



Health & Medical Education Scholarship Symposium

18 February 2021



Dr. Chris Watling
Western University



Dr. Saleem Razack
McGill University

#OHMES2021

@UCalgaryOHMES

EVENT SCHEDULE

9:00-9:15	Welcome Address <i>Rachel Ellaway, PhD, Director – OHMES</i>	
9:15-10:00	Keynote Address Making Research Matter: Theory and Practice as Kindred Spirits <i>Chris Watling, MD, MMed, PhD, FRCP(C)</i>	
10:00–10:30	Oral Sessions A1 <i>Moderator: Nishan Sharma</i>	Oral Session A2 <i>Moderator: Anthony Seto</i>
10:30-10:45	Break	
10:45-12:00	Workshop: The Joys of Promiscuity in Health Professions Education Research - Methodological and Theoretical <i>Saleem Razack, MD, FRCP(C)</i>	Workshop: Learning climates and basic psychological needs: Using motivation theory to guide our educational practices in medicine <i>Adam Neufeld, MD, MSc</i>
12:00-12:45	Poster Session <i>Moderator: Rachel Ellaway</i>	
12:45-13:00	Break	
13:00-14:15	Workshop: “I have an idea – I’m just not sure if it’s a good idea.” <i>Chris Watling, MD, MMed, PhD, FRCP(C)</i>	Workshop: What kind of education scholar are you? <i>Rachel Ellaway, PhD, Director – OHMES</i>
14:15-14:30	Break	
14:30-15:00	Oral Session B1 <i>Moderator: Allison Brown</i>	Oral Session B2 <i>Moderator: Sarah Anderson</i>
15:00-15:45	Keynote Address From Rats to Words: An Educator’s Journey in Equity, Diversity, and Inclusion Research and Practice <i>Saleem Razack, MD, FRCP(C)</i>	
15:45-16:00	Closing Remarks <i>Rachel Ellaway, PhD, Director – OHMES</i>	

PARTICIPATION GUIDELINES

You are welcome to attend any session for which a link is posted, and can move between the parallel oral sessions.

Workshop attendance is by registration only, and you will receive a special link for your selected workshop(s). We ask that you please do not share the workshop links as space is limited due to the nature of the sessions.

Questions will be by Chat Box only due to the large number of participants.

WELCOME



The Office of Health and Medical Education Scholarship (OHMES) welcomes you to our seventh Health and Medical Education Scholarship Symposium. We have, of necessity moved to an online format this year and we hope that, despite this change and the stresses of the pandemic, you find this a useful and stimulating event.

We continue to showcase a broad range of work in health and medical education scholarship, and we encourage collaborations among researchers with common interests. We are excited to welcome Drs. Saleem Razack and Chris Watling as our keynote speakers, as well as many local experts and up-and-coming health education researchers and innovators as presenters.

Educational scholarship can encompass many different forms of work, including evaluation, research, innovation, synthesis, and translation. Quality in education scholarship is attained through work that is peer-reviewed, publicly disseminated and provides a platform that others can build on. At its simplest, educational scholarship is about communicating knowledge effectively to students. This knowledge may come from many different sources, including basic science, but also from a deeper understanding of educational skills. However, educational scholarship can be much more, spanning and connecting every aspect of modern medical education practices and systems. The pursuit of educational scholarship is central to ensuring quality and capacity in all of our educational programs and thereby in the health workforce as a whole.

This Symposium is OHMES' flagship event, and we look forward to your participation and feedback. Future events will be based on your comments, and we want to know what you liked as well as suggestions to improve the Symposium in subsequent years. We would be particularly interested in your thoughts regarding whether next year we should run this online, run it as an entirely face-to-face event, or some combination of the two.

We would like to thank all of our amazing presenters, event volunteers, planning committee, and our community for making this event possible. On behalf of the OHMES team and the Symposium Planning Committee, we hope you enjoy the event, and we look forward to working with and for you in the months and years to come.

