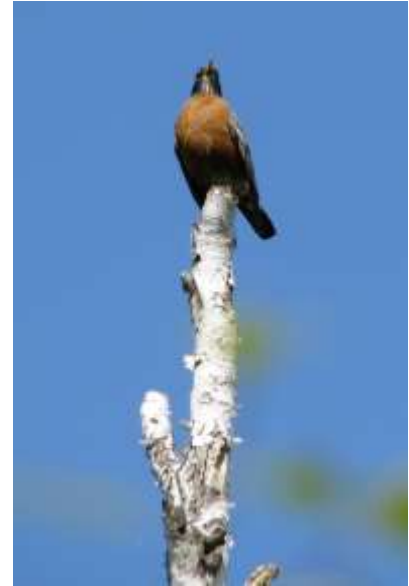


# OHMES Update #19 April 2021

## From the Editor

We are passing through the equinox, a time of change as we oscillate between springlike and wintery days, and this leads me to reflect on change and impermanence. It has been more than a year since the great pivot of 2020 in the face of the COVID-19 pandemic. Changes that seemed unthinkable even months earlier were made with great speed and aplomb. Other changes (or at least calls for change) have reflected changing societal perspectives on equity, diversity, and inclusion in health professions education, and the political landscapes within which we work. Education scholarship is intimately tied up with change; exploring what changes might be made and with what effect, exploring what actually does happen in the face of change, and relating change to broader systemic trends and forces. Central to this is a critical and evidence-based approach to understanding change as a fundamental part of healthcare and the training of healthcare professionals. It is in this light that I suggest you reflect on the material in this newsletter and in your approach to education scholarship as a whole; what changes, how does it change, why does it change, and to what end?

*Dr. Rachel Ellaway*



## OHMES Research & Innovation Funding Competition Award Recipients 2020-21

OHMES congratulates the successful applicants to our 2020-21 funding competition. Total funding of \$69,673 was awarded. Watch for the announcement of our 2021-22 competition in June.

PI	Project
Allison Brown	Exploring the translation of quality improvement and patient safety from CanMEDS 2015 to the entrustable professional activities for specialty training in Canada
Kent Hecker	Neural synchrony between teacher and trainee during medical instruction
Susan Kuhn	Professional Calling + Career Planning: Facilitating a Novel Process to Plan Meaningful Work Across the Career Trajectory
Stephen Mintsoulis	Exploring the Construct of Just Culture in Resident Physicians
Derrick Rancourt	Knowing the Ropes: Enriching Vicarious Learning through Reflection.
Prism Schneider	Robotic Assessment of Post-call Motor Function in Orthopaedic Residents: A Multi-centre Comparison of the Night Float Model and the Standard Call Model
Keith Wycliffe-Jones	Exploring the normalization of Competency-Based Medical Education across Canada

## 2021 Health & Medical Education Scholarship Symposium

The 7th annual Health & Medical Education Scholarship Symposium was held on-line on Thursday, February 18, 2021. There were 101 people in attendance from the Universities of Calgary (Faculties of Medicine, Veterinary Medicine and Nursing), Alberta, Ottawa, Saskatchewan, Mount Royal, and Alberta Health Services.

We welcomed Drs. Saleem Razack and Chris Watling as the keynote speakers and featured workshop facilitators. There were 4 workshops, 12 orals, and 14 posters presented, all adapted to accommodate the virtual format. Although we missed the in-person conversations that have been a large part of past symposiums, feedback regarding the event was overwhelmingly positive. Visit the [OHMES website](#) to access presentation recordings and view posters from the symposium.

We would like to thank everyone for making this a successful event, and we look forward to seeing you in person at the 2022 symposium!



