



OHMES

Office of Health and
Medical Education Scholarship



**UNIVERSITY OF
CALGARY**

Health & Medical Education Scholarship Symposium 2022

Thursday, February 24

8:45am-4:15pm



Dr. Lara Varpio

Uniformed Services University
of the Health Sciences



Dr. Mahan Kulasegaram

University of Toronto

#OHMES2022

@UCalgaryOHMES

EVENT SCHEDULE		
8:45-9:00	Welcome Address <i>David Topps, MD, Director – OHMES</i> https://ucalgary.zoom.us/j/92006939233	
9:00-10:00	Keynote Address Square pegs and round holes: The incommensurate values of medical education <i>Lara Varpio, PhD</i> https://ucalgary.zoom.us/j/92006939233	
10:00-10:15	Break	
10:15-11:15	Workshop Putting the houses of knowledge synthesis in order: Differentiating between 8 different types of literature reviews <i>Lara Varpio, PhD</i> https://ucalgary.zoom.us/j/92006939233	Oral Session 1 https://ucalgary.zoom.us/j/96908333668
11:15-11:30	Break	
11:30-12:15	Poster Session https://ucalgary.zoom.us/j/92006939233	
12:15-12:30	Break	
12:30-13:30	Keynote/Workshop The Best and the Brightest or the Luckiest? Knowns and unknowns in admissions <i>Mahan Kulasegaram, PhD</i> https://ucalgary.zoom.us/j/92006939233	
13:30-13:45	Break	
13:45-14:45	Oral Session 2 https://ucalgary.zoom.us/j/96908333668	Oral Session 3 https://ucalgary.zoom.us/j/92006939233
14:45-15:00	Break	
15:00-16:00	Oral Session 4 https://ucalgary.zoom.us/j/96908333668	Oral Session 5 https://ucalgary.zoom.us/j/92006939233
16:00-16:15	Closing Remarks <i>David Topps, MD, Director – OHMES</i> https://ucalgary.zoom.us/j/92006939233	

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

Square pegs and round holes: The incommensurate values of medical education

LARA VARPIO, PhD

Uniformed Services University of the
Health Sciences (USUHS)

Medical education's academic journals are full of reports sharing lessons learned, insights gained, and new knowledge derived from innovations and research; what is not often examined are the values that are embedded in each of these efforts. Problematically, the beliefs and ideas accepted in medical education--those embedded in our ideologies--are not always aligned. Medical education's ideological values can be incongruent and, when they are, they create foundational dilemmas for educators and clinicians. *Care, authority, loyalty, fair*: all of these are laudable values that are part of our medical education ideology. However, HPE faculty and learners often find themselves working in situations where these values stand in opposition. This talk explores moments when our values are not aligned, it explores the implications of working in these spaces of tension and suggests how we might productively navigate through these tensions. First, clear definitions of ideology and values will be presented, with examples of the values embedded in medical education's ideology (e.g., professionalism, reporting of errors, feedback, admission to UME vs GME). Next, the consequences of misaligned or incommensurate values will be discussed. The talk ends with practical guidance for clinician educators about how to manage these incommensurabilities in daily work, and with a map of the research gaps that need to be addressed to ensure that members of our field are savvy to the implications of mismanaging value-based tensions.



NOTE: This will be a highly interactive talk. Participants are encouraged to view the session on a computer where they can have several www browser windows open so that they can participate in different activities (eg. polls, virtual whiteboard, etc).

WORKSHOP

Putting the houses of knowledge synthesis in order: Differentiating between 8 different types of literature reviews

Researchers in medical education are increasingly relying on literature reviews / knowledge syntheses. A recent bibliometric analysis revealed that the number of reviews published in core medical education journals has increased by 2620% over the last two decades (Maggio et al, 2020). The most prevalent types are systematic and scoping reviews. Unfortunately, other kinds of reviews (e.g., narrative) have often been deemed unscientific and without value in medical education. Consequently, medical education has a skewed perspective on *how* literature can be synthesized and *why* (i.e., the purposes) syntheses can be conducted. This is deeply problematic for our interdisciplinary field because it blinds our community to synthesis approaches that can meaningfully add new insights and knowledge to medical education. A foundational reason for the current overreliance on systematic and scoping reviews is that these types of knowledge syntheses are familiar to medical educators: scholars know the kinds of questions these reviews answer, the methods for conducting them, and the markers of rigor to be expected. We contend that medical educators would use other types of

literature reviews if they were more informed about them. In this workshop, I will explain the different types of literature reviews: systematic, scoping, realist, narrative, critical, state-of-the-art, and meta-ethnographic reviews. For each type of review, we will discuss the questions they answer, how to execute them, and their markers of rigor.

NOTE: This will be a highly interactive workshop. Participants are encouraged to view the session on a computer where they can have several www browser windows open so that they can participate in different activities (eg. polls, virtual whiteboard, etc).

