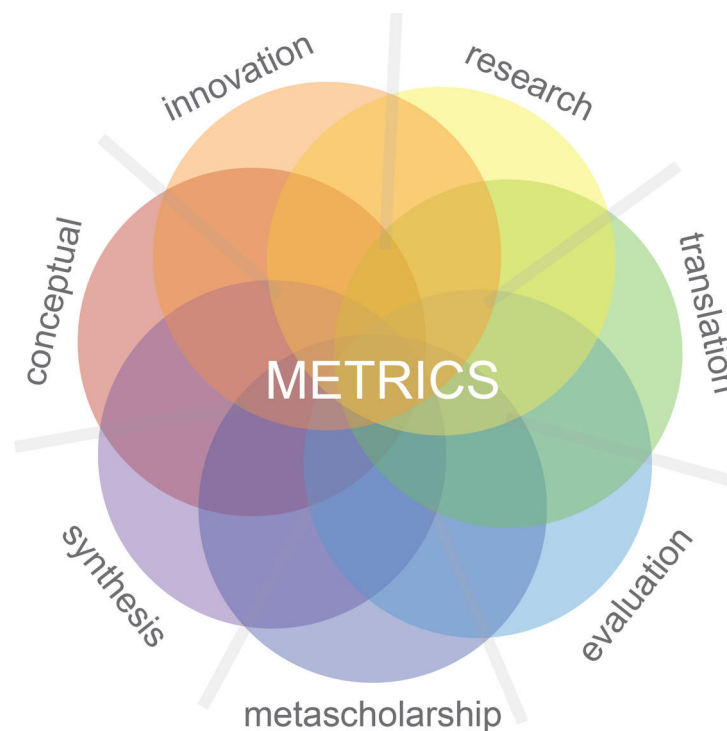


Office of Health and Medical
Education Scholarship (OHMES)

Annual Report 2021-2022



better teachers, better learners, better care

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Office of Health and Medical Education Scholarship (OHMES)
3330 Hospital Drive NW
Calgary, AB T2N 4N1

403-220-4342

ohmes@ucalgary.ca

cumming.ucalgary.ca/office/ohmes

@UCalgaryOHMES



OHMES would like to thank the members of the Office of the Senior Associate Dean – Education, the Strategic Education Council, the OHMES Advisory Committee and consultants, the O’Brien Institute for Public Health, attendees and participants in OHMES events, and the entire health and medical education community at the University of Calgary.

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About OHMES

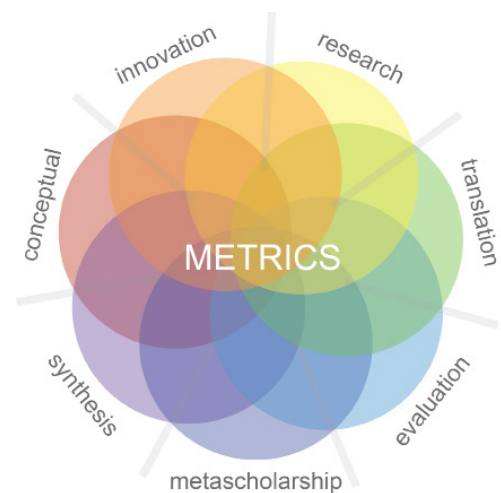
The Office of Health and Medical Education Scholarship (OHMES) was established in 2013 to provide leadership and support to all those with an interest in educational scholarship within the Cumming School of Medicine (CSM). Educational scholarship is a broad field that includes research, innovation, translation, and evaluation. It is a field that brings together multiple disciplines including psychology, sociology, neuroscience, policy studies, and organizational theory. We follow Glassick's model of scholarship describing a systematic approach to inquiry that has: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Our remit includes all of the METRICS dimensions of scholarship in health professional education: metascholarship, evaluation, translation, research, innovation, conceptual, and synthesis.

Our vision is to enhance health and medical education scholarship at the University of Calgary.

Our mission is to capitalize on the high quality education programs and the cadre of excellent current and potential educational scholars, and provide support to bring these activities to a higher level.

