

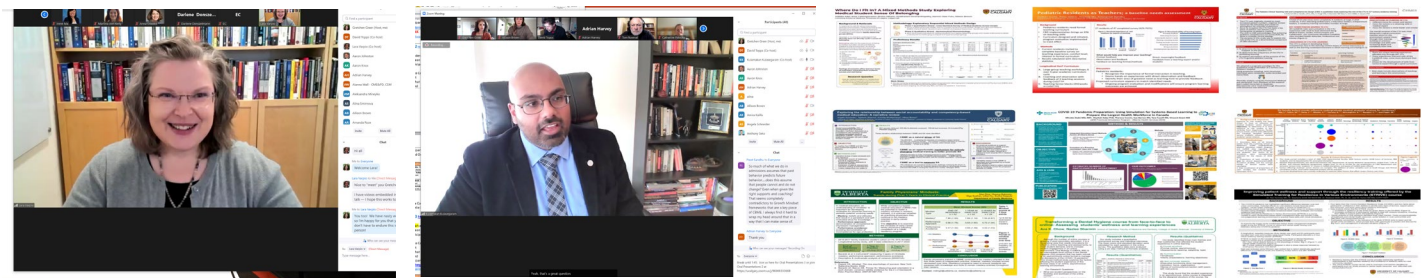
OHMES Update #23 March 2022

OHMES Symposium 2022

The eighth annual Health & Medical Education Scholarship Symposium was held on **Thursday, February 24, 2022**. There were 100 people in attendance from the Universities of Calgary (Faculties of Medicine, Nursing and Veterinary Medicine), Alberta, Mount Royal (and even Emory University in the U.S!), as well as Alberta Health Services.

We welcomed Drs. Mahan Kulasegaram and Lara Varpio as the keynote speakers and featured workshop facilitators. In addition, there were 20 orals, and 9 posters presented, with sessions adapted to accommodate the virtual format. This was the second year that the symposium was virtual, and feedback regarding the event continued to be very positive despite the limitations of an on-line event. 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 2023 symposium.



Dr. Lara Varpio

Dr. Mahan Kulasegaram

Poster Session (click above to access posters)

OHMES Research & Innovation Funding Competition 2021-22

OHMES congratulates the successful applicants to our 2021-22 funding competition. Total funding of \$49,675 was awarded. Watch for the announcement of our 2022-23 competition in June.

Dr. Sarah Anderson

Using EEG and eye tracking to create a core competency expertise profile in diagnostic pathology - PHASE II

Dr. Allison Brown

How should trauma-informed care be taught to medical learners? Exploring the perspectives of physicians across Canada who practice trauma-informed care

Dr. Clark Svrcek

Greening the Curriculum: A Qualitative Study of Faculty Views on Planetary Health in Medical Education

Dr. Lian Willetts

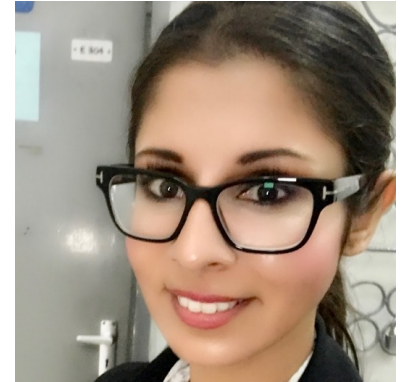
Simulator-Based Training of Orthopedic Residents in Pedicle Screw Fixation via a Minimally Invasive Surgery

Dr. Keith Wycliffe-Jones

Evaluation of the concurrent validity of a new Situational Judgement Test (SJT) for Family Medicine (FM) Residency Selection in Canada

In Our Community: Alyshah Kaba

OHMES is pleased to feature **Dr. Alyshah Kaba, PhD** - currently the Provincial Program Evaluation and Scientific Lead for eSIM Provincial Simulation Program in the department of Quality Health Improvement within Alberta Health Services and Adjunct Assistant Professor in the Cumming School of Medicine. Dr. Kaba completed her PhD in Medical Education at the University of Calgary in 2015, where she worked with the Health Human Factors Team at the W21C Innovation and Research Centre. For her dissertation work she received the prestigious CIHR Vanier Canadian Scholarship. Alyshah was awarded the Gold Medal of Excellence from the Canadian Institute for Health Research (CIHR), recognizing her as one of the top 5% of doctoral students in the country, and an Emerging Young Investigators Award in Simulation Research from Royal College of Physicians and Surgeons of Canada.



