



Office of Health and Medical  
Education Scholarship (OHMES)

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The Office of Health and Medical Education Scholarship (OHMES)

## Health and Medical Education Scholarship Symposium 2020

5 March 2020

Health Sciences Centre  
University of Calgary



Time	Event	Location
7:45-8:20	Registration & Breakfast	HRIC Atrium
8:20-8:30	<b>Welcome Address</b> <i>Rachel Ellaway, PhD, Director – OHMES</i>	Clara Christie Theatre
8:30-9:30	Keynote Address - <b>Transforming the Public's Health Through Medical Education Innovation and Research</b> <i>Adina Kalet, MD, MPH, Medical College of Wisconsin</i>	
9:30-9:55	<b>OHMES Funded Study Profiles</b>	
10:00-11:00	<b>Poster &amp; Demonstration Session</b>	HRIC Atrium
11:15-12:30	Workshop - <b>What kind of education scholar are you?</b> <i>Rachel Ellaway, PhD, Director – OHMES</i>	1405A HSC
	<b>Oral Presentations A</b>	G500 HSC
12:30-13:15	Lunch	HRIC Atrium
13:15-14:30	Workshop - <b>Professionalism Remediation: Using moral psychology to understand and address the vexing learner</b> <i>Adina Kalet, MD, MPH, Medical College of Wisconsin</i>	1405A HSC
	<b>Oral Presentations B</b>	G500 HSC
14:45-16:00	Workshop - <b>Fun and Games: When gamification becomes an infectious teaching tool</b> <i>Tarryn Bourhill (PhD student), Joyce Li &amp; Derrick Rancourt, PhD</i>	1405A HSC
	<b>Oral Presentations C</b>	G500 HSC
16:15-16:45	<b>The Way Forward</b> <i>Rachel Ellaway, PhD, Director – OHMES</i> <i>Bev Adams, MD, Senior Associate Dean Education</i>	G500 HSC

## POSTERS

Anthony Seto & William Kennedy	"BEEP-BEEP SIM": Gamified On-Call Simulation Curriculum for Undergraduate Medical Education
Javeria Shafiq	Experiences of Physicians in Rural Practice: A Human Library Approach
Nazlee Sharmin	Bringing embryology to life: A virtual reality learning tool to enhance student engagement and understanding of embryonic development
Theresa Wu	The Development of a Faculty Advisor Program
Theresa Wu	Evaluation of the Paediatric Portal - A novel, comprehensive, on-line resource for Undergraduate Medical Students

## DEMONSTRATIONS

The Demonstration session features educational technology and innovation.

Presenter	Demonstration
Tona Laerz	Pool Noodle Task Trainers
Kalum Ost	Genetics and Minecraft: Using Games to Teach
Nazlee Sharmin	Augmented Reality application to develop learning tool for students: transforming cellphones into flashcards

## SYMPOSIUM PLANNING COMMITTEE

Dr. Rachel Ellaway (Chair)	Dr. Aliya Kassam
Dr. Sarah Anderson	Dr. Amanda Roze des Ordons
Ms. Allison Brown	Dr. Nishan Sharma
Dr. Rahim Kachra	Dr. Anthony Seto

## TRADITIONAL TERRITORIES ACKNOWLEDGEMENT

We acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina, and the Stoney Nakoda First Nations, including Chiniki, Bearspaw, and Wesley First Nation. UCalgary is on land adjacent to where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary. The City of Calgary is also home to Metis Nation of Alberta, Region III.

## POSTERS

Presenter	Title
Ghazwan Altabbaa	Local tools to global challenge: Standardizing clinical patient handovers
Karen Chadbolt	An Intervention: Debt Education and Strategies for Calgary Medical Students
Zaheed Damani	Muslim Perspectives on Advance Care Planning: A Model for Community Engagement
Janeve Desy	Minimal Criteria for Lung Ultrasonography
Paige Durling & Jihane Henni	Interdisciplinary Simulation in Medical Education: A Novel Educational Technique for Managing Challenging Encounters
Peter Hoang	The Pearly Bird Gets the Worm: A Qualitative and Quantitative Analysis of the Geriatrics Update: Clinical Pearls Conference
Aliya Kassam	An Environmental Scan of the Wellness Infrastructure in Canadian Medical Schools: Implications for Frameworks and Programming
Felicia Krausert	The Impact of Global Health Electives on Medical Student Perspectives and Career Interests in an Accelerated Medical Program
Jocelyn Lockyer	Specialist Assessment Activities: The interface of learning, change and discussion
Meaghan Mackenzie	How to save a KidSim Life: Evaluating and Optimizing PEDS Simulation Training for Emergency Medicine Residents
Kendra Martel	Harrassment Reporting Mechanisms for Medical Students, Residents and Physicians in Calgary, Alberta: An Environmental Scan
Mike Paget	Modelling of Wellness by Preceptors in Undergraduate Medical Education
Derrick Rancourt	Addressing the Competency Expectations of Biomedical Science Employers
Krista Reich	Identifying Learning Needs in Medical Assistance in Dying: from the Perspective of Internal Medicine Residents

## WELCOME

The Office of Health and Medical Education Scholarship (OHMES) welcomes you to our sixth Health and Medical Education Scholarship Symposium. We have altered the format this year based on your feedback, however the event continues to showcase work in health and medical education scholarship, and encourage collaborations among researchers with common interests. We are excited to welcome Dr. Adina Kalet as keynote speaker, as well as many local experts and up-and-coming health education researchers and innovators as presenters.

