

OHMES Update

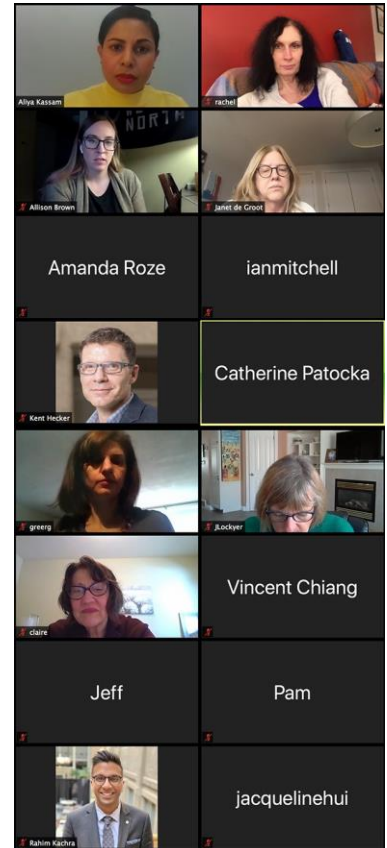
#15 April 2020

From the Editor

This is a Spring like no other we have seen in recent history. One moreover where medicine and medical education are being stretched and altered in ways never seen before. As I write this, we are several weeks into the major changes in our working and home lives and we are still unclear how long this emergency will continue. While most of our clinical colleagues are focused on how to handle the emergency in terms of patient care, others have been tasked with managing changes to educational programming, supporting students and teachers, planning for how we can sustain activities during COVID-19, and planning for what will happen next. The role of medical education scholarship at this time is perhaps a little unclear as this is not a time to be asking more of our teachers or learners, or to be distracting them with experiments and interviews.

Nevertheless, the Calgary community has been quick to mobilize with studies already underway looking at how health and medical education has adapted to the current situation and with what consequences. For instance, Allison Brown, Aliya Kassam, Mike Paget, and Rahim Kachra have started a cross-sectional survey of medical students and residents around the world exploring the broad impact of the COVID-19 emergency on their learning. In part, our community's response reflects the call from WHO Director-General Dr. Tedros Adhanom Ghebreyesus to nations around the world to 'expand, train and deploy your public health force' in order to fight the virus. But it goes deeper, as it is likely that we will need to reappraise the needs and priorities of health professional education and training and the role of educators and trainees in preparing for future challenges as well as in serving society's healthcare requirements. The role of robust education scholarship will be central to this.

In the meantime, the OHMES community continues to come together as best we can. We are continuing our Monday Journal Club online facilitated by Dr. Aliya Kassam using Zoom and you are all very welcome to join us – contact ohmes@ucalgary.ca to get on the mailing list to receive the weekly readings and the Zoom link. Research teams are continuing to meet and collaborate, classes in the medical education specialization continue, and small and large meetings of scholars are continuing the work of our scholarly community in many other ways. I would ask that you do make an active effort to stay in touch with each other and to support each other in these strange times. Now, more than ever, we need community.



The OHMES/Medical Education Specialization Journal club continues weekly on Zoom on Monday lunchtimes.

In Our Community: Allison Brown



*OHMES is excited to feature **Allison Brown**, a graduate student in the Medical Education specialization who successfully defended her PhD thesis this month. Allison has been actively involved in the med ed community and OHMES since her arrival to the University of Calgary in 2017. She is a member of the OHMES Symposium planning committee, a dedicated presence at the Med Ed Journal Club, and is involved in a number of OHMES-funded studies, in addition to her many other projects in the CSM. We look forward to her continued involvement as Dr. Brown!*

A bit about me? I have spent the last three years here in Calgary as a PhD student in the Medical Education program under the supervision of OHMES scientists, Dr. Aliya Kassam and Dr. Kent Hecker. Before moving to Calgary, I spent ten years at McMaster University, where I discovered my passion for medical education during my time working in the Michael G. DeGroote School of

Medicine. In 2017, I completed a Master of Science in Health Research Methods under the supervision by Dr. Lawrence Grierson (McMaster Education Research, Innovation and Theory).

As a scientist, I consider myself a generalist medical education researcher. I am a research methods nerd motivated by complex problems, so my research interests are quite diverse - which either reflects my inability to do one thing (squirrel!) or perhaps a deep motivation to tackle real-world challenges. But since I technically had to focus on one area for my PhD, my doctoral research has focused on how best to teach the areas of quality improvement (QI) and patient safety in medical education. This research aims to inform the curriculum in both medical schools and residency programs in order to produce a generation of improvement-oriented doctors who can collaborate in efforts that reduce the prevalence of harm and error in medicine, and ultimately, optimize healthcare systems to deliver safe, high quality care to all.

