

# OHMES Update

#20 June 2021

## From the Editor

"Summertime, and the living is easy ..." Perhaps George Gershwin will be right. I certainly wish you a peaceful and relaxing summer after 16 months of COVID. However, I am also mindful of how many of you are working flat out and will continue to work throughout the summer. Whether it is on grant applications, research projects, academic writing, teaching and many other activities, I hope your work goes well. Whatever the summer has in store for you I hope you find balance and time to rest and recharge your batteries.

You will not be hearing much from me in the next 12 months as I am taking a sabbatical to concentrate on a series of writing projects. Dr. David Topps will be the acting OHMES Director while I'm away and I know they already have a busy year of events scheduled as this newsletter foreshadows.

Sabbaticals, like summers, can involve rest and relaxation, but they also require a lot of time and effort to do properly and to meet the goals we set ourselves. I'll see you again in 2022 hopefully both rested and completed with my writing. For now, I wish not just a great summer, but a great post-COVID (hopefully) year.

*Dr. Rachel Ellaway*



## 2021-22 Funding Competitions

OHMES is pleased to announce two funding competitions for 2021-22:

### [EDI Research & Innovation in Health & Medical Education Funding Competition](#)

The Office of Health and Medical Education Scholarship ([OHMES](#)), the Office of Equity, Professionalism and Diversity ([OPED](#)), and the Office of Indigenous, Local and Global Health ([ILGH](#)) have partnered to host a new funding competition focused on health and medical education scholarship in the areas of equity, diversity, and inclusion (EDI).

The competition will focus on research and innovation that advances our knowledge and understanding of EDI issues in health and/or medical education, and ultimately results in improved outcomes. Awards are up to \$5,000, and the LOI deadline is 17 September 2021.

### [Health Science & Medical Education Research & Innovation Funding Competition](#)

OHMES is also hosting the eighth annual Health Science and Medical Education Research and Innovation Funding Competition, with awards up to \$10,000 and LOI deadline of 1 October 2021.

Please note that applicants to one of the above competitions will not be eligible to submit to the other competition with the same project.

## In Our Community: David Topps



OHMES is pleased to feature our Clinical Co-Director of OHMES, **Dr. David Topps**. Dr. Topps has been Clinical Co-Director since September 2016, and has a particular focus on enhancing the quality and breadth of education at the CSM including initiatives focused on capacity building and engagement with all of the CSM's faculty across Calgary and beyond. He will assume all of the OHMES Director duties during Dr. Ellaway's sabbatical in 2021-22, while continuing work on his own scholarship activities described below.

My background and interests are rather diverse, having practised and taught on 3 different continents. A Scots training scheme, with broad experiences, drove me to the challenging opportunities of rural/remote medicine in Milk River for our first decade in Canada. These rural roots continue to drive my interests in distributed medical education and CPD. As part of the founding team for NOSM, the first new medical school in Canada in 35 years, I gained much bloodied experience in management, logistics and senior leadership, mostly learning that I don't like many of those games.

My generalist background is also reflected in my scholarly interests, with past projects in point-of-care, mobile devices and ubiquitous computing, clinical informatics and remote data capture. My focus has been more on innovation and tool development, rather than research per se. This has led to several national and international awards in innovation but, more importantly, to great colleagues and collaborative teams, which I still enjoy.

Much of the early innovation work, while disruptive and driving change in local contexts, sadly did not see the light of day in terms of publication or distribution. The mechanisms to do so were missing or with poor discoverability i.e. how could those who might be interested hear of your work, if it had not risen to trial or formal experiment. After seeing others pursue innovation lines that we had already shown to be limited but not publicized, we explored other avenues of publishing scholarly pieces and objects. This culminated in our METRICS framework, wherein Rachel has beautifully summarized that not all scholarship is research.

