

CHES is shaping
the theories and activities of
LEARNING in the health professions by
CREATING NEW KNOWLEDGE
through **RESEARCH** and
informed innovation;
building
capacity through
mentorship of individuals;
and fostering a
CULTURE OF COLLABORATION
and
scholarly thinking
in **health professions education.**

Proudly presented by Scotiabank



LOCATION

**ROBERT H. LEE ALUMNI CENTRE
THE UNIVERSITY OF BRITISH COLUMBIA
6163 UNIVERSITY BOULEVARD**

ACTIVITY	LOCATION	TIME
Registration	Lobby (2 nd floor)	08:00 – 08:30
Welcome	Jack Poole Hall	08:30 – 08:45
Gordon Page Invited Lecture	Jack Poole Hall	08:45 – 10:00
Coffee Break	Lobby (2 nd floor)	10:00 – 10:15
Oral Presentations (Session 1A, 1B, 1C)	See below for topics and locations	10:15 – 11:15
CHES Strategic Plan Dot-mocracy	Jack Poole Hall	11:15 – 11:45
Lunch	Lobby (2 nd floor)	11:45 – 12:30
Educational Leadership and its Related Scholarship in a Research-intensive University Context - What, Why, When, & How	Jack Poole Hall	12:30 – 14:00
Coffee Break	Lobby (2 nd floor)	14:00 – 14:30
Oral Presentations (Session 2A, 2B, 2C)	See below for topics and locations	14:30 – 15:30
Poster Presentations/Wine & Cheese Bar (with Awards and Acknowledgements)	Jack Poole Hall (2 nd floor)	15:30 – 17:00



Don't forget to mention us **@ubcMedCHES** and use the hashtag **#CHESDay2016** when tweeting throughout the day!

Note: Please be aware there will be an event photographer present throughout the day. If you have any concerns, please direct them to a CHES staff member. Take note images from the event will be shared in various CHES digital and print communications.

GORDON PAGE



DR. GORDON PAGE

PhD

The annual Invited Lecture honours the contribution of Dr. Gordon Page to health professions education scholarship at UBC and recognizes his instrumental role in the conceptualization and development of the Centre for Health Education Scholarship.

Dr. Gordon Page is an Emeritus Professor, Faculty of Medicine, University of British Columbia. He is a professional educator, and for 30 years was Director of the Health Sciences Division of Educational Support and Development at UBC. Throughout his career he has worked locally, nationally and internationally with academic and professional groups concerned with the quality of health professions education, and with assessing the competence of health professionals in training and in practice. He has been a visiting professor at numerous universities and colleges in Canada, Australia, New Zealand, Europe, the USA, China, Japan, the UAE and SE Asia. Dr. Page's major research and development interests are directed toward the assessment of medical trainees and practitioners, and over the past 25 years he has obtained grants in excess of \$5,000,000 to support these interests.

Gordon Page Invited Lecturer



DR. RACHEL ELLAWAY

Professor
Community Health Sciences
Research Director
Office of Health and Medical Education
Scholarship, Cumming School of Medicine
University of Calgary

RACHEL ELLAWAY

Dr. Rachel Ellaway is a Professor in Community Health Sciences and Research Director of the Office for Health and Medical Education Scholarship at the Cumming School of Medicine, University of Calgary. She was previously at the University of Edinburgh and the Northern Ontario School of Medicine. Dr. Ellaway is very much a generalist medical education scholar. Her early academic work focused on the use of new technologies for learning, teaching and assessment in and around health professional education. This work was marked by the development of the OpenLabyrinth virtual patient platform, two ANSI standards, and a prize from the Queen. More recently her work has focused on the theories and philosophies of medical education and of medical education scholarship. Dr. Ellaway is an Editor for *Advances in Health Science Education*, she created the CAME Voice, and she is the creator and ongoing *Maîtresse des Cérémonies* for the AMEE Conference Fringe.