Moving forward, I hope to continue to focus my research on performance improvement – of systems, and of people. Much like my supervisor Dr. Hecker, I love statistics and in particular, psychometrics. I am interested in performance assessment and analytics in medicine and medical education. I'm hopeful there will be an abundance of large data sets for me to geek over in the future. And much like the scholarship of Dr. Kassam and Dr. Rachel Ellaway here, I am also interested in powerful mixed-methods and qualitative research that captures the richness of human experience, as well as research that tackles structural inequities and social injustices in medicine and medical education.

So, that's a little bit about my PhD research and future areas of interest as a scientist. Anyone who knows me well knows I love to talk about myself and research and could go on for hours, but I'd also like to capitalize off this opportunity to talk a little bit about what my experience here in Calgary has been like and acknowledge the wonderful medical education community here. When I first moved here in 2017, Calgary immediately felt like home. There is something special about the University of Calgary – it's not just the fresh mountain air, or the fact that you're in the sunniest city in Canada.

I think back to that first year of my PhD when I was focused on completing my coursework, I spent a LOT of time with Dr. Ellaway. I really did learn a lot from her – not just about medical education, science, and philosophy (the a priori learning objectives definitely achieved)... but I also learned about... pop culture? History? Physics? Space? Star Wars/Trek/Gate? (inevitable topics when you spend that much time with Dr. Ellaway). It was...incredible. And I'm not really sure how much she learned from me that year other than maybe some new sports metaphors (I am proud to say I have heard her use the phrase "hail Mary" flawlessly in several professional settings).

During the first-year doctoral seminar (3 hours, one-on-one with Dr. Ellaway every week!) we also had a number of scholarly discussions about Harry Potter. I tend to often bring up Harry Potter because, honestly, I haven't really gotten over the fact that I didn't receive an invite to Hogwarts School of Witchcraft and Wizardry. It still stings. It means two things for me:

1) the wizarding world is not real (seriously though, how would we, as muggles, ever know?); or 2) that I lack magical powers (more likely, despite how much it hurts me to accept this reality). Each week during seminar, we would discuss different topics, trends, methods, philosophies, scholars (as per the syllabus), but inevitably, me being still upset about not having magical powers, I would often draw parallels from what we were discussing in seminar to the Harry Potter books (and the legitimate, totally realistic wizarding world). I legitimately learned how to apply the principles of critical realism through one applied exercise we did together about the (arguably failed?) pedagogy of Hogwarts. Despite how silly this all sounds as I write this, I still can't believe how much learning and growth happened in that first year. But I also wanted to write about this because as I wrap up my PhD here, I want to talk about something that Dr. Ellaway said during seminar in that first year that I can't get out of my head:

"Science is magic." I think about this often. I thought about this as I wrote my thesis this past year. I heard this in my head during the OHMES symposium this past month as I sat through the exceptional presentations by so many inspiring scholars here. I can't help but think about what a privilege it is to part of this community - to know so many others who share similar interests and visions, who want to make this world a better place, and who want to have fun while doing it. I think that is quite magical.

As I graduate this spring, I must admit I am quite sad to be ending my tenure as a graduate student. I will miss my weekly meetings with my PhD supervisors, Dr. Kassam and Dr. Hecker (but I might just show up in their offices weekly just for fun). I will miss the deeply philosophical meetings with Dr. Hecker and Dr. Ellaway, where our minds would metaphorically explode trying to work on one part of my doctoral research - or what the terms retrodictive, retroductive, abductive are (I still have no idea). Being a learner here in Calgary has truly been an enormous privilege. But being a learner isn't just about learning here - it's also about personal transformation and growth. That's actually magic.