OHMES realizes the mission in different ways including:

- Providing leadership in medical, health and science education scholarship
- Building capacity through educational events and mentorship
- Enhancing and supporting initiatives to improve the quality and breadth of learning
- Seeking out opportunities to integrate with community of educators
- Promoting and disseminating research and scholarly work in medical, health and science education



Rather than focusing exclusively in research, OHMES takes a holistic perspective on what counts as scholarship. The METRICS model was developed by OHMES (Ellaway & Topps 2017) to represent the many intersecting approaches to inquiry that can be considered scholarly in health and medical education.

Governance

The OHMES Advisory Committee advises OHMES on service development and operations. The committee reports to the Director of OHMES, and met three times in 2021-22. OHMES reports through the OHMES Advisory Committee to the Strategic Education Council (SEC). Funding for activities and services, as well as operating funds, are approved by SEC and provided by the Office of the Senior Associate Dean Education.

OHMES is also a unit of the O'Brien Institute for Public Health (OIPH), but maintains its primary reporting relationship to SEC. The relationship provides increased visibility for OHMES, as well as access to OIPH programs and services. OHMES contributes to the mission and vision of OIPH, and adds to their existing research expertise.

We would like to thank all of the members of the OHMES Advisory Committee for their leadership and commitment to realising the OHMES Vision.

OHMES Advisory Committee 2021-22

Dr. David Topps, Chair
Dr. Bev Adams
Dr. Sarah Anderson
Dr. Allison Brown
Dr. Adam Cheng
Dr. Janeve Desy

Dr. Rachel Ellaway *
Dr. Kent Hecker
Dr. Alyshah Kaba
Dr. Aliya Kassam
Dr. Martina Kelly
Dr. Jocelyn Lockyer

Dr. Irene Ma
Dr. Laura Morrison
Dr. Elizabeth Oddone Paolucci *
Dr. Catherine Patocka
Dr. Nishan Sharma

* on sabbatical

2021-2022 Overview

OHMES completed its eighth year of operations in 2021-22, continuing to provide services in the new work environment created by the pandemic. We hosted our eighth annual Health and Medical Education Scholarship Symposium virtually (again) in February, granted almost \$75,000 in funding to educational scholarship projects across the CSM, and continued to host and provide opportunities to attend education scholarships events on-line. Despite the challenges presented, attendance at and interest in OHMES events remained strong, and OHMES membership increased 16% from 2020-21.

Funding Competitions:	9 projects funded for \$74,673 total
Educational Events:	1 symposium with 100 attendees
	50 presentations by CSM community at CCME 2022
OHMES Member Publications	64
Research Consults:	5
Med-Ed Journal Club:	19 Med Ed Journal Club sessions, 35 articles, 170 attendees
OHMES Members:	269

OHMES Impact

'OHMES Impact' is a feature that highlights the impact that OHMES has had on the med ed scholarship community. We have asked those who have participated in the funding competition, consultation service and OHMES events to share how OHMES services have benefitted their research and their career path. We would like to thank those who shared their experience. Watch for these orange boxes throughout the annual report.

OHMES Team

OHMES is led by Director Dr. Rachel Ellaway, Professor in the Department of Community Health Sciences, and Clinical Co-Director Dr. David Topps, Professor in the Department of Family Medicine. The office is supported by Manager, Gretchen Greer. All staff are part-time with OHMES, and have other roles within the CSM. Therefore, OHMES relies on the expertise and enthusiasm of its consultants, Advisory Committee members, and OHMES members/volunteers extraordinaire to ensure the OHMES mandate is fulfilled.