In recognition of his contributions, he has received the following awards:

1. The 2009 Royal College of Physicians and Surgeons of Canada *Duncan Graham Award* in recognition of outstanding lifelong contribution to medical education
2. The 2008 Medical Council of Canada *Dr. Louis Levasseur Distinguished Service Award*
3. The 2007 Association of Faculties of Medicine of Canada *AFMC-AstraZeneca Award for Exemplary Contribution to Faculty Development in Canada*
4. The 2005 Medical Council of Canada *Outstanding Achievement Award for Contributions to the Assessment of Clinical Competence*
5. The 2003 Canadian Association for Medical Education *Ian Hart Award for Distinguished Contribution to Medical Education*

Ideology and moral agency in health professional education scholarship

Although ideologies are generally considered to be social and political in nature, the beliefs and values that underpin a scholar's commitment to their chosen methods, theories, and questions are also ideological. For instance, the ideological concept of *primum non nocere* is a cornerstone of professionalism but it is rather less prominent in the discourses of contemporary health professional education scholarship. Rather more apparent are the ideologies that underpin the pursuit of social accountability, compassion, and competence. Despite the many ideologies that shape the field of health professional education scholarship, there has been a chronic lack of attention paid to them. Intending to stimulate reflection and debate, Dr. Ellaway will consider issues of ideology, moral agency, and axiology in health professional education scholarship, and she will challenge the current lack of attention to the values and beliefs that shape the field and the work of those within it.

ORAL PRESENTATIONS

SOCIALIZATION AND PROFESSIONALISM

ORAL PRESENTATIONS SESSION 1A 10:15 – 11:15

LOCATION: JACK POOLE HALL MODERATOR: NAWAAZ NATHOO

AUTHORS (presenters in BOLD)	TITLE	TIME
Sue Murphy , Alison Greig	Open book exams for professionalism: A possible option?	10:15 - 10:35
Patricia Gerber , Jas Jawanda, Tara L. Klassen, George Pachev, Arun Verma	A Professionalism Progress Monitoring System guided by a cognitive model to assess, track, and support student development of professionalism	10:35 - 10:55
Sandra Jarvis-Selinger , Greg Costello, Kenneth Lee, Cheryl Holmes, Kimberley MacNeil	Understanding professional identity in early clerkship education	10:55 - 11:15

EDUCATIONAL TECHNOLOGIES

ORAL PRESENTATIONS SESSION 1B 10:15 – 11:15

LOCATION: POLYGON CLASSROOM MODERATOR: MARILYN CHAMPAGNE

AUTHORS (presenters in BOLD)	TITLE	TIME
Barry Mason , Katherine Wisener , Sharon Doucet, Sara Frankenberger, Kiran Veerapen	From lectures to large-group learning: Driving evidence-based culture change through faculty development	10:15 - 10:35
Allison Macbeth , Jennie Barrows , Helen Kang, Amanda Khorsandi, Silvia Guillemi, Brenna Lynn	Expanding HIV care networks across Vancouver Island using technology-enabled continuing professional development	10:35 - 10:55
David Topps , Rachel Ellaway, Maureen Topps, Corey Albersworth	Activity metrics – Measuring what learners do, not what teachers say they do	10:55 - 11:15

ADVOCACY

ORAL PRESENTATIONS SESSION 1C 10:15 – 11:15

LOCATION: LEVINE CLASSROOM MODERATOR: SURABHI RAWAL

AUTHORS (presenters in BOLD)	TITLE	TIME
Sonja Rummell , Maria Hubinette	Health advocacy – A student’s perspective	10:15 - 10:35
Renate Kahlke , Maria Hubinette , Ian Scott	Physicians’ advocacy role: Formal and informal learning	10:35 - 10:55
Laura Bulk , Adam Easterbrook, Michael Lee, Earllene Roberts, Parisa Ghanouni, Marlee Groening, Susan Murphy, Tal Jarus	“We are not anything alike”: Marginalization of health professionals with disabilities	10:55 - 11:15

TRANSLATIONAL ISSUES

ORAL PRESENTATIONS SESSION 2A 14:30 – 15:30

LOCATION: JACK POOLE HALL MODERATOR: VALERIA STOYNOVA

AUTHORS (presenters in BOLD)	TITLE	TIME
Claudia W. Ruitenber	Medical education as translational practice	14:30 - 14:50
Allison Macbeth , Adam King, Christina Kay, Ashnoor Nagji, Lori Hill, Andrea Keesey, Brenna Lynn	Improving weight gain counselling for mothers and babies through interprofessional CPD: Using the 5As framework	14:50 - 15:10
Laura Bulk , Joanna Bates, Nigel King, Gilad Kimel, Laura Nimmon	The role of relationships in end of life care: Patients’ experiences in hospice	15:10 - 15:30



ORAL PRESENTATIONS

DISTRIBUTED MEDICAL EDUCATION

ORAL PRESENTATIONS SESSION 2B 14:30 – 15:30

LOCATION: POLYGON CLASSROOM MODERATOR: SAMANTHA STASIUK

AUTHORS (presenters in BOLD)	TITLE	TIME
Sevinj Asgarova, Mark MacKenzie, Joanna Bates	Learning from patients: A mirror for the self (student experiences of continuity with patients in a longitudinal integrated clerkship)	14:30 - 14:50

