

CAME Webinar



Title: Not Only Reflection but also Refraction: Clinical Reasoning Teaching for Greater Health Equity

Date: Tuesday, June 17, 2025 – This webinar will be delivered in English

Presenter: Dr. Saleem Razack, University of British Columbia

Biography: Saleem Razack is a pediatric intensivist and medical education researcher at BC Children's Hospital and the University of British Columbia. He is a graduate of the University of Toronto and completed his pediatrics and PICU training at the Montreal Children's Hospital/McGill University, where he was on faculty from 1996-2022. He has held several positions of educational and clinical leadership,

locally and nationally. He is the 2025 recipient of the AFMC President's Award for Exemplary National Leadership in Medical Education. He has over 70 publications in equity and anti-racist/anti-oppressive pedagogies in medical education.

Overview: How does one teach a clinical method for greater health equity? At the bedside, clinical teachers are used to helping learners develop skills in synthesizing information as diverse as “shortness of breath”, “pitting edema of the legs” and “elevated jugular venous pressure” into a coherent diagnostic explanation (in this example: “congestive heart failure”). What of the impact of societal and health system injustices on health? How can these be synthesized and “diagnosed” in the clinical encounter? Diagnosing health inequities requires the development of metacognitive suppleness in learners to seamlessly analyze clinical phenomena through knowledge systems beyond anatomy and physiology—including systems thinking, narratology, and skills from the social sciences. Using clinical examples, in this session the presenter will discuss how teaching the clinical method might evolve for greater health equity.

Learning outcomes:

At the end of this session, participants will be able to:

- Analyze common clinical teaching scenarios for opportunities to develop learners' analytical and synthesis skills in understanding the impact of inequities and injustices on the health of patients under their care.
- Identify instructional strategies to promote the development of learner critical consciousness, reflective practice skills, and metacognition in clinical care.
- Practice reflective supervision skills for teaching a clinical method that incorporates health and societal inequities as major determinants of illness in patients.