Educational scholarship can encompass many different forms of work, including evaluation, research, innovation, synthesis, and translation. Quality in education scholarship is attained through work that is peer-reviewed, publicly disseminated and provides a platform that others can build on. At its simplest, educational scholarship is about communicating knowledge effectively to students. This knowledge may come from many different sources, including basic science, but also from a deeper understanding of educational skills. However, educational scholarship can be much more, spanning and connecting every aspect of modern medical education practices and systems. Most faculty members in the Cumming School of Medicine are engaged in educational activities. The pursuit of educational scholarship is central to ensuring quality and capacity in educational programs and thereby in the health workforce as a whole.

The Symposium is OHMES' flagship event, and we look forward to your participation and feedback. Future events will be based on your comments, and we want to know what you liked as well as suggestions to improve the Symposium. Please complete the survey that will be provided by an emailed link or click on the QR code on the back of this program.

We would like to thank all of our amazing presenters, event volunteers, planning committee, and our community for making this event possible. On behalf of the OHMES team and the Symposium Planning Committee, we hope you enjoy the event and we look forward to working with and for you in the months and years to come.



*Rachel Ellaway, Symposium Chair, Director of OHMES, and Professor in Community Health Sciences, Cumming School of Medicine, University of Calgary*







## KEYNOTE SPEAKER



**Adina Kalet, MD, MPH**, was just named the Stephen and Shelagh Rowell Endowed Chair and Director, Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education Medical College of Wisconsin (MCW). Prior to moving to MCW she was Professor of Medicine and Surgery (tenured) at New York University Medical School.

Dr. Kalet has devoted her career to ensuring that public investment in health professionals training leads to improved health outcomes in those they serve. Combining her training

in both Health Services and Medical Education Research she has served as the PI on several grants, including from the NSF and NIH to conduct a 7-institution randomized controlled trial of WISE-MD and was founding Director of the Research on Medical Education Outcomes (ROME) a group of cross-disciplinary researchers dedicated to conducting the education and health services research linking medical education to long-term outcomes in learners and patients. With colleagues she led the Program on Medical Education Innovations and Research (PrMEIR) and directed the NYU Clinical Translational Science Institute Translational Research Education and Careers Mentor Development Program (NYU CTSI TREC MDP).

Among her many publications she co-edited a book entitled Remediation in Medical Education: A Midcourse Correction (Springer) which was the first long form scholarly work on this topic. She co-directs the US site of the University of Maastricht School of Health Professions Education master's in health professions education (MHPE). And recently served as chair of the Literature Selection Technical Review Committee, advisory to Director of the National Library of Medicine. She serves on a number of external review boards nationally and internationally and has been engaged in many cross-institutional and internationally curriculum innovation and research projects.

## ORAL PRESENTATIONS

### Session C - 14:45-16:00

*Michelle Cullen*

Co-debriefing: Sharing the Cognitive Load

*Michael Roumeliotis*

Simulation in brachytherapy: proficiency in implanting radioactive seeds

*Fernando Mejia*

Public Health and Preventive Medicine Specialist: So, what kind of doctor are you?

*Nia Abdullayeve*

Are Brain Activities Different? Identifying the neural correlates of visual diagnostic reasoning

*Megan Mercia*

How do patients perceive learner competence? A convergent parallel mixed methods study of inpatients on a medical teaching unit



2019 Symposium photos kindly provided by O'Brien Institute for Public Health



## ORAL PRESENTATIONS

### Session A - 11:15-12:30

*Martina Kelly*

A National Examination of Undergraduate Medical Student Perceptions Toward Academic Family Medicine

*Aliya Kassam*

Exploring the construct of anticipatory stress and finding a job after residency training

*Lorelli Nowell*

Professional Learning and Development Framework for Postdoctoral Scholars

*Leda Stawnychko & Bev Adams*

Education-healthcare partnerships for innovative graduate programming: the case of UCalgary nurse education

*Shawn Dowling*

Using the Calgary audit and feedback framework to get the most out of physician practice reports

### Session B - 13:15-14:30

*Anthony Seto & Josh Kariath*

Multidisciplinary Healthcare and First Aid Provider Training for In-Flight Medical Emergencies: A Crowdsourcing Session followed by an Airplane Simulation

*Anthony Seto & Zahra Premji*

Transforming a Library Resources Lecture to a Show Production for Medical Students: 3 years in the making

*Allison Brown*

How are residents at the University of Calgary learning about Quality Improvement during their postgraduate training?