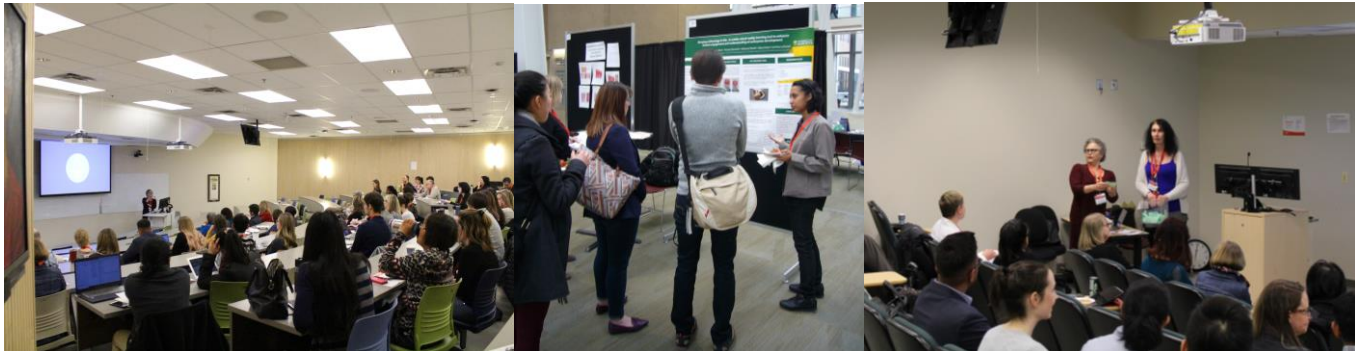
As medical education scholars, we get to study the world. We get to look at medicine and medical education and say, "huh, that's weird isn't it? why is that?" and "let's improve the training of physicians so we can better meet the evolving needs of society." We get to explore phenomena that aren't directly visible to the human eye. We get to try out some of the wildest ideas, and we get to learn more from our failures than we might learn from our successes. We get to push the boundaries of knowledge and performance in the world around us. We get the opportunity to influence the quality and safety of patient care. We have the opportunity to make the world a better place. And although sometimes it might feel like our science isn't as cool as being 'Bill Nye the Science guy-style lab scientists' who presumably have secret labs with fancy equipment and microscopes, I think Dr. Ellaway is right: science is magic. What we, medical education scholars, do, is magic. And the University of Calgary is definitely a better version of Hogwarts.

Allison can be contacted at allison.brown@ucalgary.ca or on Twitter (@allison_rants) where she often posts content relevant to medical education scholars... but is also prone to tweeting about sports.



2020 Health and Medical Education Scholarship Symposium

The sixth annual Health & Medical Education Scholarship Symposium was held on Thursday, March 5, 2020. There were 97 people in attendance from the University of Calgary (from the Faculties of Medicine, Nursing and Education), University of Alberta, University of Ottawa, Mount Royal University, and Alberta Health Services. We welcomed Dr. Adina Kalet, of the Medical College of Wisconsin and New York University, as the keynote speaker. Her keynote and workshop were well-received by the attendees. There were 3 workshops, 14 oral presentations, 22 posters and demonstrations presented, and lots of great conversation during and between sessions. We would like to thank all the presenters and attendees for making this a successful event and we look forward to announcing a date for the 2021 Symposium shortly.



Health & Medical Education Scholarship Funding Competition 2019-20

OHMES congratulates the successful applicants to our 2019-20 funding competition. We awarded \$65,067 in total funding this year. Watch for the announcement of our 2020-21 competition in June.

Lead investigator	Project Title
Suzette Cooke	Can you RELATE? Navigating Care Crises and Building Trust with Parents in the Pediatric Hospital Setting: A Workshop and Simulation-Based Curriculum for Pediatric Residents
Martina Kelly	Perceiving patients' emotional cues: a mixed methods study with medical and nursing students
Rebecca Malhi	Experiences of Physicians in Rural Practice: A Human Library Approach
Marcy Mintz	The Assessment of Internal Medicine Evaluations in Residency Study (AIMERS)
Kathleen Moncrieff	Quantifying variance in patient care attributed to the residency program training of their family physician
Pamela Roach	Understanding Educational Experiences across CSM: Informing Critical Indigenous Health Education
Shannon Ruzycki Keith Wycliffe-Jones	The impact of accent on assessment of residents by physicians, nurses and patients Do Canadian medical graduates perceive the process for the selection for Family Medicine Residency Training in Canada as fair?

WISHES Education Laboratory



Much has happened since the beginning of the year with respect to Wellness Innovation Scholarship for Health Professions Education and Health Sciences (WISHES). Our letter to the editor was published in the January 2020 issue of *Academic Medicine* which introduced the WISHES purpose and framework. We like to call it the WISHES manifesto! You can find it [here](#).



