

# OHMES Update

#11 March 2019

## From the Editor



Every time I come to write an introductory overview of what the OHMES community has been up to, I am reminded of how much work and commitment you all put in to our growing community. For that, we thank you! These past few months have been a busy time for our community. We ran our 100<sup>th</sup> medical education journal club, we ran our 5<sup>th</sup> education scholarship symposium, and we opened our new OHMES workspace. We are busy collecting data on the academic performance of OHMES members in support of our strategic plan and prospectus for the next 5 years, and we are working with various people in our community setting up and promoting a series of labs that weave together a variety of activity in and around education scholarship. Exciting times and so much more to come ...

*Rachel Ellaway, March 2019*



## OHMES Office Space

The OHMES office opened in G253 in the Heritage Medical Research Building in November 2018. We have an administrative office and a work/meeting room for 8 people that can be booked by OHMES members for education scholarship purposes. We are continuing to develop our meeting facilities but you are invited to make use of this space. We also encourage you to stop by to see the changes that have been made.

We are pleased to feature artwork in our meeting room by Rachelle Lee, MSc student in the Medical Education Specialization. Rachelle kindly donated the art which is named "Arscience" (Latin for Art and Science) and is her artistic interpretation of a collection of biopsy specimens. Part of this artwork has been accepted as cover art for a future issue of Academic Medicine. Many thanks to Rachelle for contributing to the ambiance in the office!

We look forward to seeing everyone at our Grand Opening in May, which will include pizza, and will have members of our Advisory Committee ready to chat about education scholarship. Details to follow soon.



*'Arscience' by Rachelle Cheuk Woon Lee*

## In Our Community

OHMES is pleased to feature Dr. Aliya Kassam, a non-clinician medical education researcher and one of the first members of OHMES. Dr. Kassam has a passion for mental health and wellness having completed an undergraduate honours degree in Psychology and a Master's degree in Epidemiology specializing in psychiatric epidemiology. She became interested in medical education during her doctoral training in health services research at the Institute of Psychiatry, Psychology & Neuroscience, King's College London (London, England). During her doctoral work, Dr. Kassam studied under the supervision of British psychiatrist Sir Graham Thornicroft a world-renown mental illness stigma expert. For her doctoral thesis, Dr. Kassam studied how best to reduce the stigma endured by people with mental illness when seeking health care. She worked alongside mental health charities to develop tools to evaluate curricula aimed at health care providers' knowledge, attitudes and behaviours to help reduce the stigma experienced by people with mental illness.



Upon completion of her PhD, Dr. Kassam joined the Mental Health Commission of Canada's Opening Minds initiative as a post-doctoral fellow. Opening Minds is the largest systematic effort in Canadian history focused on reducing stigma related to mental illness. Through Opening Minds Dr. Kassam, helped address stigma across Canada by evaluating programs across the country aimed at improving health care providers' understanding of the needs of people with mental illness. As part of her fellowship Dr. Kassam developed the Opening Minds Scale for health care providers (OMS-HC) a scale used to measure attitudes of health care providers which has been used around the world and translated in French, German, Spanish, Italian, Portuguese and other languages.

After completing her post-doctoral fellowship, Dr. Kassam joined the Department of Community of Health Sciences as an Assistant Professor seconded to the Office of Postgraduate Medical Education in 2011. Dr. Kassam's research focuses on how residency education intersects with health services and the quality of care for patients. Her research areas focus on the assessment of intrinsic CanMEDS roles, resident wellness and fatigue risk management, optimizing learning environments, transitioning from medical school to residency as well as ethical issues in residency.

Some projects Dr. Kassam is working on with her graduate students include, quality improvement training in residency education, developing an anti-microbial stewardship curriculum for physicians and pharmacists in hospital pediatrics and exploring how to indigenize the midwifery curriculum for midwifery programs in Alberta. Dr. Kassam is also the principal investigator of a national project involving the Learner Education Handover (LEH), a document for learners which allows them to voluntarily disclose their learning needs when transitioning from medical school to residency. The LEH aims to help learners and programs work together to ensure learners will thrive in residency.

