

OHMES Update

#21 September 2021

OHMES Symposium 2022

OHMES is pleased to announce that **Dr. Mahan Kulasegaram** (Scientist at The Wilson Centre and Director of the Office of Education Scholarship at the University of Toronto) and **Dr. Lara Varpio** (Professor, Center for Health Professions Education & Department of Medicine & Associate Director of Research, Center for Health Professions Education, Uniformed Services University of the Health Sciences) will be the keynote speakers at the *2022 Health & Medical Education Scholarship Symposium*.

Dr. Varpio is internationally recognized for her expertise in qualitative research methods and methodologies, and in Social Science and Humanities theories. Dr. Kulasegaram's research focuses on educational assessment as an opportunity to enhance learning, and the role of educational 'big' data in evaluating, assessing, and improving medical education across the continuum of training.

We are currently planning for a virtual event on **February 24, 2022**, however we may attempt to include an in-person component depending on the pandemic situation. More details will be available soon, including a call for abstracts for oral and poster presentations.

We look forward to seeing you there!



Dr. Lara Varpio



Dr. Mahan Kulasegaram

Funding Available for CSM Faculty Member Presenters at CCME

The Medical Education Travel Fund was suspended in 2020-21 due to a reduction in overall OHMES funding, as well as the suspension of travel during the pandemic. The OHMES Advisory Committee reviewed the status of the fund at their May 2021 meeting, and agreed to temporarily reinstate the fund for the 2021-2022 fiscal year with the proviso that all available funding be allocated to subsidize CSM faculty member presenters at CCME in Calgary in April 2022.

CSM faculty members who are OHMES members and have been accepted to present a workshop, oral presentation or poster presentation at CCME may apply to receive up to \$500 in reimbursement for their 2022 registration fees. A total of \$10,000 (ie. 20 awards) in funding will be available, and likely granted on a first-come first-served basis.



CCME abstracts are due **11 October 2021**, and applicants are advised of acceptance decisions by CCME on **18 December 2021**. **OHMES members will be advised in December regarding the application process to access the \$500 awards.** The continuation of the Med Ed Travel Fund will be reviewed by the Advisory Committee annually.

In Our Community: Keith Wycliffe-Jones



OHMES is pleased to feature **Dr. Keith Wycliffe-Jones**, an Associate Professor with the Department of Family Medicine (FM), in Calgary, since 2005. Prior to this, he was a full-time GP in Inverness, Scotland. During his time with the Department, he has maintained a focus on medical education while at the same time holding various leadership positions including; Family Medicine Clerkship Director, FM Residency Program Director, FM Postgraduate Director and FM Assessment Director. At a national level, he served as Chair of the College of Family Physicians of Canada (CFPC) Residency Accreditation Committee for 6 years, completing his 2 terms in November 2020. He is currently the Chair of the CFPC Postgraduate Education Committee.

Dr Wycliffe-Jones is a PI on 3 research projects supported by OHMES research grants; i) Do Canadian medical graduates perceive the selection process for Family Medicine Residency Training in Canada as fair? ii) Quantifying variance in patient care provided by family physicians as attributed to their residency program training and iii) Exploring the normalization of competency-based medical education across Canada. He is currently on a 6-month sabbatical during which he is continuing his scholarship and research activity with a focus on selection for postgraduate FM training. This focus includes leading the development and implementation of a new Situational Judgement Test (SJT) for FM selection, due to go live in 6 Programs in 2022.

When I was a full-time GP in Scotland, managing a large and busy patient panel, the concept of an “academic GP”, or even finding the time to *be* “academic”, seemed alien and, dare I say, almost irrelevant to me in the swirl of just managing to keep my head above water, as a new grad, looking after my patients on a day-to-day basis. Of course, I realize I am stereotyping here but General Practice academia at the time, at least in Scotland, seemed to me to be the world of a small number of navel-gazing GPs, often male, who wore a uniform of corduroy trousers, suede shoes, no ties (standard at the time for GPs) and sleeveless, woolen cardigans. The occasional times any of these “academics” came to our clinic, they wanted to ask “research” questions that we had never been asked before about topics we had not ever considered to be that important, or even relevant. As they would depart our clinic with a wave, we were generally left with a sense of “they are not *real* GPs”.