We welcomed Ms. Stephana Cherak to the WISHES lab in January. Stephana will be working on wellness related research for the Office of Postgraduate Medical Education and WISHES. Stephana is a PhD Student in Epidemiology in the Departments of Community Health Sciences and Critical Care Medicine at the University of Calgary. Check out Stephana's article in *Nature* on out-of-office replies and work-life balance: <https://www.nature.com/articles/d41586-020-00275-2> We also welcomed Ms. Benedicta Antepim to the WISHES lab in February. Benedicta is an MA student in educational research at the Werklund School of Education, where her research focuses on cultural competency education in the health sciences. Both Stephana and Benedicta are working on various projects related to learner wellness at CSM.



The environmental scan results were presented at the OHMES symposium on March 5 along with a showcase of wellness-related poster presentations:

Karen Chadbolt - An Intervention: Debt Education and Strategies for Calgary Medical Students

Aliya Kassam - An Environmental Scan of the Wellness Infrastructure in Canadian Medical Schools: Implications for Frameworks and Programming

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

We would like to congratulate WISHES strategic advisory committee member, Allison Brown for successfully passing her thesis defence on March 18. Congratulations Allison!

The COVID-19 pandemic has had major implications for the Cumming School of Medicine and learner wellness. We would like to thank all of our learners who have been involved with providing front-line care, contact tracing as well as research related to COVID-19. **We have prioritized our CSM-wide learner wellness needs assessment during the COVID-19 pandemic to determine how we can best support our learners during this time.** This study has received REB approval from the University of Calgary (REB20-0117_MOD1) and **we invite all BHSc, BCR, GSE, UME and PGME learners to complete this voluntary anonymous survey at:** https://survey.ucalgary.ca/jfe/form/SV_424yyzWjW7HMly5

WISHES collaborators Allison Brown and Rahim Kachra are lead investigators on a cross-sectional survey to explore **how the COVID-19 pandemic has influenced medical students and residents around the world.** As part of this, they are collecting data from a diverse range of learners across numerous levels of training, institutions, and countries. This voluntary, anonymous survey takes approximately 5-12 minutes, depending on the participants' demographics and level of training. This study has received REB approval from the University of Calgary (REB20-0484) and can be accessed here: https://survey.ucalgary.ca/jfe/form/SV_b1pgkMgAJqacud7



We have had to postpone visiting scholar Dr. Javeed Sukhera on April 2nd and 3rd but will reschedule his in-person visit as soon as we can.

I hope that each of you and yours stay safe and well.

Aliya Kassam, PhD

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." Barack Obama

OHMES Member Awards & Grants

Congratulations to **Dr. Heather Jamniczky** who received a 2020 3M National Teaching Fellowship, one of only ten in Canada! Heather is an Associate Professor in the CSM, teaches anatomy to CSM learners, and has an active research portfolio which includes the area of teaching and learning. Heather is also a 2018 OHMES grant recipient for the project *Using EEG and eye tracking to create a core competency expertise profile in diagnostic pathology*. We look forward to learning the results from this at a future OHMES Symposium.

Congratulations to CSM recipients of the [University of Calgary Teaching & Learning Grants](#):

Practical Leadership for University Scholars 3I: Indigenous Leadership - Principal Investigator: **Pamela Roach**, PhD,
 Team Members: **David Keegan**, MD, Kenna Kelly-Turner, **Amanda Lee Roze des Ordon**s, MD

Developing and Evaluating the Impact of Professional Experiential Learning Opportunities for Thesis-Based Graduate Students - Principal Investigator: **Elizabeth Oddone Paolucci**, PhD



CSM at CCME

We would like to recognize all of the presenters from the Cumming School of Medicine who were scheduled to present at CCME 2020 in Vancouver. Although the conference has moved to an on-line format, and only plenaries will be shown, the CSM was going to be well-represented again this year in workshop, oral and poster presentations. We hope to schedule a local CSM@CCME event as soon as possible, which will feature some of the CSM CCME oral and poster presenters.