Dr. Rachel Ellaway
Director



Dr. David Topps
Clinical Co-Director



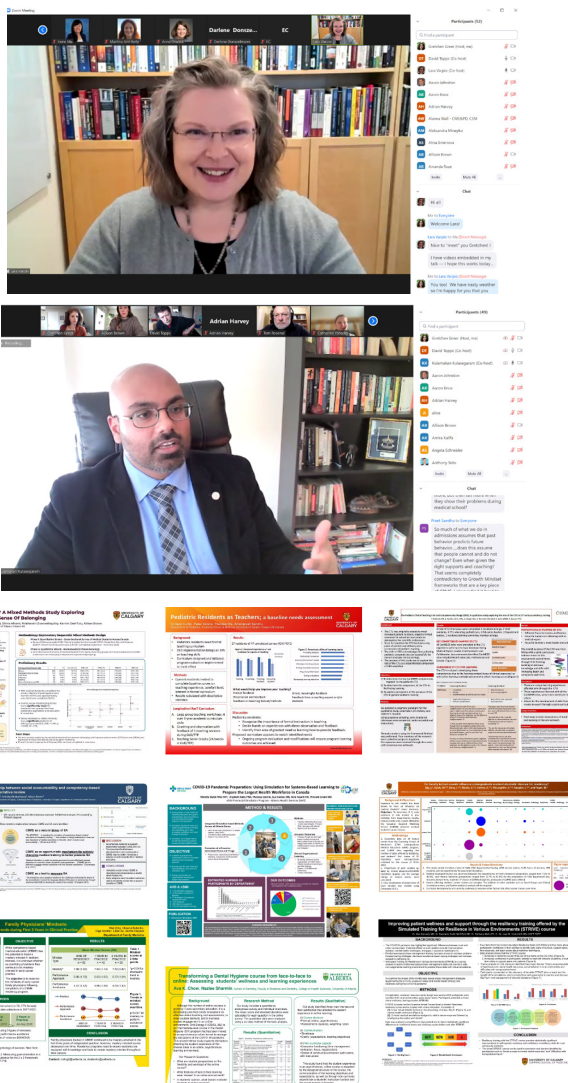
Gretchen Greer
Manager

OHMES Activities

OHMES hosts educational and professional development events open to the CSM as well as other health profession faculties. The intent of these opportunities is to foster the pursuit and use of educational scholarship across the CSM. Despite challenges presented by the pandemic, OHMES continued to host the following regular sessions:

Health and Medical Education Scholarship Symposium

The eighth annual symposium was held on February 24, 2022, to showcase work in health and medical education research and innovation in Calgary and beyond, and encourage future collaborations among researchers. We welcomed Drs. Mahan Kulasegaram and Lara Varpio as the keynote speakers and featured workshop facilitators. There were 20 orals and 9 posters presented, all adapted to accommodate the virtual format. Attendance was comparable to previous years with 100 attendees. This was the second year that the symposium was virtual, and feedback regarding the event continued to be very positive (92% rated it as “excellent” or “good”) despite the limitations of an on-line event. Presentation recordings and posters from the event are accessible via the [OHMES website](#).



OHMES 2022 Symposium Planning Committee

Dr. David Topps, Chair
 Dr. Sarah Anderson
 Dr. Anthony Seto
 Dr. Rahim Kachra
 Dr. Allison Brown
 Dr. Amanda Roze des Ordons

OHMES IMPACT

The following are comments received from attendees via the anonymous survey following the event:

“The presenting medical students in the oral sessions were fantastic – keep showcasing their work.”

“Med Ed research is very much trying to improve the plane while it is flying, which restricts what can be done, so the creativity displayed in doing so is commendable.”

“I never realized that there are so many types of reviews. So helpful.”

“Fantastic to see some local research.”

“I look forward to participating/attending the OHMES symposium. I always leave inspired and more curious!”



Carla Ferreira @MCarlaFerreira · Feb 24

One of the things I love about #OHMES2022 is being introduced to ideas, questions, & ways of doing/being in #MedEd

A takeaway for me is that I am intricately a part of a built environment wherein I have a responsibility to question the structures/ideologies “it” privileges.

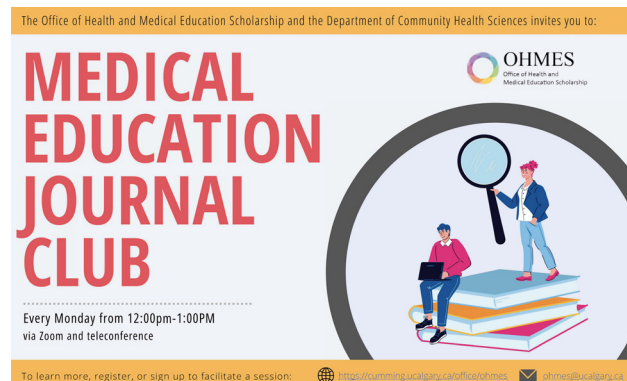


Medical Education Specialization Journal Club

OHMES continued to co-sponsor a journal club with the Medical Education Specialization in the Department of Community Health Sciences. Meetings are held weekly during the academic year to review and critique current journal articles in medical education, and all CSM students, faculty, and staff are welcome. Dr. Allison Brown has assumed the lead role for Journal Club, and although she participates as the lead facilitator, others are encouraged to lead the weekly sessions. There were 35 articles discussed in 2021-22.

