

OHMES Update

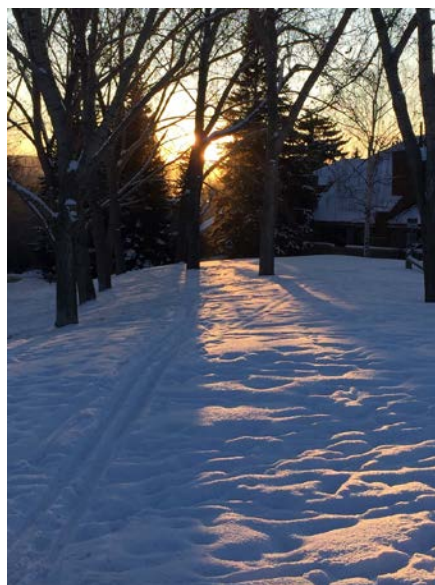
#18 December 2020

From the Editor

And so farewell to 2020. If ever there was a year in recent memory that was overtaken by events it has been this one. COVID-19 (in case you had not noticed) caused a few ripples and introduced us to PPE, Zoom, and the pivot, while tragic events in the US and elsewhere brought BLM and EDI concerns to the fore. The struggling economy, funding cuts in higher education, and the impacts of climate change were only some of the factors adding to this already heady mix. Quite what the impacts of these developments on health professions education scholarship will be is still unfolding. What is clear is that the amazing work of Calgary's health professions education scholars has continued and adapted to the challenges with creativity, good humour, and dedication. For that I thank you, more perhaps than you will ever know.

I am writing this on the day that the COVID vaccine has started to be distributed in Alberta and from that perspective I am looking forward to the year ahead even though it will doubtless have its challenges. I hope you will be able to take time to rest and recuperate where you can and to be kind to those who cannot. To you all, sláinte!

- Dr. Rachel Ellaway



2021 Health & Medical Education Scholarship Symposium



The seventh annual Health & Medical Education Scholarship Symposium will be held on **Thursday, February 18, 2021**. We are excited to welcome **Drs. Chris Watling** (Director of the Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, Western University) and **Dr. Saleem Razack** (Director of the Office of Social Accountability and Community Engagement, Faculty of Medicine, McGill University) as the keynote speakers.

The Symposium will be held on-line only this year, and sessions will be modified and shortened to accommodate this format. The event will include workshops, oral sessions, and poster presentations. This is a free event open to anyone with an interest in health and medical education scholarship.

The Call for Abstracts closed on December 7, and registration for the Symposium will open in January 2021. Visit the [OHMES website](https://ohmes.ucalgary.ca) for more information or contact ohmes@ucalgary.ca.

In Our Community: Shannon Ruzycki



OHMES is pleased to feature **Dr. Shannon Ruzycki**, a clinician with a research and advocacy interest in equity, diversity and inclusion and medicine. Dr. Ruzycki's work demonstrates the impact that education scholarship can have on changes in practice in education and clinical environments. Dr. Ruzycki chairs the Department of Medicine Research Committee, is a recipient of a 2019-20 OHMES Funding Competition grant, and is a member of the [WISHES Advisory Committee](#).

I am a Clinical Assistant Professor and general internist working at the Foothills Medical Centre and Rockyview General Hospital. I finished my MPH with dual concentration in Epidemiology and Quality, Patient Safety, and Outcomes Research from Johns Hopkins in 2019 with the intent of doing research primarily in perioperative quality improvement; however, in my last year of fellowship training I ended up working on a massive qualitative project looking at [experiences and perceptions of gender equity](#) in the Department of Medicine and now I do scholarly and advocacy work in both perioperative medicine and equity.