Dr. Lara Varpio is Professor of Medicine, and Associate Director of Research for the Center for Health Professions Education at the Uniformed Services University of the Health Sciences (USUHS). Dr. Varpio spent the first 6 years of her career at the University of Ottawa, Canada before moving to Washington DC, USA to join USUHS.

Dr. Varpio's research uses qualitative methodologies and methods, integrated with theories from the Social Sciences and Humanities, to investigate questions relating to how individuals (e.g. clinicians, patients, researchers, etc.) collaborate and perform in teams and organizations. Her most recent work is related to: (i) interprofessional care teams (e.g., how interprofessional collaboration can meaningfully contribute to the landscape of practice); and (ii) health professions education scholarship units and scholars (e.g. the factors affecting the success of units in Canada, the US, Australia, and New Zealand). Dr. Varpio also works extensively with individual health professions educators from several specialties (e.g. surgery, pediatrics, nursing, social work, etc.) and in a wide range of topics. Dr. Varpio is internationally recognized for her expertise in qualitative research methods and methodologies (e.g. from grounded theory to autoethnography, and from visual rhetorical discourse analysis to think-aloud interviews) and in theory (e.g., Actor Network Theory, New Institutionalism, Figured Worlds).

Full biography available at <https://www.laravarpio.com/>

@LaraVarpio

KEYNOTE WORKSHOP

The Best and the Brightest or the Luckiest? Knowns and unknowns in admissions

MAHAN KULASEGARAM, PhD

University of Toronto

Admission to medical school is perhaps the highest stake assessment in Canadian medical education. As social imperatives and the science of selection change, admissions processes must also evolve to meet new standards for social accountability and evidence informed decision making. Admissions tools and systems grounded in psychometric imperatives like validity are increasingly challenged by approaches emphasizing holistic review to advance equity and diversity imperatives. In this interactive presentation, I will frame the admissions challenge, discuss current evidence and challenges, and analyze the most commonly proposed solutions for the 'ideal' admissions process. Audience members will be engaged in identifying their own values and perspectives on what the ideal admissions should look like.

Objectives:

- 1) Identify the historical trends and dominant paradigms of admissions selection
- 2) Identify tensions in competing priorities and values that influence admissions processes and definition of the idea admissions process
- 3) Discuss potential research and evaluation questions that can help us beyond the existing tensions



Dr. Kulamakan (Mahan) Kulasegaram got lost along the way to medical school and becoming a medical student. Instead, he ended up in academia studying medical schools and students. His primary research focus is on assessment and how it shapes learning, particularly transfer of knowledge in the service of developing clinical reasoning. This program of work has led to significant changes in the practice and design of assessment at multiple levels of the education continuum for physicians. Currently, he is advancing his work through examining assessment data as one fact of the educational big data. His current focus is on how data across the continuum of training – from admissions to practice and across multiple institutions – can be linked and utilized to gain insights that can benefit learners, education programs, and society.

In July 2021 he was appointed as the inaugural Temerty Chair in Learner Assessment & Program Evaluation. He is currently a Scientist at the Wilson Centre and Associate Professor as well as Director of the Office of Education Scholarship in the Department of Family & Community Medicine at the University of Toronto.

@mahanmeded

ORAL PRESENTATIONS

Session 1 (10:15-11:15)

Authors (Presenters in bold)	Title
Adrian Harvey , Amanda Roze des Ordon, Kenna Kelly-Turner, David Keegan	What paths have they taken? Assessing the broader impact of a program to enhance faculty skills in teaching and educational scholarship
Kathleen Moncrieff , K Wycliffe-Jones, S Garie, B Soos	Quantifying variance in patient care provided by family physicians as attributed to their residency program training
Jason Waechter , CH Lee	Measuring Type 2 Thinking during the Diagnostic Process
Walter Tavares, Dominique Piquette, Dorothy Leung, Michelle Chiu, Christopher Dyte, Kristin Fraser, Lara Cooke, Marcia Clark	Why Don't Clinicians Line-Up at Simulation Centres? An Exploration of Barriers and Facilitators to Continued Professional Development

Session 2 (13:45-14:45)

Authors (Presenters in bold)	Title
Lara Cooke , Diane Duncan, Heather Armson, Michelle Bailey, Nora Cristall	Outcomes Harvesting: A Rigorous Approach to Evaluating the Outcomes of a Complex Educational Intervention
Alyshah Kaba , Cherie Serieska & Vince Grant	Entrustable Professional Activities (EPAs) for simulation faculty?! A novel approach to standardizing mentorship and faculty development for healthcare simulation programs
Jessica Mulli , Lorelli Nowell, Andrew Estefan, Ruth Swart	The Lived Experience of Facilitating Reflection-in-Action During High-Fidelity Simulation
Amelie Stritzke , Murthy P, Fiedrich E, Howlett A, Assaad M, Cheng A, Amin H	Advanced neonatal procedural skills - A simulation-based boot camp