Very soon, I discovered the joy of teaching through supervising medical students and FM Residents attached to our practice. As I tried hard to learn what being a good teacher was all about, this was my first introduction to educational scholarship as I sought, in the literature and Faculty Development event, answers to my very basic questions; “*What makes effective teaching?*”, “*What does good feedback look like?*”, “*How do you respond to a learner in difficulty?*” Naively, I thought there would be definite and easy-to-find answers to these questions. This of course was not the case, but it was my first introduction to learning theories, educational research & scholarship, especially in relation to teaching communication skills which was a focus for me at that time. This brought me on sabbatical to one of the 2 homes of the “Calgary-Cambridge Guide”, and ultimately our permanent move to Calgary in 2005. I joined an academic department but what exactly made me an academic?

It turns out its nothing to do with the clothes (although I do occasionally wear sleeveless cardigans) and, in my opinion, it is still very much to do with being able, and willing, to ask the right questions, researching for answers and then putting whatever is learned into practice, to improve whatever it is we do...be that the care of our patients or teaching learners. This is a critical responsibility that accompanies major educational leadership roles and has provided the basis for just about all my academic work, squeezing it in when I have been able to; e.g. “*What should a Triple-C CBME-based Program look like?*”, “*How do you assess Residents in a CBME Program?*”, “*What are the indicators that support reliable accreditation decisions about the standard of teaching and learning in a Program?*” and “*What is an effective Program Evaluation model?*”.

Which brings me to my current focus on improving selection for FM Residency training in Canada. Despite advances in approaches to medical school admissions, the way we select Residents has not dramatically changed for years. There is either a lack of evidence for what we do or, where there is evidence, this often shows what we do is neither reliable nor valid. Although the current and tragic, SARS-COV2 pandemic shifted Programs in 2020 and 2021 to virtual in place of in-person interviews, the underlying methodologies utilised by most programs has not changed that much (usually

involving some kind of file review based on reference letters, MSPRs and personal statements, followed by an interview). On top of these psychometric concerns, lie bigger questions around how to increase diversity in FM Residency Programs and how to select Residents who, upon graduation, are most likely to have the attributes and *capability* to not only provide high quality care for Canadians, but to improve the health of Canadians where the biggest health equity gaps exist. Ultimately, we are asking *What kind of Family Physician does Canada need?* and *How do we select for this?*. These questions sound, to me anyway, exactly the questions an academic GP should be helping to answer, cardigan or no cardigan!

If you want to talk about anything to do with FM Residency selection, please email me kwycliff@ucalgary.ca



Resident Education Scholars Program

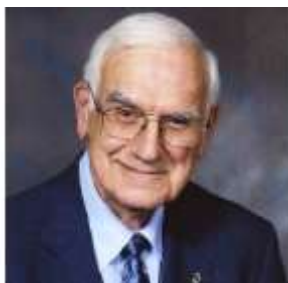
A new program was developed by OHMES and Postgraduate Medical Education (PGME) in 2020-21 to support residents in their pursuit of scholarly work. Most residents in Canada are expected to complete a scholarly project during their training. While many opt for clinical or biomedical areas of inquiry, a number each year pursue projects that explore education and training issues in medicine. These individuals have until now operated largely independently of the scholar base in Calgary, unlike those in clinical and biomedical disciplines. It has been established through consultation and survey data that there is an unmet need for support and orientation for these projects/residents to make the most of their educational and scholarly potential.

The [Resident Education Scholars Program](#) (RESP) will provide selected residents with a structured program, mentorship, and support in designing, conducting, and reporting on their scholarly activities during residency. Residents selected to participate will develop their skills in health/medical education scholarship by either conducting educational research or developing an educational innovation. The first part of the program focuses on foundational knowledge in practical education scholarship, and on preparing a scholarly project. The second part is dedicated to the execution of the scholarly project. While each participating residency program configures the scheduling and expectations for their residents' participation in RESP, the overall format is common to all participating residency programs. The Office of PGME will provide funding up to \$3,000 for each resident project to cover related expenses as needed.

The RESP Working Group began meeting in 2020 to develop the overall program, and to adapt the RESP to the individual residency programs. Members are volunteers from the Anesthesiology, Internal Medicine, Pediatrics, and Psychiatry residency programs, and these programs are included in the pilot project which launched on July 1, 2021. Following an evaluation of the pilot project, we hope to open the RESP to all residency programs in 2023. This program is designed to benefit not only the participants, but also the Cumming School of Medicine by developing scholars who will contribute to educational excellence.



