

Research *Rounds*

Accredited by UBC CPD



CONTINUING PROFESSIONAL DEVELOPMENT
FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)
invites you to Research Rounds with:

Dr. Deborah Butler

Topic: Self-regulation in the
development of professionals

Date: Wednesday, April 17th, 2013

Time: 12:00pm to 1:30pm

(Lunch will be served at DHCC)

Venue: Diamond Health Care Centre 2263

With videoconference to LSC 1312, MSB 107, RJH 011,
KGH 235, NHSC 9-374, Alouette Room at Central City

**Please be aware that this session will be recorded and made available
online to CHES members on a password-protected site.*



Dr. Deborah Butler
Professor
Faculty of Education
University of British Columbia



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA



CENTRE FOR HEALTH EDUCATION SCHOLARSHIP
ches.med.ubc.ca

Research Rounds

Speaker: Dr. Deborah Butler

Topic: Self-regulation in the development of professionals

ABSTRACT This presentation will provide a reflective analysis of research on the role of self-regulation in the initial and on-going development of professionals. Within the health professions, learners' success depends on how well they can assess and manage their own learning so as to meet expectations, not only in classrooms, but also through clinical training and ultimately as practicing professionals. Thus, this presentation will closely examine the role of "self-regulation" across the training continuum, from "learning in classrooms" to navigating demands associated with "learning in/through clinical practice." To support this analysis, an integrative conceptual framework will be offered that defines important dimensions of self-regulation and supports coordinating findings from across research programs. Next, findings from research will be summarized to identify the role of self-regulation in learning, when and why self-regulation might break down, and what learners might need to self-regulate effectively. Finally, building from analysis of learners' needs, attention will shift to considering how health professions educators might structure supports for self-regulation within initial or on-going professional education. Here attention will focus on the importance of, not only creating opportunities for self-directed learning (e.g., within traditional classrooms; in a PBL curriculum; within simulations), but also building in supports that foster learners' capacity to self-regulate effectively.

ABOUT Dr. Deborah L. Butler is Professor of Educational Psychology in the Faculty of Education at the University of British Columbia (UBC). Across a 10 year period, she served as Director for the Centre of Cross-Faculty Inquiry, Associate Dean for Graduate Programs and Research, Associate Dean for Strategic Development, and Senior Associate Dean for the Faculty of Education. She is current Co-President of the Canadian Association for Educational Psychology (2012-14). Supported by multiple, sequential grants from Canada's Tri-Councils (SSHRC), Dr. Butler's research has influenced both research and practice internationally. Since joining UBC in 1994, she has published an edited book and over 30 influential articles and book chapters, presented 60 refereed papers at national or international conferences, and produced over 100 research reports for educational partners and/or government. Her research advances understanding about strategic, self-regulated engagement in learning and practice, professional development processes, knowledge mobilization, inclusive and special education, and case study research methodology.

ACCREDITATION: As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Canadian Medical Schools (CACMS), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Mainpro-M1 credits (per session). This program has been reviewed and approved by UBC Division of Continuing Professional Development. The CHES Research Rounds is a self-approved group learning activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada.

The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.