

# OHMES Update

#25 September 2022

## From the Editor



There seems to be a lot of coming and going at present. Some of us are just returning from sabbatical (with varying levels of energy and enthusiasm given the stresses of the past year) while others are just starting their research study leaves, and still others are planning theirs. There have been other comings and goings including changes in senior leadership. In the last few months, the Cumming School of Medicine has a new Dean, a new Vice Dean, and a soon-to-be-announced new Senior Associate Dean Education. We are particularly focused on that last appointment as OHMES is a part of the Senior Associate Dean's portfolio. We also have the annual comings and goings of our learners in our many education programs, and the comings and goings of faculty and staff. If this is a time of change then can we and should we be talking about our 'new normal'? COVID-19 is still with us despite some things returning to something like normal operations. Moreover, the impacts of the past few years, wherever you spent it and whatever you were doing will take time to process and assimilate, if we ever truly can do so. I encourage you to renew your commitment to education and education scholarship in that light. Rachel Ellaway, September 2022

## OHMES Education Research & Innovation Funding

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

This competition is open to CSM investigators with a research or innovation project related to health or medical education. Funding is available up to \$10,000/project, with letters of intent due October 17, 2022. Projects for which EDI issues are the primary focus must be submitted to the EDI Scholarship in Health & Medical Education Funding Competition (see below).

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

OHMES, the Office of Professionalism, Equity and Diversity ([OPED](#)), and the Office of Indigenous, Local and Global Health ([ILGH](#)) have partnered to host the second annual funding competition focused on health and medical education scholarship in the areas of equity, diversity and inclusion and Indigenous health. Funding is available up to \$10,000/project, with letters of intent due October 31, 2022, and all applicants are required to participate in the [Indigenous Health Education Pathways to Healing](#) Circle (see ***New Requirement – Pathways to Healing Circle*** section in the full announcement) prior to submitting an LOI.

Please note that the same proposal cannot be submitted to both competitions.

## OHMES Visiting Scholars



Dr. Ayelet Kuper, Dr. Tina Martimianakis, and Dr. Jen Cleland.

After 2+ years of only running virtual events, OHMES was thrilled to welcome back visiting speakers in September 2022. OHMES co-sponsored the WISHES Symposium (see p3) whose keynote speakers Dr. Ayelet Kuper and Dr. Tina Martimianakis (both of The Wilson Centre) ran an additional workshop “*How to combine theory and praxis in our many complementary and conflicting roles as academics in medical education*”. They shared their own lived experiences, followed up with theoretical orientations, and provided relevant ways for participants to integrate their positionalities in the many aspects of their work as educators, leaders, care providers, and researchers.

OHMES was also fortunate to welcome Dr. Jennifer Cleland who is the President’s Chair in Medical Education and Vice Dean (Education) at the Lee Kong Chian School of Medicine at the Nanyang Technological University in Singapore. Dr. Cleland presented two seminars on September 22: “*Context is everything*” and “*Research that influences policy*”. She shared personal experiences from her career regarding the importance of context in research, and how research can be used to make changes in academic systems. Dr. Cleland also met one-to-one with OHMES scholars to discuss their work. We thank all three of our visiting scholars for their time and energy.

## Medical Education Journal Club

The Medical Education Journal Club began the new academic year on September 19, 2022, and has moved to a bi-weekly format every other Monday from 12-1pm. We are currently recruiting facilitators and, to that end, faculty, learners and staff are encouraged to volunteer to facilitate a session on a topic of their choice.

<https://www.signupgenius.com/go/8050c4cfa622a1f49-ohmes>

## WISHES Update



Happy Fall Semester 2022 to all continuing and incoming learners! This autumn equinox hopefully brings with it a season for enjoying the fullness of life for all. This season also marks a series of transformations. These transformations include a new leadership team at the Cumming School of Medicine, a new academic year, and the changing fall foliage. Change is in the air!

WISHES held its third annual symposium to mark the beginning of a new academic year September 8<sup>th</sup> and 9<sup>th</sup>, and I would like to thank the generous support from the Office of Health and Medical Education Scholarship (OHMES) and the Office of Professionalism, Equity and Diversity (OPED) in making this meeting happen. The symposium was held in-person and showcased research findings from scholars from the University of Calgary as well as the University of Alberta. There were 37 attendees over the 2 days, with 94% of attendee survey respondents rating the event as either excellent or good.

WISHES would like to thank all presenters and participants, as we know you have competing demands. We heard from the new Cumming School of Medicine’s Centre for Mindfulness and Student Advocacy and Wellness (SAW) Hub. The showcase of research presentations illuminated structural and systemic barriers that impact learner wellbeing leading to harassment, fatigue, and the stigma of disclosure. Facilitators to foster learner wellbeing such as learner advocacy by leadership, practical wellness programming to fit with busy schedules and creating a positive learning environment through learner engagement were also described as possible ideas to effect change at the program level.

The keynote presenters at this year’s symposium were renown scholars Dr. Ayelet Kuper and Dr. Tina Martimianakis who are also Wilson Centre Scientists from the University of Toronto. Their enlightening presentations described important discourses for equity, diversity, and inclusion as well as the hidden curriculum in health professions education and how they impact learner wellbeing.