Dr. Kassam is an advocate for learners and seeks to understand how changes at programmatic and systemic levels can help both learners and patients. At present, Dr. Kassam is working to establish a learner wellness lab as part of OHMES. The collaborative non-hierarchical lab is named **W**ellness **I**nnovation **S**cholarship for **H**ealth Professions **E**ducation and Health **S**ciences (WISHES). The WISHES lab will focus on research and scholarship in the areas of mental, physical, occupational, social and intellectual well-being for all learners and faculty at the Cumming School of Medicine.

Dr. Kassam has just returned from maternity leave and in her spare time enjoys cooking, practicing yoga and travelling with her two children and husband.

## 2019 Health & Medical Education Scholarship Symposium



The 5<sup>th</sup> annual OHMES Symposium was held February 20-21, 2019 at the Health Sciences Centre. We were pleased to welcome three fantastic keynote speakers - Dr. Stan Hamstra of the Accreditation Council for Graduate Medical Education, Dr. Shelley Ross from the University of Alberta and Dr. Kevin O'Brien from the University of Southern Florida, along with many established and up-and-coming scholars who presented their research in four oral sessions and a poster and demonstration session. We would also like to thank local scholars Rahim Kachra, Nishan Sharma and Anthony Seto who offered locally-developed workshops "The Calgary Interprofessional Challenge" (Kachra & Sharma) and "Designing Educational Escape Games" (Seto).

There were 110 participants in attendance over the two days including faculty, staff and students, from the University of Calgary and beyond. In addition to the three keynote addresses, there were 20 oral presentations and 19 posters/demonstrations presented, as well as 5 workshops offered. One of our favorite parts of the event is watching participants engage in discussion in-between the sessions...this is where great ideas start!

OHMES would like to thank all the participants, attendees, the Symposium Planning Committee, and the volunteers who made this event possible. The sessions received very positive feedback from participants, and this feedback will be used to form the basis for future events. The 2020 Symposium will reflect this feedback, and include logistical changes in order to increase participation in the various sessions. We look forward to seeing everyone in 2020! Stay tuned for details and a date ...



*Photos by O'Brien Institute for Public Health & Julia MacGregor*

## Health & Medical Education Scholarship Funding Competition 2018-19

OHMES congratulates the successful applicants to our 2018-19 funding competition. We awarded almost \$85,000 in total funding this year. Watch for the announcement of our 2019-20 competition.

Lead investigator	Project Title
Heather Armson	Adapting the R2C2 feedback model to 'in the moment' feedback conversations in the clinical setting
Tahara Bhate	Hospitalist-led Code 66 activations: An interprofessional simulation program to improve competency in Crisis Resource Management (CRM)
Shirmee Doshi	The reliability of simulation in assessing Emergency Medicine resident competence in pediatric resuscitation and trauma scenarios
Heather Jamniczky	Using EEG and eye tracking to create a core competency expertise profile in diagnostic pathology
Rahim Kachra	Failure to Fail: The Patient's Perspective
David Keegan	Testing of the Clinical COACH Model for Day-to-Day CBME Coaching of Clinical Learners
Julie Kromm	Development and Assessment of a Competency Based EEG Curriculum for ICU Nurses to Facilitate Real Time Screening of Continuous EEG for Seizures in Critically Ill Adults
Jason Lord	Risky Business? The Promise and Challenge of Developing, Implementing and Enculturing Group Decision Making Processes Through Competence Committees: an Ethnographic Case Study
Amanda Roze des Ordon	Exploring debriefer approaches to difficult debriefing through conversation analysis
Amelie Stritzke	Advanced neonatal procedural skills - A simulation-based boot camp
Jason Waechter	Measuring Type 2 Thinking during the Diagnostic Process