Med Ed Journal Club Statistics 2015-2022

Year	# of Attendees	# of Sessions
2015-16	147	22
2016-17	285	34
2017-18	320	28
2018-19	296	31
2019-20	321	25
2020-21	308	26
2021-22	170	19



CAME Webinars

Due to the continuation of the pandemic into 2021-22, OHMES did not host the usual medical education seminars it has hosted in past years (eg. CSM@AMEE). However, this void has been partially filled by the webinar series hosted by the Canadian Association for Medical Education (CAME). OHMES purchases a group rate so that its members can attend the series at no cost. The webinars are designed to provide practical, evidence and experience based advice to health educators, and provide a cost-effective way to bring well-known speakers to our local community. There were 8 webinars hosted by CAME, and OHMES members were well-represented, with a total of 50+ in attendance across the series. OHMES member attendance shows a high level of engagement and interest in medical scholarship from our community.

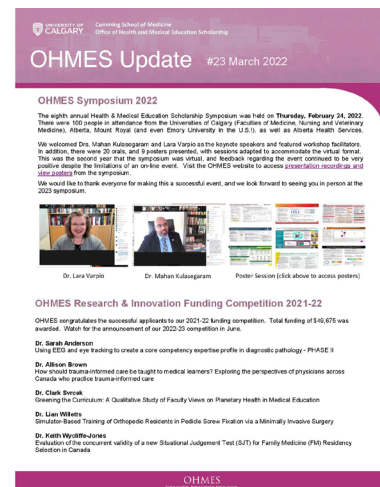
OHMES Consultations

OHMES offers expert assistance consultancy for health and medical education research project development as well as broader advice and support in pursuing scholarly activities as part of individuals' professional and faculty development to all CSM members and staff. Consultancy services are provided by OHMES volunteer consultants who have various areas of expertise, and including research study design, research methods, proposal writing, and dissemination.

Consultations were limited in 2021-22 due to Dr. Ellaway's sabbatical, as she is the main contributor. OHMES undertook 5 consults which included requests for assistance with external grant proposals and OHMES funding competition proposals. Thank you to our amazing OHMES Consultants: Dr. Allison Brown, Dr. Aliya Kassam, Dr. Rachel Ellaway, Dr. Jocelyn Lockyer, Dr. Alyshah Kaba, and Dr. Irene Ma.

OHMES Communications

- The [OHMES Website](#) provides information on OHMES services and events, as well as external opportunities and resources. In the 2021-22 fiscal year, 176 users (222 sessions) visited the site which is a significant decrease from 397 in 2020-21.
- The **OHMES Twitter account**: @UCalgaryOHMES had 315 followers by fiscal year end, an increase from 289 in 2020-21, with approximately 17,200 impressions. The account is used primarily to promote OHMES events.
- The **OHMES Update** is the quarterly newsletter, and is intended as a communication tool primarily for OHMES members, to inform regarding upcoming events and funding opportunities, as well as to showcase the work of local scholars.



OHMES Membership

OHMES membership increased from 231 to 269 members in 2021-22. The “Medical Education Email Group”, which was the primary means of communication with the OHMES community (and inherited from OHMES predecessor MERU), was replaced with the “OHMES Member Email Group” in early 2022. The “Medical Education” group had 422 subscribers, however there were over 50 unused or unknown emails within the list. All members of this group were given the option of joining the new “OHMES Member” group. Although the new email list has significantly fewer subscribers than the old list, it better reflects the actual size of the med ed scholarship community, and is expected to increase gradually over time.