*Rachelle Lee-Krueger*

A Pan-Canadian Evaluation of the College of Family Medicine Canada's (CFMC's) Fundamental Teaching Activities (FTA) Framework

*Allison Brown*

Exploring the contexts and mechanism that can optimize curricula for teaching Quality Improvement across the continuum of medical training: a realist review

## KEYNOTE ADDRESS

### Transforming the Public's Health Through Medical Education Innovation and Research - Adina Kalet, MD, MPH

By the end of the talk participants will be able to:

- Argue for the importance of patient outcomes in medical education effectiveness research.
- Consider the concepts of educationally sensitive patient outcomes (ESPOs), Resident Sensitive Quality Measures (RSQMs) and other desirable strategies to chart a way forward.
- List at least 3 meaningful ESPOs to incorporate into their own program of scholarship.

In North America as elsewhere, the public makes a tremendous investment in training physicians and other health care professionals. This investment reflects the social contract between society and the professions, and the moral commitment medical education has to serve the public's health. And yet, the field of Medical Education Research, an interdisciplinary, emerging area of scholarship, is not yet fully occupying its role in providing the rich evidence base needed to guide policy and practice. In this talk, Dr. Adina Kalet - the Director of the Arnold D. and Patricia E. Kern Institute for the Transformation of Medical Education at the Medical College of Wisconsin will share findings from work in identifying and studying Educationally Sensitive Patient Outcomes and share thoughts on how medical education scholars of the future might incorporate this concept in their own scholarship.

## OHMES FUNDED STUDY PROFILES

OHMES is pleased to feature the successes and experiences of three PIs who received funding in the very first OHMES funding competition in 2014:

*Janet de Groot* - Exploring contexts and experiences that support senior resident physicians successfully meeting professionalism challenges

*Martina Kelly* - Experiencing the Human Touch in Medicine

*Catherine Patocka* - The impact of spaced instruction on Emergency Medical Services (EMS) provider long term retention of pediatric resuscitation: a randomized controlled trial (RCT)



## WORKSHOPS

### Professionalism Remediation: Using moral psychology to understand and address the vexing learner

Adina Kalet, MD, MPH



Remediation in medical education is the act of facilitating a correction for trainees who started out on the journey toward becoming an excellent health professional but have moved off course. As assessment of clinical competence and professionalism in medical training has become more sophisticated and ubiquitous, educators continue to struggle to find effective and respectful means to work with trainees who don't meet standards, the vast majority of whom will become practicing professionals. Most medical educators understand what is needed to work effectively with trainees who don't know enough or haven't yet mastered the technical aspects of the work, particularly those who have insight into their struggles. The trainees who are most vexing are those who aren't able to consistently act in accordance with the values of the profession, particularly when they lack self-awareness. In this workshop through a series of cases we will explore how work done on the moral psychology of the professions can help us find a way both toward effective professionalism remediation and fair and objective promotion decisions.

By the end of this workshop participants will be able to:

- Recognize the lenses through which we assess and address disturbing trainee behavior.
- Locate challenging trainees on a developmental trajectory of moral reasoning and professional identity formation.
- Use these frameworks to motivate learner self-awareness and design and monitor remediation plans.
- Recognize when a trainee's experience of discrimination is playing a role in underperformance.
- Endorse the essential role of forming a trusting coaching relationship with learners in need of professionalism remediation.
- Consider contributing to the scholarship in this complex area of educational practice.

## WORKSHOPS

### What kind of education scholar are you?

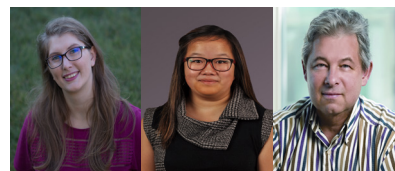
Rachel Ellaway, PhD



There are many paths to education scholarship, there are many ways of being an education scholar. This workshop will lead participants through a series of exercises to help them explore what kinds of scholar they are or might be, and how they might embrace their unique approaches to scholarship more fully.

### Fun and Games: When gamification becomes an infectious teaching tool

Tarryn Bourhill (PhD student), Joyce Li & Derrick Rancourt PhD



This interactive workshop will present an approach to a flipped classroom that generates enthusiasm from students, and encourages imagination and engagement. We will play a few of the games developed by our students as well as highlight the original game (an interactive videogame that teaches the basic concepts of clinical trial design) used to give the students their initial inspiration. We will showcase how effective these games were as teaching tools.

By the end of this workshop participants will be able to:

- Comprehend how gamification can enhance engagement from students in a flipped classroom
- Apply and implement gamification in a flipped classroom setting
- Create and design small games that can be used as examples when teaching a class