## Selected recent publications from OHMES members

- **Armson H, Lockyer JM**, Zetkolic M, Könings KD, Sargeant J. [Identifying coaching skills to improve feedback use in postgraduate medical education](#). Med Educ. 2019 Feb 18. doi: 10.1111/medu.13818. [Epub ahead of print]
- **Crowshoe LL**, Henderson R, Jacklin K, Calam B, Walker L, Green ME. [Educating for Equity Care Framework: Addressing social barriers of Indigenous patients with type 2 diabetes](#). Can Fam Physician. 2019 Jan;65(1):25-33.
- **Ellaway RH, Topps D**, Pusic M. [Data, Big and Small: Emerging Challenges to Medical Education Scholarship](#). Acad Med. 2019 Jan;94(1):31-36. doi: 10.1097/ACM.0000000000002465.
- Bates J, Schrewe B, **Ellaway RH**, Teunissen PW, Watling C. [Embracing standardisation and contextualisation in medical education](#). Med Educ. 2019 Jan;53(1):15-24. doi: 10.1111/medu.13740. Epub 2018 Oct 21.

- Tolsgaard MG, **Ellaway R**, Woods N, Norman G. [Salami-slicing and plagiarism: How should we respond?](#). Adv Health Sci Educ Theory Pract. 2019 Mar;24(1):3-14. doi: 10.1007/s10459-019-09876-7.
- Bok H, de Jong HL, O'Neill T, Maxey C, **Hecker KG**. [Validity evidence for programmatic assessment in competency-based education](#). Perspect Med Ed. Published on-line November 2018.
- **Kaba A**, Beran TN. [Navigating complexity of advocacy: the role of peer pressure.](#) Med Educ. 2019 Mar;53(3):317-318. doi: 10.1111/medu.13754. Epub 2018 Dec 10. No abstract available.
- **Kassam A, Cowan M, Topps M**. [Lessons Learned to Aid in Developing Fatigue Risk Management Plans for Resident Physicians](#). Teach Learn Med. 2018 Dec 31:1-10. doi: 10.1080/10401334.2018.1542307. [Epub ahead of print]
- **Lorenzetti DL**, Quan H, Lucyk K, Cunningham C, Hennessy D, Jiang J, Beck CA. [Strategies for improving physician documentation in the emergency department: a systematic review..](#) BMC Emerg Med. 2018 Oct 25;18(1):36. doi: 10.1186/s12873-018-0188-z.
- **Roze des Ordon AL**, Maclsaac L, Everson J, Hui J, **Ellaway RH**. [A pattern language of compassion in intensive care and palliative care contexts](#). BMC Palliat Care. 2019 Feb 2;18(1):15. doi: 10.1186/s12904-019-0402-0.
- **Veale P, Busche K**, Touchie C, **Coderre S, McLaughlin K**. [Choosing Our Own Pathway to Competency-Based Undergraduate Medical Education](#). Acad Med. 2019 Jan;94(1):25-30. doi: 10.1097/ACM.0000000000002410.

OHMES wants to profile and promote the educational scholarship of OHMES members. Please contact [ohmes@ucalgary.ca](mailto:ohmes@ucalgary.ca) to tell us about your publications and other activities so we can profile them in future editions of OHMES Update.



## An OHMES Milestone – 100<sup>th</sup> Medical Education Journal Club



OHMES and the Department of Community Health Sciences celebrated the 100<sup>th</sup> meeting of the Medical Education Specialization Journal Club on March 11, 2019. Hosted by W21C, the 23 attendees enjoyed lunch, cake, and a spirited discussion around issues in and around programmatic assessment. The journal club had its first session on November 14, 2014, as an initiative led by Dr. Aliya Kassam (and while she was on leave Dr. Kent Hecker) and has run regularly ever since, considering papers in and around medical education both new and old, good and bad. We also have guest leaders, often presenting their own papers, or going through a topic of particular interest to them. Attendees include students, faculty, staff, and visiting professors. The format has remained flexible, encouraging critical review and group discussion.

