

OHMES Update #12 June 2019

From the Editor

It seems like it was just yesterday that we were shovelling snow and awaiting the Spring and now everything is green and warmth. Of course, this also means that we are coming up to the end of another academic year. This past year has been a time of reflection and planning as well as growth and feverish activity. We have been assiduously working at drawing together the prospectus for health and medical education scholarship in Calgary and in doing so we have found much that we can take pride in as a community of scholars. We hope to have this published at the start of the new academic year. We have also been active in all of the usual OHMES activities, the 2019 funding competition is now open, we are planning the 2020 symposium, and we have opened our new offices. We hope you have a relaxing (and productive) summer and will come back energized in the Fall.



Rachel Ellaway, June 2019



OHMES Office Grand Opening

The official grand opening of the new OHMES office (G253 HMRB) took place on May 9, 2019. We were thrilled to have 87 of our members and neighbours join us for pizza and cake over the lunch hour. The OHMES office has fairly limited capacity, however the HMRB atrium accommodated the overflow. It was great to see people connecting, and hopefully planning their next scholarship project.

Although we moved into the office in November 2018, it took several months to adapt the space to our needs with the furniture and AV set up. There is now a meeting space for eight people available to OHMES members for health/medical education related meetings. Please email ohmes@ucalgary.ca to inquire regarding availability.



OHMES Fish



The grand opening was also a welcome event for our newest member of OHMES (#158) ... a Betta fish. Why the office fish? His position provides wellness support to the OHMES office, and specific duties include looking pretty and creating a calm environment. He is also directly involved in the new Education Lab created by Dr. Aliya Kassam – WISHES (Wellness Innovation Scholarship for Health Professions Education and Sciences). See below for details.

Attendees at the Grand Opening were encouraged to submit their suggestions for his name, and 44 fantastic names were submitted including: Bubbles, Ed Ellaway, Oslerina, Rahim, Dr. Adam Bass; as well as pop culture references Archie and Drake (2 nominations each). The OHMES Fish Naming Committee reviewed all of the suggestions, and selected a combination - *Professor p-value Mohandas the Fish*. We encourage you to stop by to visit with him, clean the tank, etc...



WISHES Education Laboratory

The Wellness Innovation Scholarship for Health Professions Education and Health Sciences (WISHES) is a virtual laboratory under the direction of Dr. Aliya Kassam aimed at enhancing the learning experience at CSM by reducing stigma related to illness and creating a safe culture for help seeking. WISHES engages key stakeholders across the CSM, the University, as well as across the province and country to advocate for a more accessible and sustainable approach to managing learner wellness and illness. WISHES is bringing together practitioners and scholars alike to collaborate on learner wellness projects focused on the areas of mental health, physical health, occupational health, social health and intellectual health.

Specific examples include conducting a realist evaluation of resident wellness groups for family medicine residents in rural Alberta, developing and testing the Learner Education Handover (LEH), a document for learners which allows them to voluntarily disclose their health and learning needs when transitioning from medical school to residency, and conducting an environmental scan of wellness initiatives in medical schools across Canada.

WISHES supports scholarship in four major ways by 1) bringing key stakeholders together to collectively design, implement and evaluate wellness strategies 2) offering a venue for learners to engage in dialogue to develop innovative techniques to enhance their own wellness 3) promoting a safe culture for disclosure and help seeking so that improvements can be made at individual, program and system levels that ensure and sustain wellness, 4) challenging current policies and procedures to better reflect wellness and learner advocacy.

WISHES will report on activities and events regularly in the OHMES Update, and will have a special Wellness column entitled "WISHES Well".

"Be the change that you wish to see in the world" - Mahatma Gandhi

In Our Community



OHMES is pleased to feature Dr. Nishan Sharma, a well-known educator and scholar in our community. Nishan has been with OHMES almost since the beginning, and has been one of our main contributors and supporters. From participating on various OHMES committees and being an OHMES consultant, to most recently wearing the OHMES uniform and joining us to serve pizza at our grand opening, we are honoured to have him as part of the OHMES family. The following was written by Nishan, and provides an interesting look at an alternative (and very successful) path in medical education and scholarship activities...

Prior to writing this, I re-read the pieces written about my fellow OHMES community members. I have so much respect for these true scholars, and I am privileged to work with many of them. But it did make me think how my work arc has been quite different from my colleagues. I also think my story (so far) provides an example of the different ways people get into medical education, and the different places people can take this wonderful career.

The first difference between me and most of my peers is why I got into medical education – I wanted to teach and be in the classroom. After finishing my Master's in physiology (Ottawa), I really thought I wanted to go to medical school. I applied, and eventually interviewed at a school, but didn't get in. But that same summer, while I was working as a lab tech at UCalgary, I got a chance to be a TA in a physiology course on main campus. That is when I caught the teaching bug and realized that what I really wanted was to be around the smart people who wanted to be doctors and nurses, but not be a physician myself. That TA gig turned into 10 years of teaching labs and lecture courses in physiology, anatomy, molecular genetics – anything they would give me at UCalgary and at Mount Royal. I still leave every opportunity to be in the classroom with more energy than when I went in. Even now I teach some UME small groups, facilitate in the BHSc capstone research course, and teach an undergraduate Global Challenges Course on main campus.

