

OHMES Update

#24 June 2022

Visit from Dr. Ayelet Kuper of The Wilson Centre

OHMES and WISHES are excited to welcome [Dr. Ayelet Kuper](#) of [The Wilson Centre](#) at the University of Toronto on September 8 & 9. The [WISHES Symposium](#) will be held on **Thursday, September 8**. This free in-person event is open to anyone with an interest in learner and health practitioner wellness research and innovation. In addition to the keynote address from Dr. Kuper, the event will feature presentations from local learners and health professional wellness researchers and innovators.

Dr. Kuper will also be offering a different session (ie. other than learner wellness-related) for OHMES on **Friday, September 9**. More details on this session will be released over the summer. Stay tuned for details and registration for both events.

We are looking forward to hosting these in-person events and a visiting professor for the first time in over two years.



Medical Education Journal Club

The Med Ed Journal Club will begin the academic year on September 19, 2022, and will move to a bi-weekly format, but continue to be held on Mondays from 12-1pm. We are recruiting facilitators for one of the 13 sessions at: <https://www.signupgenius.com/go/8050c4cfa622a1f49-ohmes>. Faculty, learners and staff are encouraged to facilitate on a topic of their choice.

Thanks to everyone who completed the survey regarding the Medical Education Journal Club! Survey results have informed the move to the bi-weekly schedule, and we appreciate the feedback received. Congratulations to **Dr. Laura Morrison** who won the random draw for the \$50 gift card of her choice!



OHMES
MEDICAL
EDUCATION
JOURNAL
CLUB

FACILITATOR SIGN UP
FOR THE 2022-2023
ACADEMIC YEAR
NOW OPEN!

SCAN ME



NOW BI-MONTHLY FOR THE 2022-2023 ACADEMIC YEAR
Sign up to facilitate [online](#) or email ohmes@ucalgary.ca

A fond farewell to Dr. Nishan Sharma, but not a good-bye

It is with great reluctance that we write this farewell article. Earlier this year, Nishan advised of his intent to step away from his involvement with OHMES given his recent appointment with UCalgary International as Manager, International Research Partnerships and Innovation, as well as his other commitments with WHO and the CSM. At first we said “no”, but then reluctantly agreed because we had no choice, but also because we know that Nishan’s contributions since 2014 will continue to have lasting impact on OHMES and the CSM.

Nishan has been involved with OHMES since its beginnings in 2014. He was one of the first members of the OHMES Advisory Committee (2014), Chair of the first OHMES Symposium Planning Committee in 2015 (and a member in 2016, 2017, 2019-21), member of the OHMES Funding Competition Review Committee (2014-15, 2015-16 and 2020-21), OHMES Consultant (2014-2019), member of the Med Ed Travel Fund Review Committee (2019-21) and Chair of the inaugural OHMES/ILGH/OPED EDI Funding Competition Review Committee in 2021. He has been involved in pretty much everything OHMES does!



Nishan at the 2019 OHMES Symposium

He has helped us develop and deliver med ed workshops, been instrumental in keeping OHMES connected with W21C, OIPH and CAME, provided consultation to OHMES members on research projects, and has been a key contributor to many other OHMES initiatives. Despite receiving no tangible rewards from OHMES, he has generously provided his time and expertise whenever asked (and he was asked a lot!). We don’t have any record of him ever saying “no” to any of our requests.

We are thrilled that Nishan is pursuing exciting new opportunities in UCalgary International, and we know he will be successful at whatever he does. Although his core time with OHMES has come to an end, he did say he “could help out with occasional asks perhaps”. We have this in writing and look forward to holding him to it!

I first met Nishan in 2014 when Ian Mitchell (1st Director of OHMES) and I were consulting with those involved in medical education scholarship in the CSM to inform the development of OHMES. Dr. Irene Ma suggested we meet with W21C to see if there might be an opportunity for partnerships, so we scheduled a meeting with Nishan (Education Lead) and Greg Hallihan (Human Factors Program Manager) at W21C. They were both very supportive of the proposed direction of OHMES and thought it would fill a need in the Faculty. Nishan mentioned that he was helping a friend (a surgeon with an MSc in Med Ed) do research because no other help was available, and expressed interest in collaborating with OHMES in the consulting service. That was the start of Nishan’s involvement with OHMES, and I am so glad we had that meeting! A huge thanks for all you have done for OHMES (and me!), you will be missed!

