience discussion and feedback about the topic.

By the end of these sessions, participants should be able to:

- **Identify** research approaches that might support their own scholarly activities.
- **Identify** individuals who might enhance their own scholarly activities.
- **Discuss** the particular areas of scholarship currently being enacted at UBC.

3. **Closing Plenary** (*Drs. Dzung Vo and Jillian Lin*):

By the end of this presentation, participants should be able to:

- **Describe** how mindfulness practice can help a health professional support their quality of care, quality of caring, and personal well being.
- **Describe** how mindfulness training and practice can be incorporated into medical residency training.
- **Identify** opportunities in their clinical work to practice mindfulness.