After those 10 years, I decided that an actual degree in my chosen field might be in order and enrolled in the doctorate in education program at what has now become the Werklund School on main campus. The flexibility of that program allowed me to: 1) learn with people from a variety of different backgrounds with the only commonality being an interest in higher education, 2) keep teaching while I was in school, and 3) pick my own area of interest, and do my doctoral research anywhere I wanted. Problem-based learning was all the rage then (as CBD is now), so I did my research looking at how two medical schools in the UK were implementing PBL – the long-established medical school in Liverpool, and the freshly minted school at the University of East Anglia in Norwich. Though the PhD program in medical education at UCalgary is fabulous, I wouldn't trade my experience outside of the medical school, and the opportunity to live abroad while doing my research - and I learned qualitative research methodology to boot (after being a hardcore quantitative guy).

When I returned to Canada from England, there wasn't a job waiting for me at UCalgary, so I got a job at UAlberta running their third- and fourth-year clerkships in surgery. I loved working with undergraduate medical students, who were always so grateful for the learning opportunities we were creating for them. After a couple of years, I wanted to come back to Calgary and interviewed for what I thought would be a good job to get my foot in the door of the medical school – a position as a research associate at the W21C Research and Innovation Centre. That was eight years ago – I am still at W21C as its Education Lead.

At W21C I learned that by having a degree and some experience in medical education, I had in my hand a golden ticket, and that literally dozens of people and projects were looking for help with some aspect of their research or education. I am so privileged that so many great researchers have given me a chance to work and learn with them. Since 2011, I have worked on projects in end of life care, patient safety and quality improvement, competency by design, transitions of care, antimicrobial stewardship, team communication in surgery, physician advocacy, patient-oriented research, physician wellness...the list goes on. I have been able to create opportunities for learners through UME electives, summer student programs, CME courses, BHSc mentorship, and an interprofessional challenge (that gives med students the chance to learn alongside students from across campus). I have also got to indulge in what has now become a passion for educational podcasting. In 2017, my golden medical education ticket got me a chance to work with the World Health Organization on ICD-11, which was officially endorsed by the

United Nations just this week. My experience working on ICD-11 with people in all aspects of medicine, all around the world, has been life changing.

My experience in medical education is that everyone, here in Calgary, and across Canada, have been so willing to collaborate and open to sharing their work. In many fields, including other aspects of medicine, the landscape is dominated by silos, so I am truly grateful to be in medical education. Besides providing me the opportunity to work with so many wonderful people, what I most value about medical education is that it lets me be a generalist. What drives me is working with and connecting different people, in different areas of medicine, all trying to make care better.



2020 Health & Medical Education Scholarship Symposium



Dr. Lara Varpio

The sixth annual Health & Medical Education Scholarship Symposium will be held on **Thursday, March 5, 2020**. We are pleased to announce that Dr. Lara Varpio from the Uniformed Services University of the Health Sciences, has been confirmed as one of the keynote speakers. Additional keynote speakers will be announced in Fall 2019.

Based on the feedback from participants and smaller attendance numbers on the second day of past symposiums, the 2020 Symposium will have a revised format and move to one full day of events. In an effort to increase attendance at individual sessions, the lunch and poster session will be combined, and there will be fewer conflicting workshops and oral sessions offered. A panel debate is also being considered as a new session.

The planning committee will finalize the format and agenda by Fall 2019, and a Call for Abstracts will be made shortly thereafter. Registration for the Symposium will open in January 2020. We hope to see you there!



Health & Medical Education Scholarship Funding Competition 2019-20

OHMES is pleased to announce the sixth annual Health & Medical Education Scholarship Funding Competition. As in recent years, a Letter of Intent (LOI) process will be used to ensure that the proposed projects are feasible and have a direct link to health/medical education before proceeding to the full proposal stage. LOIs are due **27 September 2019**, PIs must be OHMES members, and funding is to a maximum of \$10,000 per project. Visit the [OHMES website](#) for details.

Please note that conference and publication costs are now eligible expenses for this competition. Total conference travel/publication fees can total up to 20% of the total funding requested. Visit [OHMES Funding Request and Expense Policies](#) for details.



Recent Awards Earned by OHMES Members

Dr. Kent Hecker

Neuroeducation mechanisms of psychosocial contexts on team-based learning. Funded by AMEE Research Grants Programme: \$17,000. Co-Investigators – Drs. Tom O'Neill and Olav Krigolson.

Dr. Jeffrey Lin

Awarded 2nd place, best research abstract. Lin Y, Hecker K, Cheng A, Grant V, Currie G. Cost-effectiveness analysis of workplace-based distributed CPR training in pediatric healthcare providers. 11th International Pediatric Simulation Symposia and Workshops, Toronto, Ont. Canada May 20 – 22, 2019.