My current work as a preceptor in Family Medicine, and three decades of coaching medical students and residents, have also brought to light an increasing dissatisfaction with our standard methods of assessment. My roles, and their diversity, highlight some fundamental issues that challenge Canadian medical education, in particular our inability to properly assist and assess the progress of learners as they traverse the trajectory from undergrad through residency and into professional practice. We assume that our learners are smart kids and that they "will eventually get it", if they encounter difficulties; and yet, anyone with experience as a CPSA auditor, or remedial educator, knows this not to be true.

At present, this drives two main areas of interest for me: activity metrics and the current powerful ability for our information tools to provide better assessment of workplace performance for all our clinicians; and examining how our assessment practices do not align with our clinical practices. Heuristic thinking dominates the problem-solving activities of all generalists and yet we have been eschewing their value, and ignoring methods to assess heuristic skills.



## Heuristic Thinking Colloquium – 31 May 2021

The OHMES Heuristic Thinking Colloquium was a new initiative we ran in May with the goal of opening a broad conversation about the role of heuristics and dual systems theories in health professions education. We selected a colloquium format as a way of stimulating discussion and debate around these contested concepts, and to explore priorities, models, questions and directions for future scholarly endeavours. The concepts of Heuristic Thinking, Heuristics Deficit and Heuristics Spectrum Disorder were introduced and grounded in teaching and learning challenges in different programs across Calgary and beyond.

The 25 attendees from the CSM, Faculty of Veterinary Medicine, Faculty of Nursing, and the College of Physicians & Surgeons of Alberta then engaged in more in-depth small group discussions around how to identify heuristic problems in learners, the hidden curriculum of heuristic thinking, how to teach appropriate heuristic thinking (e.g., use of simulation, teaching how to think, etc.), and what steps could be taken as a group to conduct research and develop solutions. Conversations continued after the meeting exploring common interests and opportunities. The group agreed to meet again in 2021-22 to explore more specific directions for research and innovation.



## WISHES Update

With the summer solstice around the corner, it is important to take some time to reflect, recharge and relax. The year thus far has been filled with events that have brought question to humanity. Undoubtedly these events have a profound impact on well-being. Furthermore, the COVID-19 pandemic has continued to take its toll in the healthcare system and the community at large. Self-compassion and recognition of boundaries in learning to say “No” are key lessons that we continue to learn.

As WISHES winds down for the summer, we would like to thank all of you for being part of our community. The effects of inequity on well-being continue to resonate within us and the Cumming School of Medicine and while change is slow, dismantling a system that is so heavily entrenched takes time, resources and strategic planning. We will be having an advisory committee meeting on July 2, 2021 to plan for the upcoming academic year. We are hoping that with in-person classes resuming this fall, we can think strategically about post-pandemic wellness programming across the Cumming School of Medicine. If you are interested in joining the WISHES strategic advisory committee, please email [wishes@ucalgary.ca](mailto:wishes@ucalgary.ca)

We were delighted to bring back Dr. Neera Jain virtually on May 6<sup>th</sup>, 2021 to provide a workshop entitled *Policy Matters: Thinking about policy and disability in medical training* that drew on her experience of developing inclusion policies at universities. In examining some of our own policies, we saw that in many ways, we are missing inclusivity with respect to language and community building. There is much room for improvement and this is a space in which WISHES will continue to learn and work.

We must also continue to reflect on the many intersections of equity deserving groups within our community. Well-being is a concept that is universal to humanity and while a one-size-fits-all approach does not work for individuals, we must strive for pluralism. Pluralism can be defined as individuals and groups expressing their identities within a vision of shared citizenship. However, before we can be pluralistic, we must ensure we as an institution are equitable, value diversity and are inclusive. How can we achieve this within the Cumming School of Medicine?

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 is out now (see below)!

Check out the results of our needs assessment (Part II) published last month in [Medical Education Online](#).

Take care everyone, stay safe and stay well. Have a wonderful summer.