Keynote – Dr. Chris Watling



Keynote – Dr. Saleem Razack



Poster Session

## In Our Community: Adam Neufeld



OHMES is pleased to feature **Dr. Adam Neufeld, MD, MSc** - currently a PGY-1 Family Medicine resident in the Cumming School of Medicine, at the University of Calgary. Dr. Neufeld's research interests are in positive psychology and medical education (e.g., physician and trainee motivation, well-being, teaching & learning, and mentorship). He is the founder of the University of Saskatchewan's (UofS) extra-curricular "PULSE" (Peers United in Leadership & Skills Enhancement) and "PRISM" (Pre-Introductions to Specialties in Medicine) mentorship programs, and the recipient of a 2018 Canadian Medical Hall of Fame Award for Leadership and 2019 College of Family Physicians of Canada Scholarship for academic excellence. He recently hosted the workshop 'Learning climates and basic psychological needs: Using motivation theory to guide our educational practices in medicine' at the 2021 OHMES Symposium, which was both well-attended and well-received. We look forward to seeing more of Dr. Neufeld's work featured at future OHMES events.

I grew up in Ottawa, ON, where I did my Bachelor's (Psychology) and Master's (Neuroscience) degrees, at Carleton University. As someone who was always interested in the human mind and health psychology, I was thrilled to be accepted into the UofS medical program in 2016. It was there that I had the privilege of working alongside Dr. Greg Malin, MD, PhD, who was using Self-Determination Theory (SDT) as a lens to study and improve the motivation and well-being of medical learners. Together, we investigated how supportive students perceived the learning environment was to their basic psychological needs (autonomy, competence, and relatedness) for self-determination and how satisfaction vs. frustration of those needs impacted aspects of their mental functioning (self-regulation, resilience, mindfulness, perceived stress, coping, imposter feelings, etc.). To be able to combine my loves for psychology and medicine, together, was a dream come true for me—especially because it allowed me to not only shed new light on the issue of distress in medicine (where burnout, depression, and suicide continue to be a huge problem) but potentially enhance the educational experience for medical learners and educators alike.

Leveraging my background in social sciences research, I used my platform as a medical student to dig in with my research and attend and present at as many local, national, and international conferences as I could—to learn, connect with others, and try to make a positive difference. To date, some of these efforts include presentations at the UofS Medical Education and Research Scholarship Days (MERSD), Canadian Conference on Medical Education (CCME) events, and even a voyage overseas to present at the 7<sup>th</sup> International Self-Determination Theory Conference, in Holland. More recently, I have taken advantage of the COVID-19 pandemic's limitations on attending these amazing events in person, to offer more virtual workshops and presentations, such as at this year's International Summit on Leadership Education for Physicians (TISLEP), Healthcare Leadership Academy (HLA) Conference, International Medical Education Conference (IMEC), and more recently, the UofC Office of Health & Medical Education Scholarship Symposium (OHMES). These special networking events have permitted me to interact with and learn from some of the world's leading experts in medical education and, in turn, to reflect on and deeply consider how going into medicine challenges our mental health, and how "wellness" is approached in this profession. By extension, it made me ponder on how we might do better by our physicians and learners in training.

From an SDT standpoint, there are unfortunately many gaps that I see, which continue to exist—between what empirical evidence in psychology tells us about human needs for optimal functioning and wellness and what policies and regulations continue to be instituted and upheld, which likely undermine these needs—for example, in many institutions' approaches to wellness interventions (which are often mandated, evaluative, and send the message to learners that they are not 'well' enough to become physicians, without extra 'help') that fail to consider or address the systemic barriers and environmental conditions (e.g., sociocultural norms and expectations) that prevent people in healthcare from meeting their basic human needs for well-being. I realized that—for whatever reasons—social psychology research simply does not permeate into medicine very much, and even if/when it did, bridging the gap between theory and practice is not easy for medical educators. The silver lining was that I also realized that SDT could be really helpful in guiding us in this area—towards approaches that actually do support the self-determination, learning outcomes, and wellness of our healthcare professionals—and that I could be an ambassador in medicine, to make SDT more accessible and beneficial to everyone.

Putting these elements together, I think it is important to consider a couple of key points about wellness—not just in medicine, but in the health professions at large. First, if basic psychological needs (for autonomy, competence, and

relatedness) are vital for our collective engagement, performance, resilience, and well-being, why do our current approaches to organizational wellness not consider or incorporate them? Second, if you ask most physicians and medical learners, they will tell you they the last thing they need is more “mandatory wellness” or “interventions”. And in fact, the data supports this, showing that a) the most resilient physicians still suffer from high rates of burnout, and b) when basic psychological needs are thwarted, it actually constrains people’s ability to cultivate their mindfulness, resilience, and adaptive coping skills in the first place (all targets of interventions). With this in mind, how then can our current approaches to wellness, curricular programming, and/or learning environments have any actual benefit for well-being, if they fail to address the crucial barriers to meeting these basic needs, which are considered ultimate obstacles to wellness? I think this probably explains why the literature shows engagement, satisfaction and, consequently, tangible benefits of most wellness interventions, tends to be limited or null...