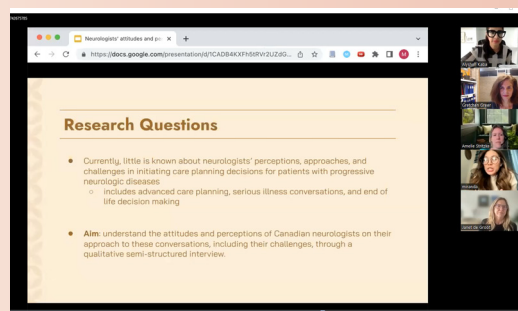
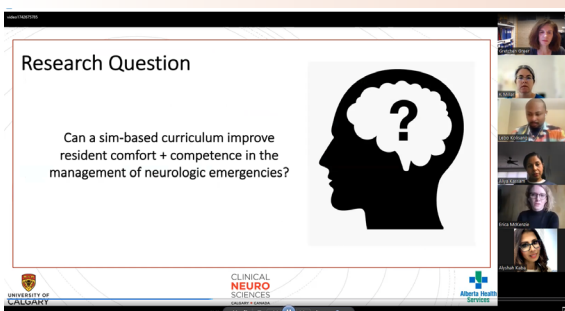
The [OHMES member database](#) is currently being upgraded to the “Profiles” format used by other member-based institutes and offices at UCalgary. As of June 2022, only 50 of our members were included in the new database and our other 200+ have been asked to update their UCalgary Profile to include themselves as members of OHMES. Work will continue in 2022-23 to ensure that as many as possible of the remaining members are included.

Resident Education Scholars Program

The Resident Education Scholars Program (RESP) was developed by OHMES and Postgraduate Medical Education (PGME) in 2020-21 to support residents in their pursuit of scholarly work. It provides residents with a structured program, mentorship, and support in designing, conducting, and reporting on their scholarly activities during residency. Residents selected to participate develop their skills in health/medical education scholarship by either conducting educational research or developing an educational innovation.

The first part of the program focuses on foundational knowledge in practical education scholarship, and on preparing a scholarly project. The second part is dedicated to the execution of the scholarly project. While each participating residency program configures the scheduling and expectations for their residents’ participation in RESP, the overall format is common to all participating residency programs. The Office of PGME provides funding up to \$3,000 for each resident project to cover related expenses as needed.

The RESP Steering Committee began meeting in 2020 to develop the overall program, and membership includes volunteers involved in various residency programs. The program launched on July 1, 2021 and there were 7 residents from Internal Medicine (2), Neurology (2), Anesthesiology (1), Pediatrics (1) and Psychiatry (1) enrolled in Year 1 of the pilot project. An RESP Community of Scholars event (see screenshots below) was hosted on-line on June 3, 2022, to provide an opportunity for the residents to present their work to date and receive feedback from OHMES scholars. Following a preliminary evaluation of Year 1 of the pilot project, findings will be presented to the PGME Committee in July 2022 and a decision made regarding enrollment of a new cohort for 2022. Full details of the program are available on the [OHMES website](#).



RESP Steering Committee

Dr. Adam Cheng
Dr. Melinda Davis
Dr. Janet de Groot
Dr. Rahim Kachra
Dr. Kelly Millar
Dr. Aleks Mineyko
Dr. Amonpreet Sandhu

OHMES IMPACT

I would not have endeavoured to complete a similar project without the support of the RESP, my preceptor, and the Community of Scholars. Thank you.

RESP Resident.

OHMES Funding

Health Science and Medical Education Research & Innovation Funding Competition

The Health & Medical Education Research and Innovation Funding Competition is open to investigators with an appointment in the Cumming School of Medicine, with funding up to \$10,000 per project available for successful applicants. OHMES has hosted eight competitions with a total of \$482,086 in funding provided to date. A letter of intent (LOI) process is used to ensure that the proposed projects have a direct link to medical education before proceeding to the full proposal stage. All proposals are subject to a rigorous peer review process undertaken by the OHMES Funding Competition Review Committee comprised of experts with backgrounds in various areas of medical education scholarship. There were 8 LOIs received, with all invited to proceed to the full proposal stage. Six full proposals were received, of which 5 were funded for a total of \$49,675. The following are the 2021-2022 funding award recipients:

PI	Project Title	Funding Granted
Dr. Sarah Anderson	Using EEG and eye tracking to create a core competency expertise profile in diagnostic pathology - PHASE II	\$10,000
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	\$9,675
Dr. Clark Svrcek	Greening the Curriculum: A Qualitative Study of Faculty Views on Planetary Health in Medical Education	\$10,000
Dr. Lian Willetts	Simulator-Based Training of Orthopedic Residents in Pedicle Screw Fixation via a Minimally Invasive Surgery	\$10,000
Dr. Keith Wycliffe-Jones	Evaluation of the concurrent validity of a new Situational Judgement Test (SJT) for Family Medicine (FM) Residency Selection in Canada	\$10,000

OHMES IMPACT

We are extremely grateful to OHMES for funding to make this educational interventional study possible. Without the funding we would not have been able to pay the nursing preceptors, nor develop some of the task trainers.