Session 3 (13:45-14:45)

Authors (Presenters in bold)	Title
Allison Brown , Devon Currie, Megan Mercia, Marcy J. Mintz, Karen Fruetel, Aliya Kassam	Tensions between quantity and quality? A retrospective analysis of assessment data before and after the formal implementation of competency-based medical education
Pamela Roach , L Crowshoe, R Henderson, D Keegan, J de Groot, Ana Rame, A Roze des Ordon	Understanding Educational Experiences across CSM: Informing Critical Indigenous Health Education
Aaron Johnston & Rebecca Malhi	Currencies of recognition: What rewards and recognition do Canadian distributed medical education preceptors value? Rewards and Recognition for Distributed Medical Education Preceptors: A Qualitative Analysis
Adam Neufeld , Oksana Babenko, Hollis Lai, Clark Svrcek, Greg Malin	Explaining the Imposter Syndrome in Medicine: A Self-Determination Theory Perspective

Session 4 (15:00-16:00)

Authors (Presenters in bold)	Title
Derrick Rancourt	Speed Interviewing
Anthony Seto , Paul Bryan, Alexis del Vecchio, Logan Haynes, Nicole Ertl	"Prez Drillz" for medical students: An online workshop to drill in oral case presentation skills through peer-feedback, repetition, and application.
Tharsini Sivananthajothy , Tyler Warnock, Whitney Ereyi-Osas, Matthew Skarsgard, Pamela Roach	Students Organized Against Racism: A Case Study and Evaluation
Wycliffe-Jones K , Pasricha R, Marasinghe DH, Mayne M, Morros M, Papineau A, Kinzie S & Dufour K	Do Canadian medical graduates perceive the selection process for Family Medicine Residency training in Canada as fair?

Session 5 (15:00-16:00)

Authors (Presenters in bold)	Title
Julia Chai , Jessica Young, Allison Brown	Is the typical patient white, cis-gender, heterosexual and wealthy? An analysis of variation, homogeneity, and “deep assortment” in patient presentations within pre-clerkship medical curriculum
Amira Kalifa , Orphelia Kamdem, Ariet Okuori, Doyin Abatan, Sammah Yahya, Allison Brown	“If I do nothing, nothing will happen; if I do something, I’m going to get minority taxed”: Examining the institutional responses of Canadian medical schools to the calls to action to address anti-Black racism in 2020
Fernando Mejia , Rachel Ellaway	The Challenges of Training Future Medical Officers of Health in Canada
Nazlee Sharmin , Ava Chow	Developing an interactive computer program for integrated dental education

POSTER PRESENTATIONS (11:30-12:15)

The posters can also be viewed on the OHMES website following the event.

Authors (Presenters in bold)	Title
S Holbrook, Amonpreet Sandhu , A Chugh, S Bannister, H Amin, A Kassam	The Pediatric Clinical Teaching Unit and Competence by Design (CBD): A qualitative study exploring the role of the CTU in 21 st century residency training
Mirette Dubé , Alyshah Kaba, Theresa Cronin, Sue Barnes, Tara Fuselli, Vincent Grant	COVID-19 pandemic preparation: using simulation for systems-based learning to prepare the largest healthcare workforce and system in Canada
Colleen Curtis , Peter Vetere, Theresa Wu, Amonpreet Sandhu	Pediatric Residents as Teachers; a baseline needs assessment
Ava K Chow & Nazlee Sharmin	Transforming a Dental Hygiene course from face-to-face to online: Assessing students’ wellness and learning experiences
Irene Ma , Melinda Davis, Janeve Desy, Sarah Weeks, Adrian Harvey, Kevin McLaughlin, Chris Naugler, Mike Paget	Do faculty lecture events influence undergraduate medical students’ choices for residency?
Adibba Adel , Nina Castrogiovanni, Shima Afhami, Priatharsini Sivananthajothy, Kannin Osei-Tutu, Allison Brown	Equity, diversity, and inclusion - or equity, diversity, and exclusion? Initial insights from a national survey exploring how medical students perceive a sense of belonging
Mao Ding , Oksana Babenko, Olga Szafran, Lillian Au, and Sudha Koppula	Family physicians’ mindsets: Trends during first three years in clinical practice
Alex Kennedy , R Malhi, S Smith, J Horton	Improving patient wellness and support in rural areas through virtual resiliency training
Angela Schneider , T Sharma, A Bhattacharya, A Brown	Exploring the relationship between social accountability and competency-based medical education: A narrative review

Please share your feedback on the symposium in a [short survey](#).

2022 SYMPOSIUM PLANNING COMMITTEE

David Topps (Chair)
Sarah Anderson
Allison Brown
Rahim Kachra
Amanda Roze des Ordon
Anthony Seto

[@UCalgaryOHMES](#)
ohmes@ucalgary.ca
cumming.ucalgary.ca/office/ohmes



OHMES

Office of Health and
Medical Education Scholarship