In sum, I think to actually support health professionals’ well-being, we need to take a step back and closely examine the efforts we are putting in place— to consider first what social psychology research tells us, and to listen to our own advice, by following evidence-based frameworks. (We have so many frameworks for everything in medicine, but can you name any for ‘approach to well-being’?). I also think that we ought to stop trying to externally regulate the engagement and wellness of adult medical learners—who are already intrinsically motivated to be their best selves and who are some of the most intelligent, dynamic, and driven individuals on the planet. Instead of formal programming, I think we ought to consider how we might make changes in medicine, to not frustrate their basic needs and facilitate their ability to satisfy them, in order to achieve their own sense of harmony and well-being. Finally, I think incorporating SDT and/or psychological training directly into medical curriculum—to teach learners what these psychological needs actually are (and how to support and not thwart them for themselves and others) will go a long way to help them flourish and become the leaders and changemakers they aspire to be. In other words, involve them in the educational partnership and teach them about the psychology of wellness.

My next steps are to study how patients experience physician autonomy-support and relationships need-fulfilment with their Family Doctor and care team, in virtual vs. in-person visits, which is something I think we are overlooking in today’s current healthcare. As always, I am forever interested in collaborations and new research venues, so if any of the above points or ideas resonate, please feel free to contact me at my email below. Thank you again for having me as a guest speaker at this year’s OHMES symposium—I very much look forward to future conferences and presentations!

Your colleague,

Adam

Autonomy-Supportive Teaching in Medicine: From Motivation Theory to Educational Practice. Neufeld A et al. [MedEdPublish](#), 2021. (publication in progress)

[Exploring the relationship between medical student basic psychological need satisfaction, resilience, and well-being: A quantitative study](#). Neufeld, Adam ; Malin, Greg. BMC medical education, 2019-11-05, Vol.19 (1), p.405-405

[Twelve tips to combat ill-being during the COVID-19 pandemic: A guide for health professionals & educators](#). Neufeld, Adam ; Malin, Greg. MedEdPublish, 2020, Vol.9 (1)

[A commentary on autonomy-supportive teaching: A reply to Duguid et al. \(2020\)](#). Neufeld, Adam ; Malin, Greg. Medical teacher, 2021-02-01, Vol.43 (2), p.238-238

[How medical students' perceptions of instructor autonomy-support mediate their motivation and psychological well-being](#). Neufeld, Adam ; Malin, Greg. Medical teacher, 2020-06-02, Vol.42 (6), p.650-656

[Basic psychological needs, more than mindfulness and resilience, relate to medical student stress: A case for shifting the focus of wellness curricula](#). Neufeld, Adam ; Mossière, Annik ; Malin, Greg. Medical teacher, 2020-12-01, Vol.42 (12), p.1401-1412

[Peers United in Leadership & Skills Enhancement: A near-peer mentoring program for medical students](#). Neufeld, Adam ; Huschi, Zachary ; Ames, Amanda ; Trinder, Krista ; Malin, Greg ; McKague, Meredith. Canadian medical education journal, 2020-12, Vol.11 (6), p.e145-e148



## WISHES Update

With the winter semester coming to a close and the start of the spring equinox not too long ago, WISHES would like to express our sincere gratitude to the frontline healthcare workers in continuing to respond to the ongoing COVID-19 pandemic.



The spring season brings with it a new beginning, brilliance, growth and renewal. On March 18<sup>th</sup> 2021, WISHES held its second symposium (Part 1 of 2) on the theme of **Lived Experience**. We heard from learners and scholars alike regarding the importance of valuing all perspectives and the experiential knowledge that we acquire as we learn, work and travel through this journey called life.