Dr. Kaba has had a breadth of international experience as a medical educator in curricular design, instructional methods, measurement, assessment, psychometrics, and simulation-based education. As a mixed-method researcher, she has co-authored over 100 abstracts, presentations, workshops and peer reviewed publications. Alyshah is actively involved as an Adjunct Assistant Professor and holds several committee and leadership roles in the Cumming School of Medicine, including being a member of the OHMES Advisory Committee and one of our consultants. Alyshah's interests are focused on simulation, interprofessional education and collaboration (IPE/C), social and behavioural factors impacting clinical decision making, competency-based education, patient safety, and system integration research. She was also awarded a grant in the 2021 EDI Research & Innovation in Health and Medical Education Scholarship funding competition for her project *Indigenous Themed Simulation: Practice for Change*.

My background and expertise in medical education stems from my passion for lifelong learning and inquiry. The early part of my career I spent working internationally in East Africa engaging in global and public health as medical educator in capacity building of medical and nursing programs at the *Aga Khan University* in *Nairobi Kenya*. Working in partnership with these local communities, I developed a keen interest in understanding the facilitators and barriers to health professional education for vulnerable and at-risk populations.

I was drawn to Alberta to complete my PhD in Medical Education, in *Department of Community Health Sciences at University of Calgary*, as I was curious to understand how social and behavioural factors impact how health professionals' teams make clinical decisions. My doctoral work focused on exploring the social construct of group conformity behaviours and its impact on interprofessional students in a simulated learning environment. This research had both local, national and international impact on curriculum design for Interprofessional education (IPE) and led me to pursue further training in simulation-based education (SBE) at the *Harvard Centre for Medical Simulation* to learn more about pedagogy of SBE and the role of debriefing in preparing and upskilling practicing healthcare teams. In pursuit of further exploring the impact of SBE on interprofessional collaboration, I was selected as the Lead Research Scientist on the Government of Alberta's *Health Workforce Action Plan Grant*. I worked alongside simulation experts in Alberta to understand the role of SBE and flip classroom education on improving knowledge, attitudes and team behaviours of interprofessional preceptors and mentors.

In my current role as an applied Lead Scientist working within Alberta Health Services, I have unique ability to be attuned to the burgeoning questions in SBE that directly impact frontline teams and inform the advancement of medical education scholarship. The access of being a research scientist situated within the healthcare system enables me to co-create and collaborate directly with interprofessional teams on novel SBE questions across different clinical contexts, departments and directly engage in the translation of this new knowledge into innovative practice changes. In partnership with the eSIM provincial simulation program, I have directed the focus of my program of research on four foundational pillars: 1)

Innovations in Faculty Development, 2) Teamwork and Interprofessional Collaboration, 3) System Integration and the 4) Scholarship of Program Evaluation.

Presently, I am interested in innovations in faculty development and mentorship for simulation faculty, which has led to our eSIM team to be leading the field in developing an Entrustable Professional Activities (EPA) formative assessment tool for simulation faculty that aims to establish standard competencies across their career from novice to independent practice. My presentation titled “*Entrustable Professional Activities (EPAs) for simulation faculty?! A novel approach to standardizing mentorship and faculty development for healthcare simulation programs*” was presented at the OHMES symposium in 2022 and was also awarded the top innovation oral presentation at The Royal College of Physicians and Surgeons in Canada, Simulation Summit in 2021.

Bringing full circle my passion for global, public health and capacity building of health professional workforce, at present I am the PI on a collaborative grant between eSIM and Indigenous Wellness Core on *Indigenous Themed Simulation: Practice for Change*. Our team was successful in the 2021 *EDI Research & Innovation in Health & Medical Education Funding Competition*. As the PI on this project, our project team anticipates demonstrating the modality of simulation as an educational approach to advance the integration of knowledge of cultural competence—attitudes of personal bias and systemic racism, communication strategies and awareness of organizational resources of health care providers’ practice in the emergency department (ED). Target participants include ED and Urgent Care interprofessional teams of physicians, nursing, and students/residents, and the project is anticipated to commence in the spring 2022.