- Gretchen

Reflections on the “Next Era in Assessment” Meeting

by Alina Smirnova

On May 23-25, 2022, in Milwaukee, WI, I had the pleasure of organizing the “Next Era in Assessment” meeting co-sponsored by the [NBME](#) and the [Kern Institute for the Transformation of Medical Education](#). This meeting brought together in a hybrid format close to forty medical education leaders, researchers, and policy makers from Canada, United States, and The Netherlands to define the next era in assessment and create a roadmap to achieve this vision.

This meeting was borne out of a long-standing collaboration of medical education researchers who were brought together by the common challenges of harnessing the electronic health records in medical education research. Earlier our collaborative group received the prestigious [Stemmler Grant](#) from NBME to study the wider application of resident-sensitive quality measures. However, prompted by the ever-expanding amount of available data about medical trainees, we had to consider the more philosophical ends to which these (novel) data are meant to be used. As the collaborative grew, it became clear that we are entering a “new era” in assessment.

Over a course of three days in a Cambridge-style conference, which had no pre-defined agenda, the attendees were challenged to co-create a vision and a practical roadmap to move the field forward. With expertise ranging from artificial intelligence, natural language processing and advanced statistics to humanism and post-positivism, attendees have agreed that the field of medical education has responded to the challenges of the pandemic in two main ways: (1) focusing on the patient as the centre of all aspects of medical education and (2) embracing the complexity of the context in which assessment takes place.



Participants in the Next Era in Assessment conference, May 2022

Participants not pictured who attended on-line: Marc Triola, Brent Thoma, Christy Boscardin, Eric Holmboe, Brian Hodges, John Andrews, Saad Chahine, Tina Hernandez-Boussard, Jason Frank, Abby Martini

The *Next Era in Assessment* conference has been one of the most enjoyable and productive conferences I have attended thus far in my academic career. As my first Cambridge-style conference, I felt that both the format and process were conducive to networking, co-creation of content and knowledge sharing. There was a collectivist tone to the conference and there were interesting conversations around equity, diversity and inclusion. As part of the implementation and contextualization sub-group, I learned about the importance of implementation science frameworks and how contextual factors of the learning environment, learner, patient and assessor must all be considered. This is very much a shift from traditional standardized assessment that has been the dominant culture for decades. It was great to have a seat at the table at this conference and Dr. Adina Kalet, Director of the Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education and her team are formidable hosts. Much gratitude to Dr. Alina Smirnova who is instrumental to the success of the conference and who continues to keep the momentum going. I am excited to see how the work around the Next Era in Assessment unfolds and how learner and patient voices alike can be heard. Furthermore, I am confident that equity, diversity and inclusion principles will continue to be at the forefront of discussions.

Dr. Aliya Kassam, PhD

Responding to these changes, the next era in assessment will likely be defined by (1) greater *accountability to the patient*, where the patient is both the goal and co-producer of assessment, (2) *flexible and dynamic* assessment that responds to the learning needs of the individual learner and values collaboration and co-creation, and a (3) *growth-oriented mindset* also acknowledges the inherent trade-offs in any individual form of assessment, both existing and yet to be developed. The forthcoming recommendations will centre around four main themes: accountability, trust and power, implementation and contextualization, harnessing technology for assessment, and infrastructure for data sharing and open-source data.

The full recommendations will be made available online through the Kern Institute website. Work is also underway to prepare a supplement in an academic journal. If you are interested in following the work of this group, please join us at the upcoming symposium “*CPM: Integrating clinical performance measures into assessment programs across the medical education continuum*” on Saturday, October 29th at the [International Conference on Residency Education \(ICRE\)](#) in Montreal, QC.