Sean Maurice, Quinn Gentles, Robin Roots, Alina Constantin, Shelly Sim and John Soles	Community engagement & interprofessional education on the Healthcare Travelling Roadshow	14:50 - 15:10
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Tricia Lewchuk, Shayna Rusticus, Derek Wilson, Oscar Casiro, Lisa Hazlett	Understanding the key components of a distributed medical school learning environment: The interplay between student engagement, safety and support, and system structure	15:10 - 15:30
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ASSESSMENT

ORAL PRESENTATIONS SESSION 2C 14:30 – 15:30

LOCATION: LEVINE CLASSROOM MODERATOR: HEATHER BUCKLEY

AUTHORS (presenters in BOLD)	TITLE	TIME
Cynthia Min, Renate Kahlke, Dan Pratt, Deborah Butler, Kevin Eva	How do medical students use formative assessments for learning?	14:30 - 14:50

Jason Min, Larry Leung, Jason Penner	Using reflexive photography to assess cultural competency learning in Aboriginal health	14:50 - 15:10
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Isabeau Iqbal, Amanda Bradley, Anne Rankin, Alison Greig, Amy Ho	Using student peer assessment to promote critical analysis skills and reflective abilities	15:10 - 15:30
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POSTER PRESENTATIONS

LOCATION: JACK POOLE HALL 15:30 – 17:00

AUTHORS (presenters in BOLD)	TITLE	#
Elaine Choi, Erica Amari, Kiran Veerapen, Henry Broekhuyse, Roger Wong, Sandra Jarvis-Selinger	From principles to pragmatics: Addressing CanMEDS through a systems-based Residents-as-Teachers initiative	1

Laura Farrell, Sarah Buydens, Glenn Regehr, Genevieve Stonebridge, Gisele Bourgeois-Law	Exploring the use of narrative writing and group reflection to develop a teaching concept in faculty development	2
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Jennifer Clune, Eleanor Parton, Pawel Kindler, Tracy Pressey	Peer facilitation and feedback: Findings and insights from small group Based Learning Pilots – A novel way to learn and gain skills?	3
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Neelam Dhaliwal, Frances Simpson, Ashley Shaw, Iona Berger, Angela Kim-Sing	Developing self-paced online learning modules for pharmacy practice educators	4
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Kent Stobart, Robin Overall	Academic accommodation system for health professions learners with health conditions	5
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Karen Pinder, Michael Nimmo, Dawn Cooper, Michael Allard, Heather Yule, Sean Maurice	Integrated histology and pathology education in the renewed UBC M.D. undergraduate program	6
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Ali Majdzadeh, Alexandra Wong, Hirmand Nouraei, Majid Doroudi	Integrating clinical medicine with the basic sciences: Musculoskeletal system cadaver-based learning module for medical Students	7
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Michael Lee, Patty Hambler, Kathleen Lane, Mineko Wada, Steven J. Barnes, Natasha Moore	Identifying the influence of teaching practices on students’ mental health and wellbeing	8
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Laura Bulk	No longer silenced and misrepresented: Participatory and emancipatory research	9
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ACKNOWLEDGEMENTS

The Planning Committee for the 2016 CHES Celebration of Scholarship

Dr. Kevin Eva
Dr. Rose Hatala
Ms. Michelle Huebert
Ms. Tasnia Khan
Dr. Nawaaz Nathoo
Dr. Dan Pratt
Dr. Surabhi Rawal
Dr. Ian Scott

Proudly presented by:



2017 CHES Celebration of Scholarship: Week of October 2nd

Gordon Page Invited Lecturer: Dr. Fred Hafferty

Professor, Medical Education, Mayo Clinic

STAY TUNED FOR MORE DETAILS!

ACCREDITATION: The University of British Columbia Division of Continuing Professional Development (UBC CPD) is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME) to provide study credits for continuing medical education for physicians. This course has been reviewed and approved by the UBC Division of Continuing Professional Development. This Group Learning course meets the certification criteria of the College of Family Physicians of Canada and has been certified by UBC CPD for up to **5.75 Mainpro+** credits. This course is an Accredited Group Learning Activity eligible for up to **5.75 MOC Section 1** credits as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. Each physician should claim only those credits he/she actually spent in the activity.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