In Memoriam



The Cumming School of Medicine and OHMES mourn the loss of [Dr. Lawrence A. Fisher](#). Dr. Fisher established the Division of Evaluation, Performance and Assessment (DEPA) in the Faculty of Medicine in 1970, and served as Director. DEPA was an early predecessor of OHMES, and was responsible for providing support for educational planning and evaluation, as well as the development and execution of research in medical education. Dr. Fisher guided curriculum and assessment in the Faculty for many years before retiring in 1988, and we recognize his many contributions to the school.



WISHES Update

Pumpkin spice lattes, crisp fall air and new back-to-school stationary! Welcome back everyone! Happy New Academic Year and Happy Autumn! What a rollercoaster ride it has been over the past few months. Hoping that everyone managed to have a relaxing summer with some time and space away from learning and working. Words cannot express the continued gratitude for our healthcare providers as the pandemic rages on. Thank you.

Despite slowing down for summer, there has been activity with WISHES! We are excited to announce that our seminal scoping review examining wellness interventions at medical schools across Canada using the WISHES framework is finally [here](#)! The take home message is that medical schools across Canada need to promote **physical** and **mental** wellness for their learners. In these complex times, the focus on learning (intellectual) and working (occupational) wellness is not sufficient in maintaining learner well-being. Furthermore, equity, diversity and inclusion (**social** wellness) needs fostering in learners as this ultimately has downstream effects in health care access and equity.



Congratulations to the Calgary Black Medical Students' Association team including Aya Ebdalla, McNeil-Inyani Keri, Mursal Mohamud and **Chidera Nwaroh** (WISHES Advisory Committee member photographed left) for the 2021 Cumming School of Medicine (CSM) Equity, Diversity and Inclusion (EDI) Award!

Are you interested in Fatigue Risk Management in Residency Education? Deadline to apply is October 4, 2021!

Managing residency fatigue is important for resident wellbeing and patient safety. Apply for the Royal College of Physicians and Surgeons of Canada (RCPSC) Fatigue Risk Management Grant for up to \$20,000! The Cumming School of Medicine's Obstetrics and Gynecology residency program under the program directorship of Dr. Sarah Glaze was one of two selected programs in Canada during the 2019 cycle. We are currently wrapping up the project so stay tuned for a RCPSC webinar later this Fall! More information on our project and details for the 2021 cycle can be found [here](#).

WISHES Symposium 2021 – Part 2 Showcasing Wellness Research will be postponed until Spring 2022

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. Please stay tuned for a Save the Date!

In many ways, the start of the new academic year gives learners a chance to re-invent themselves. WISHES seeks to understand what allows learners to purposefully implement and sustain habits such as those that aid willpower and motivation to allow them to thrive in often challenging programs and systems. What are best practices that we can share with one another? How can we improve the learner experience at the Cumming School of Medicine? If you have an interest in learner wellness programming and want to be a wellness champion to help influence policies and procedures, join the WISHES strategic advisory committee! Please email us at wishes@ucalgary.ca

Enjoy the beautiful fall foliage and be sure to get outside for some fresh air!
With love and gratitude,

Aliya Kassam, PhD

"Our bodies are our gardens – our wills are our gardeners." – William Shakespeare

OHMES Member Awards, Grants & Recognition

Congratulations to:

Dr. Laurie Lemieux – [Outstanding Commitment to Residency Education Award](#) (Palliative Medicine – Subspecialty Program)

Dr. Lindsay Jantzie - [Outstanding Commitment to Residency Education Award](#) (Family Medicine – 2-4 Year Program)

Dr. Catherine Patocka - [Outstanding Commitment to Residency Education Award](#) (Emergency Medicine – 5-6 Year Program)

Dr. Pamela Roach – [The Glenda MacQueen Distinguished Leadership Award](#)

Dr. Jean-Yin Tan – [University of Calgary Teaching Award](#) recipient – Award for Educational Leadership (Individual, Informal)

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!