The following were listed as authors in the CCME program:

Daniel Andruchow	Nicole Ertl	Rachelle Lee-Krueger	Mitchell Rohatensky
Heather Armson	Sue-Ann Facchini	Jocelyn Lockyer	Amanda Roze des Ordon
Kayla Atchison	Sharon Foster	Joshua Low	Shannon Ruzycski
Cheryl Barnabe	Georgina Freeman	Irene Ma	Cydnee Seneviratne
Amber Barlow	Alex Frolkis	Rebecca Malhi	Anthony Seto
Aleem Bharwani	Divya Garg	Shireen Mansouri	Nazia Sharfuddin
Joshua Brochu	Lauren Griggs	Mackenzie Margetts	Nishan Sharma
Kathryne Brockman	Rachel Grimminck	Kendra Martel	Lucas Streith
Allison Brown	Kent Hecker	Megan Mercia	Stephanie Smith
Kevin Busche	Alya Heirali	Kevin McLaughlin	Yves Starreveld
Irina Charania	Rita Henderson	Ellen McLeod	Megan Thomas
Jian Choo	Jihane Henni	Allison Michaud	David Topps
Sylvain Coderre	Joan Horton	Stephen Mintsoulis	Maureen Topps
Lara Cooke	Jacqueline Hui	Dean Mrozowich	Zachary Urquhart
Ashley Cornect-Benoit	Sarah Jacobs	Doug Myhre	Miranda Wan
Sean Crooks	Deirdre Jenkins	Christopher Naugler	Rachel Ward
Lynden Crowshoe	Robert Johnston	Jodie Ornstein	Sarah Weeks
Melinda Davis	Rahim Kachra	Mike Paget	Molly Whalen-Browne
Janet de Groot	Josh Kariath	Catherine Patocka	Sonja Wicklum
Janeve Desy	Aliya Kassam	Gemma Percival	Ian Wishart
Shawn Dowling	Martina Kelly	Amy Poelzer	Wayne Woloschuk
Elaine Dumoulin	William Kennedy	Zahra Premji	Keith Wycliffe-Jones
Paige Durling	Kyle Lafreniere	Joanna Rankin	Nathan Zondervan
Rachel Ellaway	Sonya Lee	Franco Rizzuti	

Selected Recent Publications from OHMES Members

- Altabbaa G**, Rave AD, Laberge J. [A simulation-based approach to training in heuristic clinical decision-making.](#) *Diagnosis (Berl)*. 2019 Jun 26;6(2):91-99. doi: 10.1515/dx-2018-0084.
- Altabbaa G, Kaba A**, Beran T. [Moving on from structured communication to collaboration: a communication schema for interprofessional teams.](#) *Journal of Communication in Healthcare - Strategies, Media and Engagement in Global Health*. Volume 12, 2019 - Issue 3-4.
- Armson H, Wycliffe-Jones K**, Mackay MP, Roder S. [Academic Half-Days: Facilitated Small Groups to Promote Interactive Learning.](#) *Fam Med*. 2020 Jan;52(1):53-64. doi: 10.22454/FamMed.2020.947981.
- Cheng A**, Eppich W, Kolbe M, Meguerdichian M, Bajaj K, **Grant V**. [A Conceptual Framework for the Development of Debriefing Skills: A Journey of Discovery, Growth, and Maturity.](#) *Simul Healthc*. 2020 Feb;15(1):55-60. doi: 10.1097/SIH.0000000000000398.
- MacLeod A, **Ellaway RH**, Paradis E, Park YS, Young M, Varpio L. [Being Edgy in Health Professions Education: Concluding the Philosophy of Science Series.](#) *Acad Med*. 2020 Feb 25. doi: 10.1097/ACM.00000000000003250. [Epub ahead of print]
- Ellaway RH**, Kehoe A, Illing J. [Critical Realism and Realist Inquiry in Medical Education.](#) *Acad Med*. 2020 Feb 25. doi: 10.1097/ACM.00000000000003232. [Epub ahead of print].
- Ellaway RH**. [Postmodernism and Medical Education.](#) *Acad Med*. 2019 Dec 17. doi: 10.1097/ACM.00000000000003136. [Epub ahead of print]
- De Visser A, **Hatfield J, Ellaway R**, Buchner D, Seni J, Arubaku W, Najjuma JN, Hollaar G [Global health electives: Ethical engagement in building global health capacity.](#) *Med Teach*. 2020 Feb 21:1-8. doi: 10.1080/0142159X.2020.1724920. [Epub ahead of print].
- Kassam A, Ellaway R**. [Acknowledging a Holistic Framework for Learner Wellness: The Human Capabilities Approach.](#) *Acad Med*. 2020 Jan;95(1):9-10. doi: 10.1097/ACM.00000000000003026.
- Dornan T, Roy Bentley S, **Kelly M**. [Medical school faculty's discursive positioning of doctors in relation to patients.](#) *Med Educ*. 2020 Jan 28. doi: 10.1111/medu.14074. [Epub ahead of print].
- Kelly M**, Svrcek C, King N, Scherpbier A, Dornan T. [Embodying empathy: A phenomenological study of physician touch.](#) *Med Educ*. 2019 Dec 3. doi: 10.1111/medu.14040. [Epub ahead of print]
- Keren D, Lockyer J, Kelly M**, Chick N, **Ellaway RH**. [In Our Own Time: Medical Students' Informal Social Studying and Learning.](#) *Teach Learn Med*. 2020 Mar 16:1-9. doi: 10.1080/10401334.2020.1733579. [Epub ahead of print].
- Ma IWY**, Steinmetz P, Weerdenburg K, Woo MY, Olszynski P, Heslop CL, Miller S, Sheppard G, Daniels V, Desy J, Valois M, Devine L, Curtis H, Romano MJ, Martel P, Jelic T, Topping C, Thompson D, Power B, Profetto J, Tonseth P. [The Canadian Medical Student Ultrasound Curriculum: A Statement From the Canadian Ultrasound Consensus for Undergraduate Medical Education Group.](#) *J Ultrasound Med*. 2020 Jan 13. doi: 10.1002/jum.15218. [Epub ahead of print].

