

Cynthia Min, BHSc (Honours)

MD/PhD Student

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Biography

Cynthia Min is currently a MD/PhD student at the Centre for Health Education Scholarship (CHES) and the Centre for Cross Faculty Inquiry in Education. Prior to starting graduate school, she completed a Bachelor of Health Sciences degree at McMaster University.

Cynthia has worked on a variety of medical education projects on topics including the contextual transfer of learning in medicine, self-assessment, qualitative markers of clinical performance, and the medical student performance record.

Research Interests

My current research uses a self-regulated learning framework to understand the factors that influence medical trainees' engagement in learning after formal assessments. Better understanding of influential factors will help educators design assessments that promote learning and continuous performance improvement.

Academic Activities

- Medical Student Member, The Committee on the Accreditation of Canadian Medical Schools, 2015 – present
- Medical Student Representative, Future of Medical Education in Canada Postgraduate Implementation Project on Learning and Work Environment, 2014 – present
- Medical Student Member, Medical Council of Canada, 2014 – present
- Canadian Federation of Medical Students Medical Education Committee, 2013 – present

Awards

- Faculty of Education, Dean of Education Scholarship (2014)

Recent Publications

Fuller, J., Apramian, T. & Min, C. (2015). Social science and humanities research in MD–PhD training. *Academic Medicine*, 90(10), 1292.

Kulasegaram, K., Min, C., Neville, A., Woods, N., Dore, K., & Norman, G. (2015). The mediating effect of context variation in mixed practice for transfer of basic science. *Advances in Health Sciences Education*, 20(4), 953-968.

Ma, H.K., Min, C., Neville, A. & Eva, K. (2013). How good is good? Students and assessors' perceptions of qualitative markers of performance. *Teaching and Learning Medicine*, 25(1):15-23.

Kulasegaram, K., Min, C., Ames, K., Neville, A. & Norman, G. (2012). The effect of conceptual and contextual familiarity on transfer performance. *Advances in Health Sciences Education*, 17(4):489-499.

Grants

- Canadian Institutes of Health Research Frederick Banting and Charles Best Canada Graduate Scholarships Doctoral Award (2014 - 2017). \$105,000
- UBC Alma Mater Society Impact Grant (2015). \$2997.50
- UBC Alma Mater Society Impact Grant (2014). \$2975
- UBC Faculty of Education Graduate Student Research Grant (2014). \$966



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