My academic experiences in medical education have not been linear. I have had a myriad of opportunities that have spanned a breath of areas of inquiry, practice settings and have been filled with exceptional mentors across disciplines and expertise that have helped me construct my world view as medical education researcher in the field of SBE. Reflecting back, this aligns with my personal values of having a growth mindset in which the scaffoldings of my academic, professional and lived experiences have anchored me to always be opened to learning new ideas, asking curious questions and always seeking to cultivate novel ways of knowing into my journey as a lifelong learner.

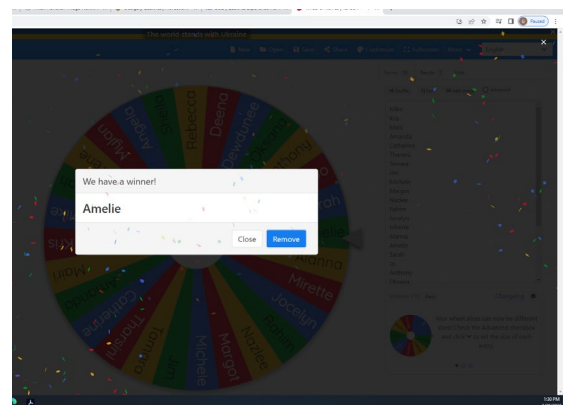
I am always looking to collaborate with those interested in advancing the field of medical education scholarship and simulation-based education, please reach out to me at alyshah.kaba@ahs.ca I personally would love to connect with you.



And the winner is...

Thanks to everyone who completed a survey regarding the 2022 symposium! We received 41 completed surveys out of the 100 people who attended the event.

Congratulations to **Dr. Amelie Stritzke** (one of the symposium presenters) who won the random draw for the \$50 gift card of her choice.





Wellness Innovation Scholarship for Health Professions Education and Health Sciences (WISHES) Symposium

SAVE THE DATE!

8 September 2022

Health Sciences Centre

The **Wellness Innovation Scholarship for Health Professions Education and Health Sciences (WISHES)** is a virtual laboratory aimed at enhancing the learning experience at CSM by reducing stigma related to illness and creating a safe culture for help seeking.

This free event will be open to anyone with an interest in learner and health practitioner wellness research and innovation.

Watch for the Call for Abstracts and registration information coming soon.

For further information, please contact wishes@ucalgary.ca

Learn more about WISHES [here](#).

OHMES Member Awards, Grants & Recognition

Dr. Rachel Ellaway, PhD, winner of the 2021 [Meridith Marks Mentorship Award](#) at Memorial University. The award recognizes individuals who excel in the mentorship of those involved in medical education scholarship and innovation.

Dr. Martina Kelly, MD, PhD, recipient of the [2022 Gold Humanism Award and Lecture from the Association of Faculties of Medicine of Canada](#). The award recognizes leaders in academic medicine who emphasize the importance of humanistic qualities within healthcare.



The 117 presenters and authors at CCME from the CSM:

Doyin Abatan	Janeve Desy	Amira Kalifa	Pamela Roach
Bev Adams	Manpreet Dhillon	Orphelia Kamdem	Julia Robertson
Adibba Adel	Rachel Ellaway	Aliya Kassam	Tom Rosenal
Shima Afhami	Maede Ejaredar	David Keegan	Amanda Roze des Ordon
Fariba Aghajafari	Ryan Endersby	Martina Kelly	Shannon Ruzycski
David Anderson	Whitney Ereyi-Osas	Kenna Kelly-Turner	Angela Schneider
Benedicta Antepim	Nicole Ertl	Hannah Koury	Anthony Seto
Heather Armson	Tanis Fenton	Ebba Kurz	Tejeswin Sharma
Anindita Bhattacharya	Ward Flemons	Chloe Lee	Nalini Singhal
Tara Beattie	Kris Fraser	Kristie Lithgow	Tharsini Sivananthajothy
Aleem Bharwani	Stephanie Garies	Jason Lord	Matthew Skarsgard
Sharon Blyth	Rachel Grimminck	Michelle Lu	Boglarka Soos
Nancy Brager	Jori Hardin	Niamh Lyons	Amelia Srajer
Allison Brown	Adrian Harvey	Frank MacMaster	Leda Stawnychko
Paul Bryan	Logan Haynes	Rebecca Malhi	Xihan (Sheila) Sun Mielke
Andrew Bulloch	Glen Hazlewood	Ashna Maredia	Clark Svrcek
Chloe Burnett	Emma Heck	Kevin McLaughlin	Ann Subota
Kevin Busche	Alya Heirali	Sarah McQuillan	Valerie Taylor
Amanda Carbert	Santanna Hernandez	Kathleen Moncrieff	Megan Thomas
Nina Castrogiovanni	Todd Hill	Dina Moinul	Dianne Timmins
Irina Charania	Esther Ho	Kayla Nelson	Nazia Viceer
Sarah Cheung	Johanna Holm	Chris Naugler	Ian Walker
Fiona Clement	Jayna Holroyd-Leduc	Adam Neufeld	Tyler Warnock
Sylvain Coderre	Zachary Hong	Maeve O'Beirne	Sarah Weeks
Lara Cooke	Trudy Huyghebaert	Ariet Okuori	Chris Wilkes
Rachel Crooks	Rabiya Jalil	Kannin Osei-Tutu	Keith Wycliffe-Jones
Tito Daodu	Deirdre Jenkins	Mike Paget	Katherine Yu
Alison Darnley	Aaron Johnston	Remo Panaccione	Fareen Zaver
Janet de Groot	Rahim Kachra	Natalya Patrick	Harry Zhou
Alexis del Vecchio			



Selected Recent Publications from OHMES Members

OHMES member in bold

Brown A, Auguste E, Omobhude F, Bakana N, Sukhera. [Symbolic Solidarity or Virtue Signaling? A Critical Discourse Analysis of the Public Statements Released by Academic Medical Organizations in the Wake of the Killing of George Floyd](#). J.Acad Med. 2022 Jan 18. doi: 10.1097/ACM.0000000000004597. Online ahead of print.PMID: 35044980.

Sukhera J, Goetz H, **Brown A**, Haddara W, Razack S. [Freedom from discrimination or freedom to discriminate? Discursive tensions within discrimination policies in medical education](#). Adv Health Sci Educ Theory Pract. 2022 Jan 13:1-17. doi: 10.1007/s10459-022-10090-1. Online ahead of print.PMID: 35025019.

Calhoun AW, Gross IT, Mallory LB, Shepard LN, Adler MD, Maa T, Auerbach MA, **Cheng A**, Kessler DO, Whitfill TM, Duff JP. [From Concept to Publication: Effectiveness of the International Network for Simulation-Based Pediatric Innovation, Research, and Education Project Development Process at Generating Simulation Scholarship](#). Simul Healthc. 2021 Dec 27. doi: 10.1097/SIH.0000000000000628. Online ahead of print.PMID: 34966128.

de Groot J, Kassam A, Swystun D, Topps M. [Residents' transformational changes through self-regulated, experiential learning for professionalism](#). CMEJ. Vol. 13 No. 1 (2022).

Doukas DJ, Ozar DT, Darragh M, **de Groot JM**, Carter BS, Stout N. [Virtue and care ethics & humanism in medical education: a scoping review](#). BMC Med Educ. 2022 Feb 26;22(1):131.

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. Vol. 12 No. 6 (2021).

Ellaway RH, Topps M, Kearney R, Hartford W, Bates J. [Where do rural family medicine residents in Canada train?](#) Can Fam Physician. 2022 Feb;68(2):e39-e48. Doi. 10.46747/cfp.6802e39.PMID: 35177514.

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Ellaway RH, Thompson NL, **Temple-Oberle C**, Pacaud D, Frecker H, Jablonski TJ, Demers J, Mattatall F, Raiche J, Hull A, Jalil R. [An undergraduate medical curriculum framework for providing care to transgender and gender diverse patients: A modified Delphi study](#). Perspect Med Educ. 2022 Jan;11(1):36-44. doi: 10.1007/s40037-021-00692-7. Epub 2021 Nov 18.PMID: 34792753.

Thomas A, **Ellaway RH**. [Rethinking implementation science for health professions education: A manifesto for change](#). Perspect Med Educ. 2021 Dec;10(6):362-368. doi: 10.1007/s40037-021-00688-3. Epub 2021 Nov 10.PMID: 34757538.