WISHES would like to thank all presenters and participants, as we know you have competing demands. We appreciate you taking time out your busy schedules. The presenters at this year's symposium were wonderfully diverse and spanned across multiple disciplines and areas within the Cumming School of Medicine and beyond. We are grateful to them for sharing their lived experiences and expertise. Some of the topics discussed were racism, equity, diversity and inclusion, mindfulness, intersectionality as well as the impact of the COVID-19 pandemic on learner well-being.



**Dr. Kassam's Welcome Address**

Our keynote Dr. Neera Jain from the University of Auckland presented her enlightening work around disability inclusion in medical education, which made us pause and question: "What makes a good doctor?" Furthermore, she drew on the importance of intersectionality and well-being in considering the answers to this fundamental question.

We are happy to announce that Dr. Neera Jain will be back with us virtually on May 6<sup>th</sup>, 2021 to provide a workshop entitled **Policy Matters: Thinking about policy and disability in medical training** that will draw on her experience of developing inclusion policies at universities as well as her knowledge of international movements and disability theory. Space is limited so be sure to register soon!

Please mark your calendars for Part 2 of the WISHES symposium this fall scheduled for October 14<sup>th</sup>, 2021 where we will highlight well-being research within health professions education. A call for abstracts will be out this June.

Check out the results of our needs assessment published last month in the Canadian Journal of Medical Education [here](#)! In addition, stay tuned for more publications by the WISHES lab coming soon.

Best of luck to our learners as they prepare for their final exams and assignments! You got this!

Take care everyone, stay safe and stay well.

With love and gratitude,  
 Aliya Kassam, PhD

*"Compassion is the radicalism of our time." - The Dalai Lama*



**Dr. Jain's Keynote Address**



## OHMES Member Awards, Grants & Recognition

Congratulations to:

**Dr. Rachel Ellaway**, PhD, recipient of the [2021 Association of Faculties of Medicine of Canada President's Award for Exemplary National Leadership in Academic Medicine](#).

### [2021 CAME Certificate of Merit Recipients](#) in the Cumming School of Medicine

- Dr. Melinda Davis
- Dr. Aliya Kassam
- Dr. Martina Kelly

**Dr. Anthony Seto**. [Interview with a Technological Disruptor: Introducing Edutainment to the Medical School Classroom](#). [SAEM Pulse](#) (Society for Academic Emergency) Medicine. March/April 2021. Vol XXXVI, No. 2, p 35-36.

#### Interview with a Technological Disruptor: Introducing Edutainment to the Medical School Classroom



### The many presenters and authors at CCME from the CSM:

Aditi Amin	Kavya Anchuri	Heather Armson	
Michelle Bailey	Kenneth Blades	Allison Brown	
Kelly Burak	Paul Bryan	Chloe Burnett	
Elaine Chow Baker	Simon Colgan	Laura Davies	
Celina Dharamshi	Samin Dolatabadi	Rachel Ellaway	
Nicole Ertl	Rena Far	Logan Haynes	
Jacqueline Hui	Abraham Hussein	Natalie Jacox	
Thurarshen Jeyalingam	Aaron Johnston	Rahim Kachra	
Aliya Kassam	Martina Kelly	Alicja Krol-Kennedy	
Chad Kimmitt	Susan Limongiello	Katie Lin	Jocelyn Lockyer
Katherine Liu	Rebecca Malhi	Jovana Milenkovic	Doug Myhre
Megan Mercia	Chris Naugler	Adam Neufeld	Mike Paget
Amanda Roze des Ordon	Krista Reich	Christopher Rice	Caitlyn Ryan
Anthony Seto	Javeria Shafiq	Roopa Suppiah	Clark Svrcek
Amy Tan	David Topps	Rosario Villalobos-Gonzalez	Allen Vorobeichik
Alanna Wall	Miranda Wan	Sonja Wicklum	Keith Wycliffe-Jones
Lisa Yeo	Dana Young		



*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, 54 projects have received over \$429,000 in funding. This 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.