Selected Recent Publications from OHMES Members

Donoghue A, Navarro K, Diederich E, Auerbach M, **Cheng A**. [Deliberate practice and mastery learning in resuscitation education: A scoping review](#). Resusc Plus. 2021 May 15;6:100137. doi: 10.1016/j.resplu.2021.100137. eCollection 2021 Jun. PMID: 34223392

Cheng A, Eppich W, Epps C, Kolbe M, Meguerdichian M, Grant V. [Embracing informed learner self-assessment during debriefing: the art of plus-delta](#). Adv Simul (Lond). 2021 Jun 5;6(1):22. doi: 10.1186/s41077-021-00173-1. PMID: 34090514

Van Melle E, Hall AK, Schumacher DJ, Kinnear B, Gruppen L, Thoma B, Caretta-Weyer H, **Cooke LJ**, Frank JR; ICBME Collaborators. [Capturing outcomes of competency-based medical education: The call and the challenge](#). Med Teach. 2021 Jul;43(7):794-800. doi: 10.1080/0142159X.2021.1925640. Epub 2021 Jun 12. PMID: 34121596

Desy J, Coderre S, Veale P, Busche K, Woloschuk W, McLaughlin K. [Can we predict failure in licensure exams from medical students' undergraduate academic performance?](#) CMEJ 30 June 2021.

Dubé M, Posner G, Stone K, White M, **Kaba A**, Bajaj K, **Cheng A**, Grant V, Huang S, Reid J. [Building impactful systems-focused simulations: integrating change and project management frameworks into the pre-work phase](#). Adv Simul (Lond) 2021 Apr 29;6(1):16. doi: 10.1186/s41077-021-00169-x

Ellaway RH. [Disaster scholarship](#). Adv Health Sci Educ Theory Pract. 2021 Aug;26(3):765-769. doi: 10.1007/s10459-021-10062-x. Epub 2021 Aug 4. PMID: 34347260

Thoma B, **Ellaway RH**, Chan TM. [From Utopia Through Dystopia: Charting a Course for Learning Analytics in Competency-Based Medical Education](#). Acad Med. 2021 Jul 1;96(7S):S89-S95. doi: 10.1097/ACM.0000000000004092. PMID: 34183609

Ellaway RH, Wyatt TR. [What Role Should Resistance Play in Training Health Professionals?](#) Acad Med. 2021 Jul 6. doi: 10.1097/ACM.0000000000004225. Online ahead of print. PMID: 34232150

Ellaway RH. [Theoriophobia, theoriophilia, theoriamania.](#) Adv Health Sci Educ Theory Pract. 2021 Mar;26(1):1-3. doi: 10.1007/s10459-021-10035-0. Epub 2021 Feb 22. PMID: 33616804

Shah A, Gasner A, Bracken K, Scott I, **Kelly MA**, Palombo A. [Early generalist placements are associated with family medicine career choice: A systematic review and meta-analysis.](#) Med Educ. 2021 Jun 2. doi: 10.1111/medu.14578. Online ahead of print. PMID: 34075608

Chahley, T., Lam, A.W., Halman, S. Watson K, **Ma IWY.** [First year internal medicine residents' self-report point-of-care ultrasound knowledge and skills: what \(Little\) difference three years make.](#) BMC Med Educ 21, 476 (2021).

Moss SJ, Wollny K, Amarbayan M, **Lorenzetti DL, Kassam A.** [Interventions to improve the well-being of medical learners in Canada: a scoping review.](#) CMAJ Open. 2021 Jul 20;9(3):E765-E776. doi: 10.9778/cmaj.20200236. Print 2021 Jul-Sep. PMID: 34285056

Myhre D, Ornstein J, Whalen-Browne M, **Malhi R.** [The impact of urban-based family medicine postgraduate rotations on rural preceptors/teachers.](#) CMEJ (June 2021) DOI: <https://doi.org/10.36834/cmej.71304>

Van Patten KM, Chalhoub S, Baker T, **Rock M**, Adams C. [What Do Veterinary Students Value about Service Learning? Insights from Subsidized Clinics in an Urban Environment.](#) J Vet Med Educ. 2021 Aug;48(4):477-484. doi: 10.3138/jvme-2019-0074. Epub 2021 Jan 11. PMID: 33433304

Roze des Ordon AL, Cheng A, Lockyer J, Wilkie RD, Grant V, Eppich W. [Approaches to interpersonal conflict in simulation debriefings: A qualitative study.](#) Med Educ. 2021 Jul 21. doi: 10.1111/medu.14595. Online ahead of print. PMID: 34291487

Ruzycki S, Franceschet S, **Brown A.** [Making medical leadership more diverse.](#) BMJ 2021;373:n945 (26 April 2021).