Rachel Ellaway, Symposium Chair, Director of OHMES, and Professor in Community Health Sciences, Cumming School of Medicine, University of Calgary

TRADITIONAL TERRITORIES ACKNOWLEDGMENT

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations) as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and notes that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary. The university recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta. By virtue of the signing of Treaty 7 in 1877, the university recognizes that we are all treaty people. The City of Calgary is home to a culturally diverse community. Together, we share this land, strive to live together, learn together, walk together, and grow together "in a good way."



KEYNOTE ADDRESSES

Making Research Matter: Theory and Practice as Kindred Spirits

Education research aims to explore, to understand, and to challenge assumptions. It also needs to shape our educational practices. But positioning theory and practice as partners in these endeavours is rarely straightforward. Exploratory research risks disconnection from the real concerns of educators and educational institutions, limiting its uptake. Conversely, an over-emphasis on application and implementation risks constraining the development of new insights that will advance the science of education. Drawing on the experiences and challenges of a career that straddles research and leadership, I will explore this tension. I will argue that exploratory research and education policymaking are not incompatible, and will examine how each may be enhanced by a closer connection with the other.

Dr. Watling is Professor in the Departments of Oncology, Clinical Neurological Sciences, and Family Medicine at the Schulich School of Medicine and Dentistry at Western University in London, Canada. He is the Vice Dean (Acting), Education Scholarship and Strategy, the Director of Schulich's Centre for Education Research and Innovation, and a Faculty Scholar at Western University. From 2010-2019, he was the Associate Dean for Postgraduate Medical Education at Schulich. He has a Masters in Medical Education from the University of Dundee and a PhD in Health Professions Education from Maastricht University. His research, widely published in the medical education literature, explores how and why feedback influences learning, and how medicine's professional culture shapes its educational practices. He is an avid teacher of academic writing, and is the co-author, with Lorelei Lingard, of an upcoming book on the subject.



CHRIS WATLING

MD, MMed, PhD, FRCP(C)
Schulich School of Medicine & Dentistry
Western University

From Rats to Words: An Educator's Journey in Equity, Diversity, and Inclusion Research and Practice

SALEEM RAZACK

MD, FRCP(C)
McGill University



Dr. Razack will discuss the phenomenon of equity, diversity and inclusion (EDI) in health professions education research and practice, using examples from his own program of research in this field. The goal of the session is to invite participants to grapple with EDI as a complex multi-voiced discursive system with both measurable and interpretive elements, and with real world praxis and ethics. It is hoped that participants will be stimulated to consider what the next generation of health professions education research questions ought to be for better outcomes and processes with respect to EDI.

Saleem Razack is a professor of pediatrics and health sciences education at McGill University. He is a graduate of the University of Toronto for his MD degree. He is a pediatric intensivist and director of the Office of Social Accountability and Community Engagement at McGill University. His research interests are in equity, diversity and inclusion in health professions education, notably the linkage between notions of excellence, meritocracy, and equity. Methodologically, long ago he started with rats, went to p-values and confidence intervals, and now aims to interpret words and phrases through qualitative methodologies. A major focus of his research is theory-praxis linkages.

WORKSHOPS

“I have an idea – I’m just not sure if it’s a good idea.”

Chris Watling, MD, MMed, PhD, FRCP(C)

Have you found yourself wondering how to get started with education research? Many of us in education roles recognize the challenges that our work presents, and feel motivated to develop research ideas that arise from those challenges. While some of the problems we encounter in education work simply require solutions, others cry out for creative exploration. We can stumble, however, when it comes to determining which is which. How do we decide which ideas deserve our scholarly attention? And once we have decided, how do we bring those ideas to fruition? In this workshop, I will lead participants through a series of activities that will allow them to zero in on those ideas with the most potential to generate novel and compelling research, to craft research questions that will resonate with a wide audience, and to lay the groundwork for a successful research study.