### **PROJECT: Enhancing Medicosurgical Manual Skill Learning with Transcranial Direct-Current Stimulation**

*INVESTIGATORS: Dr. Adam Kirton & Dr. Patrick Ciechanski*

The generous funding provided by the OHMES Health Science and Medical Education Research and Innovation Funding Competition has allowed for the completion of two seminal investigations. We proposed to examine the effects of transcranial direct-current stimulation (tDCS), an established and safe form of non-invasive brain stimulation, on laparoscopic and neurosurgical skill acquisition. The OHMES funds permitted the purchase of validated surgical skill simulators, employed by surgical trainees around the world, required for the study and provided reimbursements to acknowledge trainees for the time they devoted to these studies. These studies have since been published in peer-reviewed journals.

The applications of tDCS in surgical skill learning are emerging. Since our seminal investigations, various groups around the world have sought to further our work, and push applications of tDCS towards enhancing performance of the most complex of surgical skills. At this time, given the novelty of this work, tDCS is not employed in formal surgical training, however its future potential is recognized as further research and validation studies are completed. Our studies have established the groundwork on which future studies have been based.

The funding provided to complete these studies also harboured many new collaborations. Within the University of Calgary, new collaborations were established between Dr. Adam Cheng and the KidSIM laboratory, as well as with Dr. Kent Hecker and the Health Education Neuroassessment lab. These studies also fostered new international relationships with Dr. Greg Appelbaum from Duke University. Currently, we are collaborating with Dr. Appelbaum to establish a multi-centre, clinical trial examining the efficacy of tDCS on enhancing surgical skill acquisition.

The funding provided by OHMES played a significant role in the professional development of Patrick Ciechanski, who was the graduate student responsibly for completing the proposed research projects. Currently, Patrick is a fourth year medical student who plans to pursue residency training in a surgical speciality and establish himself as a clinician-investigator. His primary research interests include applications of non-invasive brain stimulation in the enhancement of complex surgical skill performance. Through the studies that were funded by OHMES, Patrick gained expertise in clinical trial design and dissemination of research findings. With the completion of these seminal studies, Patrick has established himself as a leader in this emerging field, and is positioned to pursue his future career goal of becoming a surgical clinician-investigator.

We would like to thank OHMES for the awarded funding, and the academic progress that has resulted from the completion of the investigations they funded.

*Patrick Ciechanski, PhD*

Ciechanski P, Kirton A, Wilson B, Williams C. [Electroencephalography correlates of transcranial direct-current stimulation enhanced surgical skill learning: A replication and extension study. Brain Research](#). September 2019. 1725:14644 DOI: 10.1016/j.brainres.2019.146445

Ciechanski P, Hecker K, Wilson B, Williams C. [Neural correlates of transcranial direct-current stimulation enhanced surgical skill learning. Brain Stimulation](#). March 2019. 12(2):398 DOI: 10.1016/j.brs.2018.12.280

## Selected Recent Publications from OHMES Members

**Altabbaa G**, Beran TN, Drefs MA, **Oddone Paolucci E**. [Twelve tips for using simulation to teach about conformity behaviors in medical education](#). Med Teach. 2021 Feb 23;1-15. doi: 10.1080/0142159X.2021.1879375. Online ahead of print.PMID: 33621151

**Armson H**. [Exploring continuity of supervision in the context of coaching](#). Med Educ. 2021 Jan 23. doi: 10.1111/medu.14457. Online ahead of print.PMID: 33483968

**Brown A, Kassam A, Paget M**, Blades K, Mercia M, **Kachra R**. [Exploring the global impact of the COVID-19 pandemic on medical education: an international cross-sectional study of medical learners](#). CMEJ 2021.

**DOI:** <https://doi.org/10.36834/cmej.71149>

Cherak, S., **Brown, A., Kachra, R.**, Makuk, K., Sudershan, S., **Paget, M., & Kassam, A.** (2021). [Exploring the impact of the COVID-19 pandemic on medical learner wellness: a needs assessment for the development of learner wellness interventions](#). *Canadian Medical Education Journal*. <https://doi.org/10.36834/cmej.70995>

Ing L, **Cheng A, Lin Y**. [Debriefing for Simulation-Based Medical Education: A Survey From the International Network of Simulation-Based Pediatric Innovation, Research and Education](#). Simul Healthc. 2021 Jan 8; Publish Ahead of Print. doi: 10.1097/SIH.0000000000000541. Online ahead of print.PMID: 33428357

**Ellaway R**, Tolsgaard M, Martimianakis MA. [What divides us and what unites us?](#) Adv Health Sci Educ Theory Pract. 2020 Dec;25(5):1019-1023. doi: 10.1007/s10459-020-10016-9. Epub 2020 Nov 30.