With love and gratitude,  
**Aliya Kassam, PhD**

*“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” – Audre Lorde*



## WISHES Symposium 2021 – Part 2

The 2021 *WISHES Symposium – Part 2* will be held on **October 14, 2021**. This symposium will showcase wellness research and innovation in health and medical education in Calgary and beyond, and is intended to encourage future collaborations among researchers with common interests. The event will feature oral presentations from the WISHES Community, and will likely be held on-line.

**Abstract Submission Deadline: 13 September 2021**

Visit the [WISHES website](#) for more information.

## OHMES Member Awards, Grants & Recognition

Congratulations to **Pamela Roach, PhD**, who was appointed as [Director, Indigenous Health Education](#) at the Cumming School of Medicine.

Congratulations to **Dr. Suzette Cooke** for her well-deserved [CSM Alumna of Distinction Award for Excellence in Education](#).

Congratulations to the CSM and OHMES member recipients (in bold type) of the [University of Calgary Teaching and Learning Grants 2021](#):

“Nothing about us without us”: Co-Developing an EDI Informed Students-as-Partners Framework

**Dr. Joanna Rankin, PhD**, Dr. Tiffany Boulton, PhD, Dr. Drew Pearl, PhD, Amanda Denis, Mylan Soh, Alexis Cumbie, and Ashlee Woods

Engaging Students in Information Literacy

Dr. Justine Wheeler, PhD, Susan Beatty, Dr. Sarah Fotheringham, PhD, **Dr. Diane Lorenzetti, PhD**, Renee Reaume, Robert Tiessen, and John Wright

Exploring the Use of Virtual Simulations to Promote Cross-Disciplinary Teaching and Learning in Inter-Professional Education in Addressing Childhood Exposure to Intimate Partner Violence (CEIPV)

Dr. Angelique Jenney, PhD, **Carla Ferreira, Jessica Mulli**, Krista Wollny, Georgina Bagstad, Breanne Krut, and Jennifer Koshan

Peer Mentorship Skills Training: Online Instruction to Support Academic Resiliency

**Dr. Diane Lorenzetti, PhD**, Dr. Liza Lorenzetti, PhD, **Dr. Michele Jacobsen, PhD**, **Dr. Lorelli Nowell, PhD**, and **Dr. Elizabeth Oddone Paolucci, PhD**

Visual Representation of Critical Reflections: A Mixed-Methods Study of a Photo-Sharing Social Media Platform in a Health Science Capstone Course

**Dr. Fabiola Aparicio-Ting, PhD**

*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!*



## Update - OHMES Member & Med Ed Email Lists

OHMES will be discontinuing the use of the “med ed” email list (ie. mdsc755-l@mailman.ucalgary.ca) over the summer. This mail list dates back prior to the creation of OHMES, and originates from the Medical Education Specialization program in Community Health Sciences. The decision to discontinue use of the list is due to ongoing security issues and a lack of clarity regarding some of the email addresses on the list.

All future OHMES communications will originate from [ohmes@ucalgary.ca](mailto:ohmes@ucalgary.ca), which is the “OHMES member” email list. All current OHMES members who are receiving emails from the “med ed” email list will automatically begin receiving notices from the “OHMES member” email list.

Non-OHMES members currently receiving emails from the “med ed” list will be contacted to determine if they would like to continue receive emails from OHMES, and will be asked to apply for [OHMES membership](#) if they wish to do so.

Please note that the appearance of our on-line [membership database](#) will also be changing soon to align with membership lists in the CSM Institutes.

Please contact [ohmes@ucalgary.ca](mailto:ohmes@ucalgary.ca) if you have any questions.



## 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 eighth year of the competition. To date, 61 projects have received over \$435,000 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.

### An Exploration of Peer Mentorship in the Context of Doctoral Education

\$7,037 awarded in February 2016

This OHMES grant facilitated a multidisciplinary research team (Education, Medicine, Nursing and Social Work) to embark on a journey to expand our collective understanding of new roles (both leadership and operational) required to fully support graduate students at the University of Calgary. The funding we received from OHMES enabled our team to conduct a large multidisciplinary study of graduate students' experiences of formal and informal peer mentorship, and leveraged our capacity to compete for other grants to expand this research.