Learning climates and basic psychological needs: Using motivation theory to guide our educational practices in medicine

Adam Neufeld, MD, MSc

In healthcare, our motivation and well-being stand to take a real hit. While wellness supports and environment interventions may help reduce distress, there is a paucity of research accounting for physicians’ basic psychological needs (autonomy, competence, relatedness), described by Self-Determination Theory (SDT). From an SDT perspective, these oversights are critical, because barriers and affordances to need-fulfilment are considered ultimate sources of stress and obstacles to wellness. This interactive workshop will focus on these human basic psychological needs, to help us understand what we all need for optimal functioning and well-being (particularly during a pandemic!). We will reflect on and discuss how work climates in healthcare can facilitate versus thwart fulfilment of these needs and what this does to our sense of vitality and engagement, our work-related performance and satisfaction, and our overall well-being. As well, we will cover a range of specific actions that all of us can engage in, as healthcare leaders, to maximize our own self-determination and that of others (e.g., in teaching students, delivering care to patients, interaction with other staff, etc).



Adam Neufeld is a UofC resident in the Family Medicine program. With a background in psychology and neuroscience, Adam completed his MD at the University of Saskatchewan. His research interests are in medical education and positive psychology.

The Joys of Promiscuity in Health Professions Education Research—Methodological and Theoretical

Saleem Razack, MD, FRCP(C)

Participants will engage in analyzing a taxonomy of common qualitative and quantitative methodologies in health professions education research. We will explore how, through the alignment of research questions and methodologies, more apt and relevant research can result, better informing health professions education practice. We will explore the process of methodological alignment by comparing and contrasting the epistemological, philosophical framing, and goals of specific select methodologies, using research case studies.



What kind of education scholar are you?

Rachel Ellaway, PhD, Director - OHMES

There are many paths to education scholarship, there are many ways of being an education scholar. This workshop will lead participants through a series of exercises to help them explore what kinds of scholar they are or might be, and how they might embrace their unique approaches to scholarship more fully.

ORAL PRESENTATIONS

Session A1 (10:00-10:30)

Moderator: Nishan Sharma

Authors (Presenters in bold)	Title
Amanda Roze des Ordon , Adam Cheng, Shannon Cunningham, Walter Eppich, Vincent Grant, Jocelyn Lockyer	Guide, Intermediator, Facilitator, and Teacher (GIFT): An expanded framework for simulation debriefing
Rebecca Malhi , Javeria Shafiq, Aaron Johnston	Lessons Learned from a Virtual Human Library
Allison Brown, Rahim Kachra , Aliya Kassam, Mike Paget, Kenneth Blades, Megan Mercia	Learners on the sidelines, learners on the front lines: how medical learners around the world were impacted during initial spread of the COVID-19 pandemic in Spring 2020
Emmanuelle Auguste , Favour Omobhude, Naomie Bakana, Javeed Sukhera, Allison Brown	"We're listening and learning": A critical discourse analysis of anti-racism statements released by medical schools and organizations

Session A2 (10:00-10:30)

Moderator: Anthony Seto

Authors (Presenters in bold)	Title
Anthony Seto, Allen Vorobeichik, Logan Haynes , Abraham Hussein, William Kennedy	Online Simulation Curriculum To Prepare Interdisciplinary Medical Teams for Electronic Dance Music Festivals
Anthony Seto , Nicole Ertl, Paul Bryan , William Kennedy, Dione Kolodka	IP&C 2.0: An online, interactive curriculum to engage and teach medical students in Infection Prevention & Control practices
Kira Koepke, Lisa Yeo , Eric Lachance, Erin Walling, Robert Woollard	Key Drivers of Social Accountability in Canadian Medical Schools
Marguerite Roy , Jocelyn Lockyer, Claire Touchie	An examination of context, mechanisms and outcomes impacting the quality improvement plans of Alberta Family Physician Participants

Session B1 (14:30-15:00)

Moderator: Allison Brown

Authors (Presenters in bold)	Title
Chad Kimmitt , Allison Brown, Rahim Kachra	The old normal? Revisiting the role of case-based learning in a virtual clerkship curriculum during COVID-19
Daniel Schumacher, Alina Smirnova , Saad Chahine, Cees van der Vleuten, Steven Durning, Adina Kalet	Can electronic health records be used to assess residents in practice? A case of pediatric emergency medicine.
Jovana Milenkovic, Roopa Suppiah , Michelle Bailey, Laura Davies	Improving Junior Pediatric Residents Satisfaction & Confidence with Making Autonomous Clinical Decisions during Admissions from the Emergency Department to the Clinical Teaching Unit at the Alberta Children's Hospital
Sarah Cheung, Martina Kelly , Anna Stevenson, Sophie Park	Understandings of Generalism in Physician Clinical Practice; a systematic review