Ambasta A, Ma IWY, Woo S, Lonergan K, Mackay E, Williamson T. [Impact of an education and multilevel social comparison-based intervention bundle on use of routine blood tests in hospitalised patients at an academic tertiary care hospital: a controlled pre-intervention post-intervention study](#). BMJ Quality & Safety Published Online First: 10 February 2020. doi: 10.1136/bmjqs-2019-010118.

Roumeliotis M, Quirk S, Husain S, Guebert A, Watt E, Frederick A, Martell K, Hilts M, Crook J, Batchelar D, Ma I, Meyer T. [Establishing a simulation-based education program for radiation oncology learners in permanent seed implant brachytherapy: Building validation evidence](#). Brachytherapy. 2019 Nov 27. pii: S1538-4721(19)30619-1. doi: 10.1016/j.brachy.2019.11.001. [Epub ahead of print].

Sigalet EL, Lufesi N, Dubrowski A, Haji F, Khan R, Grant D, Weinstock P, Wishart I, Molyneux E, Kissoon N. [Simulation and Active Learning Decreases Training Time of an Emergency Triage Assessment and Treatment Course in Pilot Study in Malawi: Implications for Increasing Efficiency and Workforce Capacity in Low-Resource Settings](#). Pediatr Emerg Care. 2020 Jan 27. doi: 10.1097/PEC.0000000000001996. [Epub ahead of print].

OHMES would like 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.



Local Events

- **Visiting Professor – Dr. Javeed Sukhera - POSTPONED**
Dr. Sukhera was scheduled to visit on April 2-3, 2020, but this has been postponed until further notice. We look forward to his planned in-person seminars:
Stigma in the Mirror: A Critical Look at Wellness Initiatives in Health Professions Education;
Bias and the Educator - Recognizing and Managing Implicit Bias in Health Professions Education;
Stigma Deconstructed: Exploring, Understanding, and Addressing Structural Stigma in Canada
- **CSM@CCME – TBA**
This event will feature oral and poster presenters who were invited to present at CCME 2020.

Other Events

- [CCME 2020 On-Line](#)
18-21 April 2020
- [AMEE 2020](#)
5-9 September 2020, Glasgow, UK
- [International Conference on Resident Education \(ICRE\)](#)
24-26 September, Vancouver, BC
- [Sim Expo 2020](#)
19-20 October 2020, Toronto, Ontario

Local Funding Opportunities

- [OHMES Medical Education Travel Fund](#) – **SUSPENDED for 2020-21**
The Medical Education Travel Fund is suspended for the 2020-21 fiscal year due to university-wide budget cuts. OHMES will not be accepting applications to the fund during this time. This action will be reviewed at the end of 2020-21, and a decision will be made for 2021-22.
- The [OHMES Health Science and Medical Education Research & Innovation Funding Competition](#) will be announced in June 2019. Stay tuned for details!
- [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](#)
 - [Royal College/Associated Medical Services CanMEDS Research Development Grant](#)
 - [Medical Education Research Grant](#)
- [Spencer Foundation – Small Research Grants](#)
Award maximum: \$50,000 – 2020 Deadlines: 3 March, 1 July, 3 November
- [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 & Development 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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