Ross S, Hauer KE, **Wycliffe-Jones K**, Hall AK, Molgaard L, Richardson D, Oswald A, Bhanji F; ICBME Collaborators. [Key considerations in planning and designing programmatic assessment in competency-based medical education.](#) Med Teach. 2021 Jul;43(7):758-764. doi: 10.1080/0142159X.2021.1925099. Epub 2021 Jun 1. PMID: 34061700

Gottlieb M, Chan TM, **Zaver F, Ellaway R.** [Confidence-competence alignment and the role of self-confidence in medical education: A conceptual review.](#) Med Educ. 2021 Jun 27. doi: 10.1111/medu.14592. Online ahead of print. PMID: 34176144



OHMES Events



Health & Medical Education Scholarship Symposium
24 February 2022

Dr. Mahesh Kallagaram
Associate Professor

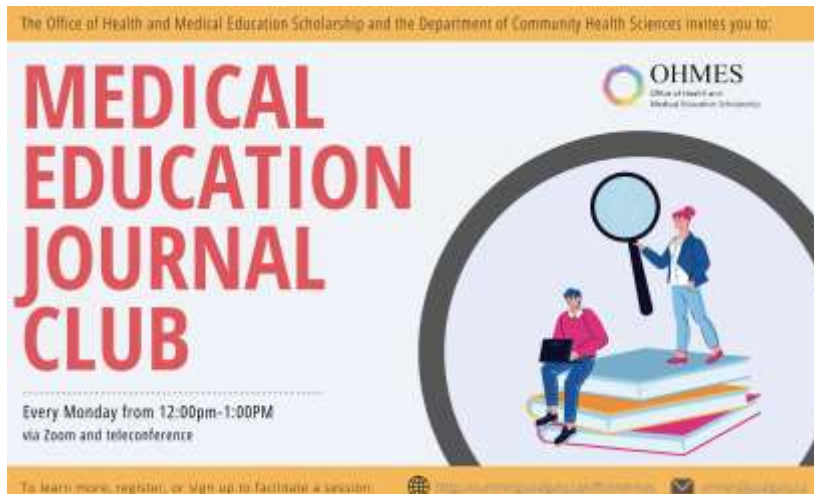
Dr. Lene Varde
Associate Professor

The eighth annual OHMES Health & Medical Education Scholarship Symposium will showcase work in health and medical education research and innovation. We are excited to welcome Dr. Mahesh Kallagaram and Dr. Lene Varde as the keynote speakers.

The Symposium will be held on-line again this year, and sessions have been developed to accommodate this format. The event will include workshops, oral sessions, and poster presentations.

Registration will open in January, and a conference event schedule will be available at that time. The Call for Abstracts for oral and poster is open until 3 December 2021, with details at <https://www.uofcalgary.ca/ohmes>.

This free event is open to anyone with an interest in health or medical education scholarship. For further information, please contact ohmes@uofcalgary.ca.



The Office of Health and Medical Education Scholarship and the Department of Community Health Sciences invites you to:

MEDICAL EDUCATION JOURNAL CLUB

Every Monday from 12:00pm-1:00PM
via Zoom and teleconference

To learn more, register, or sign up to facilitate a session: <https://www.uofcalgary.ca/ohmes>

Details and Call for Abstracts to follow soon

External Events



The Richard K. Reznick Wilson Centre Virtual Research Celebration

Join **The Wilson Centre** in October for Fireside Chats with Karolinska prize-winning Scientists and Alumni including Lorelei Lingard and Glenn Regehr. [Free registration](#)



UNLEARNING AND RELEARNING
Reinvigorating SELF AND SYSTEM IN TIMES OF Renewal
OCTOBER 11-12, 2021 - CALGARY, AB

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



ICRE CIFR
The International Conference on Residency Education
La Conférence internationale sur la formation des résidents

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

OHMES Funding Opportunities

[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 are available on page 1 of this newsletter. No applications to the fund other than those for CCME will be accepted in 2021-22.

Other Funding Opportunities

[Taylor Institute Teaching & Learning Grants](#) – Awards up to \$40,000, deadline 17 January 2021

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

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