This project enhanced our awareness of the multilayered role that peers play in advancing student learning, including promoting the development of academic competencies important to student success. We found that peer mentorship positively affected students' developmental outcomes across academic, psychological, and social learning domains, and helped nurture an academic culture that emphasized community, collaboration, and shared purpose.

The findings from this research informed the development of a group peer-mentoring program within the graduate education program of Community Health Sciences at the Cumming School of Medicine, and a peer-mentorship skills development initiative for graduate students across the university. The findings from this project also validated approaches to teaching that incorporate group experiential learning, and have motivated academic instructors and supervisors on our team to continue to emphasize peer-learning in our teaching and supervision. Finally, the OHMES grant enabled our team to make significant contributions to the scholarship of mentorship; thus far, we have published five peer-reviewed journal articles and one case study, and presented our findings at 13 local, national and international conferences.

- Dr. Diane Lorenzetti, Department of Community Health Sciences

Pethrick H, Nowell L, Oddone Paolucci E, Lorenzetti L, Jacobsen M, Clancy T, Lorenzetti DL. [Psychosocial and career outcomes of peer mentorship in medical resident education: a systematic review protocol](#). Systematic Reviews 2017;6(1):178.

Lorenzetti DL, Shipton L, Nowell L, Jacobsen M, Lorenzetti L, Clancy T. [A systematic review of graduate student peer mentorship in academia](#). Mentoring & Tutoring: Partnership in Learning. Vol 27, 2019 – Issue 5. Pages 549-576 | Published online: 03 Nov 2019

Lorenzetti DL, Nowell L, Jacobsen M, Lorenzetti L, Clancy T, Freeman G, Oddone Paolucci E. [The Role of Peer Mentors in Promoting Knowledge and Skills Development in Graduate Education](#). Education Research International. Volume 2020 |Article ID 8822289 | <https://doi.org/10.1155/2020/8822289>



## Selected Recent Publications from OHMES Members

Bass A, **Armson H**, McLaughlin K, **Lockyer J**. [Physician engagement in regularly scheduled rounds](#). CMEJ. Vol 12. No 2 (2021).

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.

Hall AK, Schumacher DJ, Thoma B, Caretta-Weyer H, Kinnear B, Gruppen L, **Cooke LJ**, Frank JR, Van Melle E; ICBME Collaborators. [Outcomes of competency-based medical education: A taxonomy for shared language](#). Med Teach. 2021 May 26:1-6. doi: 10.1080/0142159X.2021.1925643. Online ahead of print.

**Ellaway RH**. [Attending to the logics of inquiry](#). Adv Health Sci Educ Theory Pract. 2021 May;26(2):347-351. doi: 10.1007/s10459-021-10047-w. Epub 2021 Apr 12.

Cleland J, MacLeod A, **Ellaway RH** [The curious case of case study research](#). Med Educ. 2021 Apr 27. doi: 10.1111/medu.14544. Online ahead of print.

Jillings E, Curtis E, Gardner D, Parkinson TJ, **Hecker KG**, Cogger N. [Widening access to veterinary education: descriptive analysis of ethnicity, societal representation and educational background of applicants to veterinary education in Aotearoa New Zealand](#). NZ Vet J. 2021 May; 69(3): 147-157. doi: 10.1080/00480169.2021.1885519. Epub 2021 Mar 23.

Cherak, S. J., Rosgen, B. K., Geddes, A., Makuk, K., Sudershan, S., Peplinski, C., & **Kassam, A.** (2021). [Wellness in medical education: definition and five domains for wellness among medical learners during the COVID-19 pandemic and beyond](#). Medical education online, 26(1), 1917488.