My EDI research focuses on understanding the experiences of physicians and trainees who are marginalized with the aim of developing interventions to improve the medical workplace for these physicians. Along with collaborators, I recently closed a pan-provincial survey of physician diversity in Alberta and will soon report on who works in Alberta, what types of leadership positions they hold, and how their workplace experiences differ by characteristics like race, ethnicity, and gender. I am just wrapping up a resident-led scoping review on adverse pregnancy outcomes for physicians and trainees. In addition, we are currently collecting data for a project measuring anti-Indigenous bias in medical students and medical school applicants and will use these results to design education interventions. Lastly, we are currently designing projects to better understand experiences of racism of physicians in the Cumming School of Medicine, the influence of sex and gender on cancellations and postponements of surgery, and the influence of sexism on patients.

The most important part of this work is translating these research findings into real action to reduce these disparities and inequities. For example, our research on [breastfeeding experiences for physicians and trainees](#) has informed advocacy work in the Cumming School of Medicine and Alberta Health Services to create lactation spaces at all AHS facilities. The Department of Medicine's Equity and Diversity Working Group and Anti-Racism Working Group (which I co-lead) are working on projects to teach skills to intervene when witnessing harassment or discrimination and to support physicians who experience harassment and discrimination. The Office of Professionalism and Diversity in the Cumming School of Medicine (I am a member) has developed Inclusive Language and Images guidelines for presenters based on our research findings.

Seeing these changes is rewarding, but there is a long way to go to reduce barriers faced by physicians and trainees who are marginalized. I hope that the small changes we are making today will lead to an improvement in medical culture for everyone.



WISHES Update



With the holiday season fast approaching and 2020 ending, WISHES would like to give our most heartfelt thanks to the frontline healthcare workers for their time, energy and dedication in responding to the COVID-19 pandemic. Frontline healthcare workers in patient-facing roles have not only put themselves at risk but their loved ones too. We are grateful to each one of you. Thank you.

WISHES would also like to thank the advocacy efforts, excellence, and innovation that we have seen throughout the past year in responding to learner wellness at the Cumming School of Medicine. This past year was a particularly challenging year and every act of ensuring our learners are well has significant impact. Learners have had to deal with such upheaval and change. With change however, comes opportunity. A huge thank you to everyone who has taken the time to respond to the needs of learners. A couple of examples of these valiant efforts include Graduate Sciences Education (GSE) weekly wellness check-ins by e-mail and the dedication shown by the Student Advising & Wellness (SAW) Office in responding to the Black Medical Students Association (BMSA) Calls to Action regarding wellness. Thank you.

The relationship between equity, diversity and inclusion principles and well-being cannot be understated. Inequitable systems have a substantial impact on the health and well-being of learners and the community at large. During a medical education journal club, which centred on the often-neglected theme of Indigenous Health and Medical Education this month with indigenous faculty member Dr. Pamela Roach, there was much to be learned about well-being. Dr. Roach graciously shared with us that Abraham Maslow (one of the founders of humanistic psychology) known for his popular “Maslow’s Hierarchy of Needs” was in fact “generously” borrowed from the Blackfoot people. When considering frameworks for well-being, and those that have been “prolific” in the literature such as Maslow’s Hierarchy of Needs, we as a community of scholars must question the authenticity of theories and frameworks and consider whether they have been “generously” borrowed from oppressed groups. Read more about this [here](#). Thank you Dr. Roach for enlightening us and sharing this thought provoking knowledge with us.

This time of year allows us the chance to reflect on the many accomplishments and successes we have achieved together. I hope that you will take some time to reflect on these and the importance of relationship building. By this I mean, the opportunity to leverage our collective strength together to effect positive change is significant and we must continue to strive for equity in our institution as well as in healthcare. As a medical school, we have agency to make a significant difference within our community of learners, staff and faculty but also the community at large. We are in a unique position given that we intersect both the higher education and healthcare systems. Well-being is not merely the absence of disease but also a sense of opportunity, happiness, and flourishing.

I would also like to thank all of our members of the WISHES strategic advisory committee for their ongoing support. We held our fifth meeting on December 9th where we discussed the upcoming wellness symposium on March 18, 2021. The theme of the symposium will be **Lived Experience and Wellness**, and [Dr. Neera Jain](#) of the University of Auckland will be the keynote speaker. Please save the date! More details to follow soon.