Sessions are held most Mondays from 12-1pm in the Rose Room, 3<sup>rd</sup> Floor TRW. All members of OHMES and members of the University of Calgary community are welcome!

## Local Events

- **Medical Education Leadership Lecture - Dr. Sylvain Coderre, Associate Dean UME**  
**1 May 2019, 12:00-1:30pm, Theatre 4 Health Sciences Centre**  
As part of our series of medical education leadership lectures, Dr. Coderre will share his path in medical education as he completes his term as Associate Dean UME. Details will be available soon.
- **Workshop – Programmatic Assessment & R2C2**  
**17 June 2019, 9:00am-12:00pm, G1500 Health Sciences Centre**  
Join us for a workshop hosted by visiting professor Dr. Subha Ramani, and local experts Drs. Heather Armson and Jocelyn Lockyer. Registration details will be available soon.
- [Medical Education Specialization Journal Club](#)  
**Mondays from September 2018 through May 2019, 12:00-1:00pm, Rose Room, 3rd floor, TRW**  
OHMES and Department of Community Health Sciences host a weekly journal club. Anyone with an interest in medical education is welcome, and attendance can be in-person, via teleconference or Adobe Connect.
- Save the date! The **2020 OHMES Health & Medical Education Scholarship Symposium** will be on Thursday March 5<sup>th</sup> next year. More details to follow.

## Other Events

- [CCME 2019](#)  
13-16 April 2019, Niagara Falls, Ontario
- [2019 International Association of Medical Science Educators – IAMSE](#)  
8-11 June, Roanoke, VA, USA
- [The Bayfield Meeting](#)  
June 24 - 25, Bayfield, ON
- [AMEE 2019](#)  
24-28 August, Vienna, Austria
- [International Conference on Residency Education 2019](#)  
26-28 September, Ottawa, Ontario
- [Sim Summit 2019](#)  
7-8 November, Winnipeg, Manitoba

## Local Funding Opportunities

- [OHMES Medical Education Travel Fund](#)  
Awards up to \$2,000
- [Taylor Institute Teaching and Learning Grants](#)  
Call for applications 2020 grants opens in June 2019

## Other Funding Opportunities

- [Royal College of Physicians and Surgeons of Canada \(RCPSC\)](#)
  - The Dr. Karen Mann Catalyst Grant in Medical Education Research (deadline May 3 2019)
  - Robert Maudsley Fellowship for Studies in Medical Education (deadline September 2019)
  - Royal College/Associated Medical Services CanMEDS Research Development Grant (deadline March 2020)
  - Medical Education Research Grant (deadline March 2020)
- [College of Family Physicians of Canada \(CFPC\)](#)
  - Scholarly Work in Family Medicine Education Grant (deadline March 2020)
  - Janus Research Grants (deadline February 2020)
- [Medical Council of Canada \(MCC\)](#)  
Research in Clinical Assessment (deadline February 2020)
- [Spencer Foundation – Small Research Grants](#)  
Award maximum: \$50,000 - Deadlines: 1 May, 1 August, 1 November 2019, and February 1, 2020
- [Arnold P. Gold Foundation](#)  
Chapter Grants – up to \$1500, intake ongoing  
Supports educational projects that increase humanism in medical education learning environments.
- [Josiah Macy Jr. Foundation](#)  
Board Grants – intake ongoing, President Grants – up to \$35,000, intake ongoing  
Projects related to IPE and teamwork, new curriculum content, new models for clinical education, career development in HPE, education for the care of underserved populations.
- [Max Bell Foundation](#)  
Project Grants – up to \$200,000, intake ongoing  
Funding for projects that impact public policies and practices with an emphasis on health and wellness, and education.



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