Medical Education Travel Fund & Funding Competition Updates

OHMES is pleased to announce the re-instatement of the Medical Education Travel Fund for 2022-23. The Medical Education Travel Fund was temporarily suspended in 2020-21 due to university-wide budget cuts and travel restrictions due to the pandemic.

The OHMES Advisory Committee considered the status of the fund at their June 2022 meeting, and agreed to reinstate the fund for the 2022-2023 fiscal year. The committee has allocated \$10,000 (up to \$2,000 per award for those presenting their scholarship at a conference) for this purpose, which will continue to be administered by the Medical Education Travel Fund Review Committee and awards granted on a first-come, first-served basis.

The continuation of the Medical Education Travel Fund will be reviewed by the OHMES Advisory Committee on an annual basis. Visit the [OHMES website](#) for more information on the Travel Fund Policy and application process.

Stay tuned for announcements regarding the 2022-23 [EDI Research & Innovation in Health & Medical Education Funding Competition](#) and [Health Science & Medical Education Research & Innovation Funding Competition](#).

OHMES Member Awards, Grants & Recognition

Congratulations to the following:

Dr. Shannon Ruzycki

[CMA Award for Young Leaders \(Early Career\)](#)

[2022 Taylor Institute Teaching and Learning Grants Recipients](#)

An Undergraduate Online Research Course in Secondary Data Analysis: Investigating Global Health While Staying Home

Dr. John McLennan, MD, PhD, and **Dr. Fabiola Aparicio-Ting, PhD**

Cultivating Structural Competence and Diffusing Critical Pedagogy into Medical Education Through a Novel Faculty Development Program

Dr. Allison Brown, PhD, Dr. Lea Harper, MD, Dr. Tito Daodu, MD, **Dr. Rahim Kachra**, MD, Kenna Kelly-Turner, and **Dr. Melinda Davis**, MD

Applied Communication in Experiential Learning Rotations at the University of Calgary Faculty of Veterinary Medicine (UCVM)

Dr. Alyssa Butters, DVM, Dr. Cindy Adams, PhD, Mandy Dale, and **Dr. Darlene Donszelmann**, DVM

Selected Recent Publications from OHMES Members

OHMES member in bold

Prisnie J, Poon GWS, Stokes P, **Brager N**. [Utilization of Moderate-Duration Summary Podcasts Compared to Long-Duration Podcasts for Psychiatry Education by Canadian Pre-clerkship Medical Students](#). Acad Psychiatry. 2022 Feb;46(1):133-137. doi: 10.1007/s40596-021-01538-4. Epub 2021 Sep 22. PMID: 34553323

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. 2022 Feb 1;17(1):1-6. doi: 10.1097/SIH.0000000000000541. PMID: 33428357

Cheung WJ, Wagner N, Frank JR, Oswald A, Van Melle E, Skutovich A, Dalseg TR, **Cooke LJ**, Hall AK. [Implementation of competence committees during the transition to CBME in Canada: A national fidelity-focused evaluation](#). Med Teach. 2022 Feb 24:1-9. doi: 10.1080/0142159X.2022.2041191. Online ahead of print.

Elgohary M, Palazzo FS, Breckwoldt J, **Cheng A**, Pellegrino J, Schnaubelt S, Greif R, Lockey A. [Blended learning for accredited life support courses - A systematic review](#). Resusc Plus. 2022 May 10;10:100240. doi: 10.1016/j.resplu.2022.100240. eCollection 2022 Jun. PMID: 35592876

Ellaway RH, Hecker KG. [What role does basic research have in an applied field?](#) Adv Health Sci Educ Theory Pract. 2022 May;27(2):289-292. doi: 10.1007/s10459-022-10117-7. PMID: 35467306

Ellaway RH. [Journal standards](#). Adv Health Sci Educ Theory Pract. 2022 Mar;27(1):1-5. doi: 10.1007/s10459-022-10106-w. PMID: 35312927

Nickell, L., **Kassam, A.** and Bandiera, G., 2022. [Is there a role for a learner education handover as part of the Medical Council of Canada assessment and licensing process?](#) *Canadian Medical Education Journal*

Lee, C., Thomas, M., **Kassam, A.**, Whittle, S.L., Buchbinder, R., Tugwell, P., Wells, G., Pardo, J.P. and Hazlewood, G.S., 2022. [Crowdsourcing trainees in a living systematic review provided valuable experiential learning opportunities: A mixed-methods study](#). *Journal of Clinical Epidemiology*.