Also ... we are growing! WISHES would like to extend a warm welcome to the newest members (photos below) of our Advisory Committee: Dr. Kannin Osei-Tutu (Associate Director, Student Advising and Wellness), Ms. Taelina Andreychuk (MD Candidate 2022 and Local Officer of Indigenous Health), Dr. Kieran Steer (VP Community and Internal Relations for the Professional Association of Resident Physicians of Alberta), and Sean Bristowe (Advocacy and Education executive member with Queers on Campus for 2018-2020 and were a member of the Graduate Students Association’s Gender and Sexuality Alliance from 2018-2020). Visit the [WISHES website](#) for bios.



Kannin Osei-Tutu



Taelina Andreychuk

Wishing all learners in CSM and beyond the best for the holiday season and a very happy new year. I hope that each of you and yours stay safe and well.

With love and gratitude,

Aliya Kassam, PhD



Kieran Steer



Sean Bristowe

"We all have much more in common than we have difference. I would say that about people all over the world. They don't know how much in common that they have."- [Ernest Gaines, American Author who wrote about the struggle for dignity among Southern black people before the civil rights era](#)



OHMES Member Awards & Grants

Congratulations to:

Fabiola Aparicio-Ting – recognized for her work with students as the [2020 recipient of the UCalgary Killam Undergraduate Mentorship Award](#)

Anthony Seto – recipient of the *2020 AMEE Patil Teaching Innovation Award* for his presentation with Josh Kariath 'Multidisciplinary Healthcare and First Aid Provider Training for In-Flight Medical Emergencies: A Crowdsourcing Session followed by an Airplane Simulation'

OHMES Members in the [Top 40 Under 40](#) (2020):

Rachel Grimminck

Rita Henderson

Rahim Kachra

Michael Roumeliotis

If you have received an award or grant, please let us know as we are not usually notified by the awarding/granting agencies. If you don't tell us, we don't know!



OHMES Research & Innovation Funding Competition Award Recipients – Where Are They Now?

OHMES was created in 2013 to support and develop a culture of excellence in health and medical education scholarship in the Cumming School of Medicine. The *Health Science and Medical Education Research and Innovation Funding Competition* was developed as a means to contribute to this, and we are currently in our seventh year of the competition. To date, 47 projects have received over \$360,000 in funding.

This new, periodic newsletter feature will follow-up with award recipients to find out how the funding impacted their research, contributed to teaching and learning and/or clinical practice, as well as educational scholarship as a whole.

Dr. Cora Constantinescu

An Antimicrobial Stewardship Educational Curriculum: A Learner Centred Approach to Patient Safety

When I started my medical education training, I was in the midst of starting a new position in infectious diseases carrying a heavy clinical practice. I wanted to make sure I take as much of what I learn from masters' courses and apply it to my clinical and academic practice. I actually got some micro and in some cases macro project out of every course. It started off with the curriculum development course. As part of this course, I developed an antimicrobial stewardship training curriculum for ID residents: tailored to what they would need to know and do once they graduate their fellowship and need to practice antimicrobial stewardship in their practice. It included a didactic component, a prospective audit and feedback component, formalized ways to reach out to various stakeholders, but also developing and updating guidelines for a point of care stewardship and education resource (SPECTRUM app).

Academically it was great: I got to flex my curriculum development muscles but with the help of my supervisor, also turned it into various scholarly projects, I had two abstracts and a publication out of it. The best part however, was that operationally, in an environment where antimicrobial stewardship resources are scarce (from physician, pharmacist and data analyst perspective), this curriculum remains as our hospital's main AS initiative. As part of this, while the trainees practice the various skills they need to be good stewards in the future, our site gets guideline edits, new quality improvement initiatives and prospective audit and feedback. Shows how well intertwined education and clinical care and hospital operations really are.