From now until August 31<sup>st</sup>, 2023, I will be focusing on manuscript writing, conference presentations as well as scholarly visits to other institutions. WISHES updates may be sporadic during this time. Take care everyone and be well. With love and gratitude, Aliya Kassam, PhD

*“Self-care is how you take your power back.”- Lalah Delia*



Keynote Address: Dr. Ayelet Kuper



Benn Antepim & Dr. Aliya Kassam



Dr. Rory Sellmer & Dr. Monique Jericho

## Selected Recent Publications from OHMES Members

OHMES member in bold

McKenzie ED, Sugarman J, Savage T, Lee M, Thornton H, Chaplin T, **Altabbaa G**. "[R1 Nightmares](#)": a resident-led on-call medical emergency simulation course for junior residents. Can. Med. Ed. J [Internet]. 2022 May 26 [cited 2022 Sep. 26];13(5):101-3. Available from: <https://journalhosting.ucalgary.ca/index.php/cmej/article/view/73858>

Schneider AR, Sharma T, Bhattacharya A, **Brown A**. [Exploring the relationship between social accountability and competency-based medical education: A narrative review](#). Med Teach. 2022 Jul 6:1-7. doi: 10.1080/0142159X.2022.2093702. Online ahead of print.PMID: 35793268

Hanson JT, **Busche K**, Elks ML, Jackson-Williams LE, Liotta RA, Miller C, Morris CA, Thiessen B, Yuan K. [The Validity of MCAT Scores in Predicting Students' Performance and Progress in Medical School: Results From a Multisite Study](#). Acad Med. 2022 Sep 1;97(9):1374-1384. doi: 10.1097/ACM.0000000000004754. Epub 2022 May 24.PMID: 35612915

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

Cheung WJ, Hall AK, Skutovich A, Brzezina S, Dalseg TR, Oswald A, **Cooke LJ**, Van Melle E, Hamstra SJ, Frank JR. [Ready, set, go! Evaluating readiness to implement competency-based medical education](#). Med Teach. 2022 Aug;44(8):886-892. doi: 10.1080/0142159X.2022.2041585. Epub 2022 Mar 8.PMID: 36083123

**Ellaway RH**. [The quest for normality](#). Adv Health Sci Educ Theory Pract. 2022 Aug;27(3):573-576. doi: 10.1007/s10459-022-10147-1.PMID: 35962154

**Ellaway RH**, Wyatt TR. [When I say resistance](#). Med Educ. 2022 Oct;56(10):970-971. doi: 10.1111/medu.14870. Epub 2022 Jul 12.PMID: 35803284

**Lockyer J**, Sargeant J. [Multisource feedback: an overview of its use and application as a formative assessment](#). Can. Med. Ed. J [Internet]. 2022 Mar. 28 [cited 2022 Sep. 26];13(4):30-5. Available from: <https://journalhosting.ucalgary.ca/index.php/cmej/article/view/73775>

Brydges R, Law M, **Ma IW**, Gavarkovs A. [On embedding assessments of self-regulated learning into licensure activities in the health professions: a call to action](#). Can Med Educ J. 2022 Aug 26;13(4):100-109. doi: 10.36834/cmej.73855. eCollection 2022 Aug.PMID: 36091729

Gaudreau-Simard M, Wiskar K, Kilabuk E, Walsh MH, Sattin M, Wong J, Burhani Z, Arishenkoff S, Yu J, Lam AW, **Ma IWY**. [An overview of Internal Medicine Point-of-Care Ultrasound rotations in Canada](#). Ultrasound J. 2022 Sep 2;14(1):37. doi: 10.1186/s13089-022-00287-1.PMID: 36053334

Hopmann et al (**Ma IWY**). International consensus conference recommendations on ultrasound education for undergraduate medical students. The Ultrasound Journal (2022) 14:31 <https://doi.org/10.1186/s13089-022-00279-1>.

**Neufeld A**. [On the challenges of embedding assessments of self-regulated learning into licensure activities in health professions education](#). Can. Med. Ed. J [Internet]. 2022 Aug. 27 [cited 2022 Sep. 26];13(4):110-4. Available from: <https://journalhosting.ucalgary.ca/index.php/cmej/article/view/75780>

Li H, Do V, **Rizzuti F**. [Teaching and fostering change management in medical education](#). Can Med Educ J. 2022 Jul 6;13(3):109-112. doi: 10.36834/cmej.74109. eCollection 2022 Jul.

**Roze des Ordon AL**, **Ellaway RH**, Eppich W. [The many spaces of psychological safety in health professions education](#). Med Educ. 2022 Aug 18. doi: 10.1111/medu.14919. Online ahead of print.PMID: 35981976

Ruzycki SM, Daodu O, Hernandez S, Lithgow KC. [The contribution of undergraduate medical education dress codes to systemic discrimination: A critical policy analysis](#). Med Educ. 2022 Sep;56(9):949-957. doi: 10.1111/medu.14854. Epub 2022 Jun 17. PMID: 35688162

Smirnova A. [Licensing exams in Canada: a closer look at the validity of the MCCQE Part II](#). Can. Med. Ed. J [Internet]. 2022 Jun. 7 [cited 2022 Sep. 26];13(4):23-9. Available from: <https://journalhosting.ucalgary.ca/index.php/cmej/article/view/73894>

## OHMES Annual Report

The 2021-22 OHMES Annual Report is now available on the [OHMES website](#). The report provides details on all of our events, funding competitions and programs, as well as “impact statements” from members who participated in our initiatives. Past reports going back to our first year of operations (2014-15) are also available.

## OHMES Events

[Medical Education Specialization Journal Club](#) – alternating Mondays, 12-1pm. Facilitators needed!

[CSM@AMEE](#) – Join us in November (date TBD) for presentations from AMEE

## External Events

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

[Learn Serve Lead: The AAMC Annual Meeting](#), 11-15 November, Nashville, TN

[Transform Med Ed 2022](#), 11-12 Nov, London, England

[ICAM](#) – 12-18 April 2023, Québec City, QC

[AMEE](#), 26-30 August 2023, Glasgow, Scotland, Abstract submission open soon

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[Medical Education Travel Fund](#)

## Other Funding Opportunities

[CAME Health Professions Education Grants](#) – Award maximum: \$5,000, LOI deadline 4 November 2022

[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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