Dr. Rachel Ellaway

Recipient of the 2019 RCPSC *Duncan Graham Award* for Outstanding Contribution to Medical Education.
and

Recipient of the 2019 *CAME Ian Hart Award*, which recognizes senior faculty who have made an exceptional contribution to medical education throughout their academic career.

Dr. Susan Bannister

Recipient of the 2019 *CAME Certificate of Merit Award* which promotes, recognizes and rewards faculty committed to medical education in Canadian Medical Schools.

Dr. Tom Rosenal

Recipient of the 2019 *CAME Certificate of Merit Award* which promotes, recognizes and rewards faculty committed to medical education in Canadian Medical Schools.



Selected Recent Publications from OHMES Members

- **Brown A**, Nidumolu A, McConnell M, **Hecker K**, Grierson L. [Development and psychometric evaluation of an instrument to measure knowledge, skills, and attitudes towards quality improvement in health professions education: The Beliefs, Attitudes, Skills, and Confidence in Quality Improvement \(BASiC-QI\) Scale.](#) Perspectives on Medical Education. 2019. <https://doi.org/10.1007/s40037-019-0511-8>.
- Conway-Hicks S, **de Groot JM**. [Living in two worlds: Becoming and being a doctor among those who identify with "not from an advantaged background"](#). Curr Probl Pediatr Adolesc Health Care. 2019 May 3. pii: S1538-5442(19)30023-9. doi: 10.1016/j.cppeds.2019.03.006. [Epub ahead of print]
- **Jalil R**, Warren R, **Ma IWY**. [Point of care ultrasound training needs for primary care physicians: Practice setting matters.](#) Cogent Education. Vol 6, 2019 – Issue 1.
- **Malhi RL**, Ornstein J, **Myhre D**. [The impact of rural rotations on urban based postgraduate learners: A literature review.](#) Med Teach. 2019 May 1:1-9. doi: 10.1080/0142159X.2019.1588458. [Epub ahead of print]
- **Kassam A**, Ruetalo M, **Topps M**, Mountjoy M, Walton M, Edwards S, Nickell L. [Key stakeholder opinions for a national learner education handover.](#) BMC Med Educ. 2019;19(1):150.

- Rennert-May E, Conly JM, Dersch-Mills D, **Kassam A**, LeMay M, Vayalunkal J, **Constantinescu C**. [Development of a competency-based medical education curriculum for antimicrobial stewardship](#). Journal of the Association of Medical Microbiology and Infectious (JAMMI) Disease Canada. 2019;4(1):6-14.
- Thoma B, Turnquist A, **Zaver F**, Hall AK, Chan TM. [Communication, learning and assessment: Exploring the dimensions of the digital learning environment](#). Med Teach. 2019 Apr 11:1-6. doi: 10.1080/0142159X.2019.1567911. [Epub ahead of print]
- Stergiopoulos E, **Ellaway RH**, Nahiddi N, Martimianakis MA. [A Lexicon of Concepts of Humanistic Medicine: Exploring Different Meanings of Caring and Compassion at One Organization](#). Acad Med. 2019 Apr 2. doi: 10.1097/ACM.0000000000002732. [Epub ahead of print]
- **Ellaway RH, Malhi RL, Woloschuk W, de Groot JM**, Doig CJ, **Myhre D**. [An Axiological Analysis of One Medical School's Admissions Process: Exploring Individual Values and Value Systems](#). Acad Med. 2019 Mar 12. doi: 10.1097/ACM.0000000000002698. [Epub ahead of print]

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



Local Events

- [The Pros and Cons of Developing a Program of Research vs. Individual Studies: an Interactive Workshop](#)
17 June 2019, 9:00am-12:00pm, G1500 Health Sciences Centre
Join us for this workshop hosted by visiting professor Dr. Subha Ramani, and local experts Drs. Heather Armson and Jocelyn Lockyer on developing approaches to programmatic research. Please register for this exciting event at ohmes@ucalgary.ca.
- Save the date! The **2020 OHMES Health & Medical Education Scholarship Symposium** will be on Thursday March 5. Dr. Lara Varpio, Uniformed Services University of the Health Sciences, has been confirmed as one of the keynote speakers. More details to follow soon.
- Save the date! **Banff Symposium on Practice-Based Remediation**, Wednesday September 11 and Thursday September 12th. Banff Centre, Banff, AB. Contact armson@ucalgary.ca

Other Events

- [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](#)
Applications due 28 October 2019

Other Funding Opportunities

- [National Board of Medical Examiners – Stemmler Medical Education Research Fund](#)
Award maximum: \$150,000, Deadline: 1 July 2019
- [Royal College of Physicians and Surgeons of Canada](#) (RCPSC)
Robert Maudsley Fellowship for Studies in Medical Education - Deadline September 2019
- [Spencer Foundation – Small Research Grants](#)
Award maximum: \$50,000 - Deadlines: 1 August, 1 November 2019, and February 1 and May 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.



Office of Health and Medical Education Scholarship (OHMES)
G253 Heritage Medical Research Building
3330 Hospital Drive NW
Calgary, AB T2N 4N1
403-220-4342

ohmes@ucalgary.ca

cumming.ucalgary.ca/ohmes

@UCalgaryOHMES