Dr. Cora Constantinescu, BSc, MD, FRCPC

Pediatric Infectious Disease
Clinical Assistant Professor

Rennert-May E, Conly J, Dersch-Mills D, Kassam A, LeMay M, Vayalumkal J, **Constantinescu C.** [Development of a competency-based medical education curriculum for antimicrobial stewardship.](#) [Official Journal of the Association of Medical Microbiology and Infectious Disease Canada.](#) March 2019 4(1):6-14

Constantinescu, C., Furr, C.C., Vayalumkal, J., Conly, J., Gilfoyle, E. and **Kassam, A.** [Friend or Foe: Perceptions of Infectious Disease Specialists as Stewards and Social Determinants of Antimicrobial Prescribing.](#) *Infection Control & Hospital Epidemiology*. Volume 41 / [Issue S1](#) / October 2020. pp.s236-s237.



Selected Recent Publications from OHMES Members

Armson H, Roder S, Wakefield J, Eva KW. [Toward Practice-Based Continuing Education Protocols: Using Testing to Help Physicians Update Their Knowledge](#). J Contin Educ Health Prof. 2020 Oct 28. doi: 10.1097/CEH.0000000000000316. Online ahead of print. PMID: 33136762

Bass A, **Armson H**, **McLaughlin KM**, **Lockyer J**. [Physician engagement in regularly scheduled rounds](#). CMEJ. November 2020. <https://doi.org/10.36834/cmej.69750>

Brown A, Atchison K, **Hecker K**, **Kassam A**. T [A Tale of Four Programs: How Residents Learn About Quality Improvement during Postgraduate Medical Education at the University of Calgary](#). Teach Learn Med. 2020 Nov 19:1-17. doi: 10.1080/10401334.2020.1847652. Online ahead of print. PMID: 33211988

Brown A, Lafreniere K, Freedman D, Nidumolu A, Mancuso M, **Hecker K**, **Kassam A**. [A realist synthesis of quality improvement curricula in undergraduate and postgraduate medical education: what works, for whom, and in what contexts?](#). BMJ Qual Saf. 2020 Oct 6:bmqjs-2020-010887. doi: 10.1136/bmqjs-2020-010887. Online ahead of print. PMID: 33023936

Constantinescu, C., Furr, C.C., Vayalumkal, J., Conly, J., **Gilfoyle, E.** and **Kassam, A**. [Friend or Foe: Perceptions of Infectious Disease Specialists as Stewards and Social Determinants of Antimicrobial Prescribing](#). Infection Control & Hospital Epidemiology. Volume 41 / [Issue S1](#) / October 2020. pp.s236-s237.

Desy J, Harvey A, **Weeks S**, **Paget M**, Naugler C, Welikovitich L, **McLaughlin KM**. [COVID-19, curtailed clerkships, and competency: Making graduation decisions in the midst of a global pandemic](#). CMEJ. August 2020. <https://doi.org/10.36834/cmej.70432>

Johnston A, **Haber J**, Malhi R, Nichols D, Williamson R. [Defining rural teaching hospitals in Canada: Developing and testing a new definition](#). Can J Rural Med. 2020 Oct-Dec;25(4):145-149. doi: 10.4103/CJRM.CJRM_21_20. PMID: 33004700

Kachra R & Brown A. (2020). [The new normal: Medical education during and beyond the COVID-19 pandemic](#). Canadian Medical Education Journal, 11(6), e167-e169. <https://doi.org/10.36834/cmej.70317>

Keegan D, **Bannister S**. [More than moving online: Implications of the COVID-19 pandemic on curriculum development](#). Med Educ. 2020 Nov 5 : 10.1111/medu.14389. doi: 10.1111/medu.14389 [Epub ahead of print]

Kelly M, **Nixon L**, **Rosenal T**, **Crowshoe L**, Harvey A, Tink W, Dornan T. [Being Vulnerable: A Qualitative Inquiry of Physician Touch in Medical Education](#). Acad Med. 2020 Dec;95(12):1893-1899. doi: 10.1097/ACM.00000000000003488.

Thoma B, Woods R, **Patocka C**. CJEM [Context: How COVID-19 exposed key factors of emergency medicine education](#). 2020 Sep;22(5):561-562. doi: 10.1017/cem.2020.447.