Neufeld A, Babenko O, Lai H, Svrcek C, Malin G. [Why Do We Feel Like Intellectual Frauds? A Self-Determination Theory Perspective on the Impostor Phenomenon in Medical Students](#). Teach Learn Med. 2022 Apr 17:1-13. doi: 10.1080/10401334.2022.2056741. Online ahead of print. PMID: 35435084

Neufeld A. A commentary on "[Medical student wellness in Canada: time for a national curriculum framework](#)". CMEJ. Vol. 13 No. 2 (2022)

Pandya A, **Patocka C, Huffman J**. [Simulation for assessment of Entrustable Professional Activities in an emergency medicine residency program](#). CJEM. 2022 Jan;24(1):84-87. doi: 10.1007/s43678-021-00209-5. Epub 2021 Nov 15. PMID: 34780048

We are also excited to share two works of art created by OHMES members **Rachelle Lee-Krueger** and **Mike Paget**, that were accepted into the Canadian Medical Education Journal (CMEJ) and the AAMC Fundamental Role of Arts and Humanities in Medical Education (FRAHME) respectively.

Canadian Medical Education Journal

Images

Arcscience 2.0

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From left to right, top to bottom: Pap smear, lymph node, lung carcinoma, parotid gland

This artwork is submitted as a sequel to the cover art published in the October 2019 issue of Academic

Since its creation, the artist hopes to embody Arcscience with a new meaning to how she now views this artwork. Since joining a new academic community in completing a PhD, Arcscience 2.0 reminds the artist about her roots and the life mentees who continue to support her through this vocational journey for shaping the process of medical education and knowledge creation. The artist experienced first-hand the importance of humanistic and relationship-centred learning in medicine globally. Arcscience 2.0 is dedicated to clinicians, educators, and researchers who have sacrificed tirelessly to ensure that the safest practices are always upheld. As we come out from the exhausting battle of a global pandemic, it is these trusting connections that will truly support us through a recovery from the hurt and losses.

Arcscience 2.0 marks the end of this art series, but these values should remain as the fundamental tenets of medical educationists contributing to the advancement of this field.

Disclosure: Arcscience, which contains a total of nine images-four images published for cover art in the October 2019 issue and four new images for this issue-is currently displayed within the Office of Health and Medical Education Scholarship at the Cumming School of Medicine, University of Calgary, Calgary, Alberta, Artist.

Lee-Krueger R. [Arcscience 2.0](#).
CMEJ 2022, 12(3). May 3, 2022.



Paget, MK. AAMC Fundamental Role of Arts and Humanities in Medical Education (FRAHME) newsletter



OHMES Events

[WISHES Symposium](#) - 8 September 2022

Save the Date for Dr. Ayelet Kuper - 9 September 2022 (details to follow)

External Events



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



[ICRE](#), 7-29 October, Montreal, QC



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

OHMES Funding Opportunities

[Medical Education Travel Fund](#)

Other Funding Opportunities

[Taylor Institute for Teaching & Learning Grants](#) – Award maximums \$10,000-\$40,000 in categories for Development & Innovation, SoTL, and Teaching Scholar, peer review deadline 31 October 2022, application deadline 16 January 2023.

[Spencer Foundation – Small Research Grants](#) - Award maximum: \$50,000, deadline 9 August 2022

[Stemmler Medical Education Research Fund](#) – Awards up to \$150,000, deadline 15 July 2022

[O'Brien Institute for Public Health Catalyst Grants](#) – Awards from \$10,000-\$15,000, deadline 1 October 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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