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1. Tell us a bit about your scholarly work/areas of scholarship interest.

I've carried out education scholarship in 4 basic areas, resulting in a total of about 50 peer-reviewed publications:

- i) At the beginning of my academic career I became interested in admissions research and worked closely with Ian Scott to develop a questionnaire that tried to get a sense of what (specialties) medical students were interested in the first couple of weeks of medical school and whether that would change over time. This evolved into a predictive model for cohorts of medical students heading into certain disciplines based on their admissions characteristics.
- ii) Developmental work- creation of curriculum in low resource environments. The one we're particularly proud of is developing a Family Medicine Residency program in Laos; that was literally creating something from nothing. There are now 150 FPs in Laos, many in rural settings, whereas there were none 10 years ago. There is some scholarship around that, but that's more the scholarship of creation. I've also been involved in developing curriculum in places like Tanzania and Nepal.
- iii) Clinical reasoning- I did some work with Kevin McLaughlin and Sylvain Coderre in Calgary looking at how medical students learn; out of that came several articles on simulation and on ultrasound development.
- iv) Family Medicine research – looking at the characteristics of people who chose Family Medicine as a career; at whether ICCs impacted performance on things like the Medical Council Exams; and at the incoming GPAs of Family Medicine vs specialty residents (there was no difference), and how to promote rural students being interested in medicine.

2. How did you get involved in education scholarship?

As many people do, I got involved in the university because I was interested in teaching, and if you become a full-time faculty member, there is at first a “gentle”, and later a not-so-gentle

push to develop a scholarship agenda. I was very fortunate in that I didn't need much pushing, and I was exposed to a lot of partnerships and teams where projects grew organically.

3. How did you go about developing the skills needed to pursue education scholarship?

Nothing formal. I already had an understanding of the basic tenets of quantitative and qualitative research. I made sure that I was part of a team that had expertise in areas where I did not, and from whom I could learn.

4. What do you see as some of the particular joys and challenges of education scholarship?

The joys are in doing research that you care about, and that might ultimately effect change, or help people understand why things happen the way they do. That's cool. If you are truly interested in answering a question, and are able to do that in a systematic way, that's very, very cool. I always enjoyed being part of that creative process- the creation of knowledge is creative in and of itself.

The challenges- The big challenge is that there is not enough time in the day to pursue what you're interested in. There is also the formal bureaucracy around research: getting things through ethics, and getting teams together, and rules within and between institutions around research, so having a great idea, but not being able to act on it because of rules that on the face of it don't appear to be valid is very, very frustrating.

5. Have you done research in other domains (e.g. clinical, basic science)? If so, how (or is) doing education scholarship different?

No, medical education has been my research focus.

6. What do you see as opportunities for education scholarship in the IMP/areas we are particularly well placed to study?

We are in a really interesting position, being part of a distributed network, because what it does is set up the possibility of setting up an intervention at one site and having the other sites as the controls. We can study what happens when you deliver the same curriculum differently in various sites.

I'm a great believer in the Master Teacher Program/the Integrated Clinical Teacher program. We can look at the impact of our ICT, which we have and the other sites don't, on the learning process.

We can explore, and this is something I heard from Glenn (Regehr) whether the fact that we are

a different culture in the IMP affects our outcomes. What are the upsides and downsides of trying to teach the exact same curriculum in very different environments?

I would really like to see us develop into a CHES node, and that there be not a small number of people having a major (we probably need to define major) part of their activity to undertake and participate in medical education research. We have the people with the interest, now we need to figure out how to do it in the current fiscal environment.

7. What advice do you have for potential or new education scholars?

- Get involved with teams
- Only study research questions that you are truly interested in knowing the answer to
- Seek out help from people like CHES
- Don't NOT do it because you don't think you're any good at it. Everyone has to start somewhere. All it usually requires is refining a question.

8. What do you see in the future in terms of education scholarship?

What medical education hasn't done very well is feed into the other disciplines interested in education and in culture. Sociologists have written a huge amount around medical culture but as outsiders, - there needs to be a reach-out from medical education into these other disciplines that have thought long and hard about which education processes are the best way to go. For example, I've heard that research shows that the type of learning that goes on in Integrated Clinical Clerkships is the best way to hard-wire knowledge, because of the way the clerkships are set-up: continual, repetitive, learning and with significant time elapsed between when the knowledge is acquired and when it's tested. We didn't learn about that in medical education - that's educational theory tested in the field of education.

In universities, and even in professional schools, education is still the second cousin. Until recently, medical education scholarship wasn't considered real research. I think that's going to change, because it's important when teaching the next generation that you get it right, and the only way you're going to get it right is to research it.