Durling P, Henni J, Mrozowich D, Rankin J, Barlow A, **Grimminck R**. [A Mixed-Methods Realist Analysis of an Interdisciplinary Simulation Intervention for Psychiatry Residents](#). Acad Psychiatry. 2022 Feb;46(1):95-105. doi: 10.1007/s40596-021-01524-w. Epub 2021 Oct 6.PMID: 34613598.

Onyura B, Mullins H, **Hamza D**. [Five ways to get a grip on the shortcomings of logic models in program evaluation](#). CMEJ. Vol. 12 No. 6 (2021).

Ramani S, **Lee-Krueger RCW, Roze des Ordons A**, Trier J, **Armson H**, Könings KD, **Lockyer JMJ**. [Only When They Seek: Exploring Resident and Supervisor Perspectives and Positions on Upward Feedback](#). Contin Educ Health Prof. 2022 Feb 17. doi: 10.1097/CEH.0000000000000417. Online ahead of print.PMID: 35180742.

Bell C, Wagner N, Hall A, Newbigging J, Rang L, **McKaigney C**. [The ultrasound competency assessment tool for four-view cardiac POCUS](#). *Ultrasound J*. 2021 Sep 27;13(1):42. doi: 10.1186/s13089-021-00237-3.PMID: 34570287.

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Neufeld A, Hughton B, Muhammadzai J, McKague M, Malin G. [Towards a better understanding of medical students' mentorship needs: a self-determination theory perspective](#). *Can Med Educ J*. 2021 Dec 29;12(6):72-77. doi: 10.36834/cmej.71857. eCollection 2021 Dec.PMID: 35003433.

Wilkes TC, Lewis T, **Paget M**, Holm J, Brager N, Bulloch A, Macmaster F, Molodynski A, Bhugra D. [Wellbeing and mental health amongst medical students in Canada](#). *Int J Soc Psychiatry*. 2021 Nov 18;207640211057724. doi: 10.1177/00207640211057724. Online ahead of print.

Ross S, Hamza D, Zulla R, Stasiuk S, Nichols D. [Development of and Preliminary Validity Evidence for the EFeCT Feedback Scoring Tool](#). *Grad Med Educ*. 2022 Feb;14(1):71-79. doi: 10.4300/JGME-D-21-00602.1.

Roumeliotis M, Morrison H, Conroy L, Becker N, Logie N, Grendarova P, Thind K, McNiven A, Hilts M, Quirk S. [Competency-Based Medical Education in Radiation Therapy Treatment Planning](#). *Pract Radiat Oncol*. 2021 Dec 17:S1879-8500(21)00342-8. doi: 10.1016/j.prro.2021.12.003. Online ahead of print.PMID: 34929401.


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Slemko JM, Daniels VJ, Bagshaw SM, **Ma IWY**, Brindley PG and Buchanan BM. [Critical care ultrasound training: a survey exploring the "education gap" between potential and reality in Canada](#). *The Ultrasound Journal (2021) 13:48*.



OHMES Events

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://cumming.ucalgary.ca/officeohmes> | ohmes@ucalgary.ca

The 2021-22 journal club season will end on April 11.

Canadian Association for Medical Education  Association canadienne pour l'éducation médicale

[CAME Webinars 2021-22](#)

OHMES members can attend webinars offered by the Canadian Association for Medical Education at no cost. Email ohmes@ucalgary.ca to register.

Upcoming webinars:

March 29 - Adaptive expertise, virtual care and education: Lessons from Covid-19

May 3 – Pan-Canadian Consensus on Big Data in Medical Education Research: The Promises and Perils

External Events



[CCME 2022](#) – April 2022, Calgary, AB

[ICAM 2023](#) - April 2023, Québec City, QC



[AMEE 2022](#) - 27 August – 1 September, Lyon, France

OHMES Funding Opportunities

Stay tuned for June announcements regarding the:

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

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

Other Funding Opportunities

[Dr. W Dale Dauphinee Award for Excellence in Medical Education and Assessment \(for medical students & residents\)](#) – MCC Award \$5,000, deadline April 30, 2022

[Spencer Foundation – Small Research Grants](#) - Award maximum: \$50,000, deadline April 12, 2022

[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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