Hinz L, Sigal RJ, **Paolucci EO**, **McLaughlin K**. [Factors Influencing Inpatient Insulin Management of Adults with Type 1 and Type 2 Diabetes by Residents and Medical Students](#). Can J Diabetes. 2020 Jul 23:S1499-2671(20)30216-1. doi: 10.1016/j.jcjd.2020.07.004.

Bharwani A, Swystun D, **Oddone Paolucci E**, Ball CG, Mack LA, **Kassam A**. [Assessing leadership in junior resident physicians: using a new multisource feedback tool to measure Learning by Evaluation from All-inclusive 360 Degree Engagement of Residents \(LEADER\)](#). BMJ Leader. 2020:leader-2020-000286.

Pethrick H, Nowell L, Oddone Paolucci E, Lorenzetti L, Jacobsen M, Clancy T, Lorenzetti D. [Peer mentoring in medical residency education: A systematic review](https://doi.org/10.36834/cmej.68751). CMEJ. October 2020. <https://doi.org/10.36834/cmej.68751>

Frolkis A, Michaud A, Nguyen KT, Bruton Joe M, Lithgow K, **Ruzycki SM.** [Experiences of breast feeding at work for physicians, residents and medical students: a scoping review](#). BMJ Open. 2020 Oct 15;10(10):e039418. doi: 10.1136/bmjopen-2020-039418. PMID: 33060090

Thomas M, Lorenzetti D, Kassam A. [Formalizing the Informal: Lessons Learned from a Competency-Based Mentorship Program for Residents in Psychiatry](#). Academic Psychiatry, October 2020. pp.1-5.

OHMES members are indicated in bold type. *If you have recently had a medical education publication accepted that does not appear above, we're sorry we missed it! Please tell us and we will include it in the next edition.*



Local Events

- **CAME Webinar - *With great power comes great responsibility: Designing assessment systems to meet many needs***
Dr. Kevin Eva, University of British Columbia
26 January 2021, 10:00am
Email ohmes@ucalgary.ca to register and receive a link.
- [2021 Health & Medical Education Scholarship Symposium](#) – 18 February 2021
OHMES is excited to welcome **Drs. Chris Watling and Saleem Razack** as the keynote speakers for the event. Registration will open in mid-January 2021.
- **WISHES Symposium 2021 – 18 March 2021**
The second WISHES Symposium will feature keynote Dr. Neera Jain of the University of Auckland, advocate and researcher in for equity and disability inclusion in medicine. The event will also include presentations from local researchers in learner wellness. Registration will open in February 2021.

Other Events

- [CCME 2021](#) - 17-20 April 2021, St. John's, Newfoundland
- International Meeting on Simulation in Healthcare – [IMSH Delivers 2021](#) (virtual) - 19 January – 31 March 2021
- [AMEE 2021](#) (hybrid) - 27-30 August 2021, Glasgow, UK
Poster Abstracts due 6 February 2020

Local Funding Opportunities

- [Taylor Institute Teaching & Learning Grants Program](#) - **deadline 28 January 2021**
Development & Innovation Grants award maximum \$10,000
Scholarship of Teaching & Learning Grants award maximum \$40,000
- [OHMES Medical Education Travel Fund](#) – **SUSPENDED for 2020-21**
The Medical Education Travel Fund is suspended for the 2020-21 fiscal year due to budget cuts. OHMES will not be accepting applications to the fund during this time. This will be reviewed at the end of 2020-21.

Other Funding Opportunities

- [Medical Council of Canada – Research in Clinical Assessment](#)
Award maximum \$37,500 – Deadline February 1, 2021
- [Spencer Foundation – Small Research Grants](#)
Award maximum: \$50,000 – Deadline March 1, 2021
- [International Association of Medical Science Educators \(IAMSE\)](#) – Educational Scholarship and Curriculum Innovation Grants
Award maximum of \$5,000 – Deadline January 15, 2021
- [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/practices with an emphasis on health, wellness, and education.



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