Teunissen PW, Watling CJ, Schrewe B, Asgarova S, **Ellaway R**, Myers K, **Topps M**, Bates J. [Contextual Competence: How residents develop competent performance in new settings](#). Med Educ. 2021 Feb 25. doi: 10.1111/medu.14517. Online ahead of print.PMID: 33630305

**Henderson, R**, Walker, I, **Myhre, D**, Ward, R, & **Crowshoe, L**. [An equity-oriented admissions model for Indigenous student recruitment in an undergraduate medical education program](#). Canadian Medical Education Journal. <https://doi.org/10.36834/cmej.68215>

Dornan T, **Kelly M**. [When I say ... pedagogy](#). Med Educ. 2021 Jan 15. doi: 10.1111/medu.14455. Online ahead of print.PMID: 33449380 No abstract available.

**Kromm J**, Fiest KM, Alkhachroum A, Josephson C, Kramer A, Jette N. [Structure and Outcomes of Educational Programs for Training Non-electroencephalographers in Performing and Screening Adult EEG: A Systematic Review](#). Neurocrit Care. 2021 Feb 16. doi: 10.1007/s12028-020-01172-2. Online ahead of print.PMID: 33591537 Review.

Grad R, Leger D, Kaczorowski J, Schuster T, Adler S, Aman M, Archibald D, Beaulieu MC, Chmelicek J, Cornelissen E, Delleman B, Hadj-Mimoune S, Horvey S, Macaluso S, **Mintsioulis S**, Murdoch S, Ng B, Papineau A, Rangwala S, Rousseau M, Rudkin T, Schabot I, Schultz K, Snow P, Wong E, Wu P, Brailovsky C. [Does spaced education improve clinical knowledge among Family Medicine residents? A cluster randomized controlled trial](#). Adv Health Sci Educ Theory Pract. 2021 Jan 3. doi: 10.1007/s10459-020-10020-z. Online ahead of print.PMID: 33389233

**Ruzycki SM, Brown A**, Bharwani A, Freeman G. [Gender-based disparities in medicine: a theoretical framework for understanding opposition to equity and equality](#). BMJ Leader Published Online First: 04 January 2021. doi: 10.1136/leader-2020-000231

Smith S, Griggs L, **Rizutti F, Horton J, Brown A, Kassam A**. [Teaching mindfulness-based stress management techniques to medical learners through simulation](#). CMEJ [Vol. 12 No. 1 \(2021\)](#)

Peterson A, Rose S, Solbak NM, **Zaver F**, Dowling SK. [Virtual grand rounds in the Calgary Emergency Medicine Department](#). CJEM. 2021 Jan 4;1. doi: 10.1007/s43678-020-00035-1. Online ahead of print.



## Local Events

### CAME Webinars

#### ***Dismantling Structural Stigma in Medical Education***

**Dr. Javeed Sukhera**, Western University  
11 May 2021, 10:00am & 1:00pm

### ***Virtual Care***

**Dr. Maria Mylopoulos and Dr. Nikki Woods**, University of Toronto  
15 June 2021, 10:00am

### Workshop - Policy matters: Thinking about policy and disability in medical training

**Dr. Neera Jain**, University of Auckland  
6 May 2021, 2:00-5:00pm

### Heuristic Thinking, Heuristics Deficit & Clinical Decision Making – A Colloquium

OHMES is hosting a colloquium for education scholars to begin a discussion regarding Heuristic Thinking and how it relates to clinical decision making, and the problems of Heuristics Deficit in learners and how to address them.  
31 May 2021, 12:00-2:30pm

## Other Events

CCME 2021 - 17-20 April 2021 (on-line)

AMEE 2021 - 27-30 August 2021 (on-line)

## Local Funding Opportunities

OHMES Medical Education Travel Fund – **SUSPENDED for 2021-22** - The Medical Education Travel Fund will continue to be suspended for the 2021-22 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 2021-22.

## Other Funding Opportunities

Spencer Foundation – Small Research Grants - Award maximum: \$50,000 – Deadline June 1, 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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