Session B2 (14:30-15:00)

Moderator: Sarah Anderson

Authors (Presenters in bold)	Title
Kelly Shinkaruk , Kent Hecker, Jocelyn Lockyer, Eloise Carr	Perception of Interprofessional Learning during an Interprofessional Collaborative Care Pain Clinic Elective
Krista Reich , Amy Tan, Jacqueline Hui	Identifying Learning Needs in Medical Assistance in Dying: from the perspective of Internal Medicine Residents
Chloe Lee , Megan Thomas, Maede Ejaredar, Aliya Kassam, Glen Hazlewood	Participating in a living systematic review and the impact on medical education outcomes
Melanie Rock , Cindy Adams	Veterinary education and socioeconomic vulnerability in a 'model city' for One Health promotion: Insights from qualitative interviews with clients and service providers

POSTER PRESENTATIONS (12:00-12:45)

Posters can also be viewed on the [OHMES website](#)

Moderator: Rachel Ellaway

Authors (Presenters in bold)	Title
Amira Kalifa , Ariet Okuori, Orphélie Kamdem, Sammah Yahya, Doyin Abatan, Allison Brown	Exploring the responses to anti-Black racism across medical schools in Canada in 2020 through the lens of critical race theory
Kaitlyn Dillabough , Prism Schneider	Applying EDUCATE to Medical Student Intimate Partner Violence Training (mEDUCATE)
Samin Dolatabadi , Martina Kelly, Sonja Wicklum	Cool Infographics: a Literature Review on What Makes an Effective Infographic
Vincent Chiang , Kent Hecker, Amy Warren, Sarah Anderson	Exploring clinical reasoning between prescribing pharmacists and family physicians
Raghad Al-Saqqar , Stacey Hall, Shannon Ruzycki	Assessing and improving Calgary Internal Medicine Residency Program's Canadian Resident Matching Service file review process
Matthew Lee , Helene Chiarella-Redfern, Ghazwan Altabbaa	Curriculum Needs Assessments and Simulation Training: Closing the Gap by Identifying Unperceived Needs for Senior Internal Medicine Residents
Nazlee Sharmin , Ava Chow, Dominic Votta, Nathaniel Maeda	Application of Augmented Reality in the teaching and learning of Oral Histology
Mohammed Khusheim	Ageless Agenda: A Geriatric Public Health Education Website Readable For All
Kavya Anchuri , Natalie Jacox, Taelina Andreychuk, Allison Brown	The impact of an interdisciplinary panel on structural violence and police brutality in the pre-clerkship psychiatry curriculum: a longitudinal evaluation
Jessica Mulli , Lorelli Nowell	Acknowledging the Gap: Reflection-In-Action in High-Fidelity Simulation
Anthony Seto , Katie Lin	F-SOAP: A simple model to teach oral case presentations to medical students
Derrick Rancourt, Catherine Swytink-Binnema	Vicarious professional development via online forums
Tyler Warnock , Kavya Anchuri, Celia Walker, Nicole Mancini	Climate Wise: a longitudinal solution to weave climate action into pre-clerkship medical training
Leda Stawnychko , Bev Adams	Education-Healthcare Partnerships for Innovative Graduate Programming: the Precision Health Program



2021 SYMPOSIUM PLANNING COMMITTEE

Rachel Ellaway (Chair)
 Sarah Anderson
 Allison Brown
 Rahim Kachra
 Amanda Roze des Ordon
 Nishan Sharma
 Anthony Seto

Please share your feedback on the Symposium at:
<https://bit.ly/3u72orS>

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Photos from past symposiums kindly provided by Julia MacGregor, Kristen Story, and staff at the O'Brien Institute