**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. DOI: 10.1007/s12028-020-01172-2

Thomas M, **Lorenzetti D**, **Kassam A** [Formalizing the Informal: Lessons Learned from a Competency-Based Mentorship Program for Residents in Psychiatry](#). Acad Psychiatry. 2021 Jun;45(3):334-338. doi: 10.1007/s40596-020-01330-w. Epub 2020 Oct 20. PMID: 33083976

Hurd K, Vlasschaert M, Hawkins T, Haws J, Kupis J, **Ma IWY**. [Effectiveness of simulation-based training for obstetric internal medicine: Impact of cognitive load and emotions on knowledge acquisition and retention](#). Obstetric Medicine. 12 May 2021. <https://doi.org/10.1177/1753495X211011915>

Byker L, Buchanan B, Slemko J, **Ma I**, Weacher J, Featherstone R, Sebantianski M. [Point-of-Care Ultrasound Curriculum in Acute Care Medicine: A Protocol for a Systematic Review and/or Meta-Analysis](#). Research Square. 18 May 2021. DOI: 10.21203/rs.3.rs-519510/v1

Atkins S, Banerjee AT, Bachynski K, Daftary A, Desai G, Gross A, Hedt-Gauthier B, Mendenhall E, Meier BM, Nixon SA, Nolan A, Palermo TM, Phelan A, Pyzik O, **Roach P**, Sangaramoorthy T, Standley CJ, Yamey G, Abimbola S, Pai M. [Using the COVID-19 pandemic to reimagine global health teaching in high-income countries](#). BMJ Glob Health. 2021 Apr;6(4):e005649. doi: 10.1136/bmjgh-2021-005649.

Nicholas C, Hatchell A, Webb C, **Temple-Oberle C**. [COVID-19 and the Impact on Surgical Fellows: Uniquely Vulnerable Learners](#). J Surg Educ. 2021 Mar-Apr;78(2):375-378. doi: 10.1016/j.jsurg.2020.08.017. Epub 2020 Aug 14.

Szafran O, Woloschuk W, Torti JMI, **Palacios Mackay MF**. [Intimidation, harassment, and discrimination during family medicine residency training: a mixed methods study](#). BMC Med Educ. 2021 Mar 20;21(1):173. doi: 10.1186/s12909-021-02623-w.

## External Events

[AMEE 2021](#) - 27-30 August 2021 (on-line)

[CCME 2022](#) – Abstracts due 11 October 2021

[ICRE 2021](#) – 20-22 October 2021 (on-line)

## Local Funding Opportunities

[EDI Research & Innovation in Health & Medical Education Funding Competition](#) - Awards up to \$5,000, deadline 17 September 2021.

[Health Science & Medical Education Research & Innovation Funding Competition](#) – Awards up to \$10,000, deadline 1 October 2021.

### [OHMES Medical Education Travel Fund](#)

The Medical Education Travel Fund was suspended in 2020-21 due to university-wide budget cuts and travel restrictions due to the pandemic. In 2021-22, OHMES will temporarily reinstate the fund in order to provide conference registration funding to CSM faculty presenting at CCME 2022 in Calgary. Details will be available in Fall 2021. No applications to the fund other than those for CCME will be accepted in 2021-22.

## Other Funding Opportunities

[The Pierre Pluye International Mixed Methods Thesis & Dissertations Awards in Family Medicine Education](#) – McGill Family Medicine Education Research Group – Awards for PhD thesis (\$1,000) and MSc thesis (\$500), deadline 31 August 2021

[O'Brien Institute for Public Health Catalyst Fund](#) – Awards \$1,000-\$20,000, ongoing intake

[Spencer Foundation – Small Research Grants](#) - Award maximum: \$50,000, deadline October 1, 2021

[Stemmler Medical Education Research Fund](#) – Award \$150,000, LOI deadline 19 July 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.



Office of Health and Medical Education Scholarship (OHMES)  
G253 HMRB, 3330 Hospital Drive NW  
Calgary, AB T2N 4N1  
403-220-4342  
[ohmes@ucalgary.ca](mailto:ohmes@ucalgary.ca)  
[@UCalgaryOHMES](https://cumming.ucalgary.ca/office/ohmes)