This study contributed to the knowledge on skill decay in procedural skills and helps inform curriculum development as to where resources can be allocated most efficaciously. For example, it became clear that defibrillation showed the most impact and most skill decay, making it prudent to put on the agenda for repeated refreshers while other skills such as chest tube insertion and paracentesis have a good persistence despite having been taught only once. Future academic half days for trainees can take these insights into consideration and be more efficient.

Our skills days were open for clinical practitioners and continue to be offered for MOC credit, therefore helping clinical practice and professional development within the NICU section. With the anticipated publication, we hope to advance the educational field of skill decay and optimal teaching for skill retention further. With CBD introduction, our neonatal-perinatal medicine (NPM) fellows have been able to have their EPAs signed off during these skill days that they otherwise would not have been able to, as these skills are only rarely encountered in clinical daily life and if encountered do not lend themselves well for education. This helps fulfill the educational mandate of the NPM fellowship program within CBD.

Amelie Stritzke, MD, FRCPC, FMH

OHMES funded Dr. Stritzke's project "Advanced Neonatal Procedural Skills: A Simulation-Based Boot Camp" in the 2018-19 funding competition.

OHMES IMPACT

This study would not have been possible without funding support from OHMES. Obtaining small grants to build capacity in medical education research is very challenging in the current climate. We were able to use this funding to support an excellent undergraduate honours student, thereby contributing directly to teaching, learning and mentorship in medical education research. While we have not yet had the opportunity to translate this research to clinical practice, we anticipate opportunities to do so in the future. This funding has contributed to our own professional development as well as that of our student, and indeed some of the work done here was key to that student's next steps in her career progression. The funding enabled the production of a freely-accessible data analysis pipeline that will benefit others in our community, and will continue to allow us to expand our own work in this area.

Heather Jamniczky, PhD

OHMES funded Dr. Jamniczky's project "Using EEG and eye tracking to create a core competency expertise profile in diagnostic pathology" in the 2018-19 funding competition.

Equity, Diversity & Inclusion Research and Innovation in Health and Medical Education Funding Competition

The Office of Health and Medical Education Scholarship (OHMES), the Office of Equity, Professionalism and Diversity (OPED), and the Office of Indigenous, Local and Global Health (ILGH) partnered in 2021 to host a funding competition focused on health and medical education scholarship in the areas of equity, diversity, and inclusion (EDI).

There were nine Letters of Intent received, with seven of those invited to submit a full proposal. Five full proposals were received and reviewed by the eight member EDI Funding Competition Review Committee representing ILGH, OHMES, OPED and a number of equity-deserving groups. Four awards were granted to the following:

PI	Project Title	Funding Granted
Dr. Jori Hardin	Enhancing Skin of Color Dermatology Training at the Cumming School of Medicine, University of Calgary	\$5,000
Dr. Laurie Hiemstra	Gender Equity and Inclusion for Canadian Orthopaedics (GDICanOrth)	\$5,000
Dr. Alyshah Kaba	Indigenous Themed Simulation: Practice for Change	\$5,000
Dr. Kannin Osei-Tutu	Exploring Undergraduate Medical Students' Sense of Belonging across Medical Schools in Canada	\$5,000

The review committee recognized the number of high quality proposals in the first iteration of this competition. OHMES plans to continue hosting this competition, pending confirmation of funding and partners for 2022-23.

OHMES IMPACT

The following is a summary of a project that was funded in the 2018-19 OHMES funding competition. It was written by resident Dr. Meaghan Mackenzie, with the study conducted under the direction of Principal Investigator Dr. Shirmee Doshi.

Objective:

Emergency Medicine (EM) postgraduate medical education in Canada has transitioned from traditional time-based training to Competency Based Medical Education (CBME). In order to promote residents through stages of training, simulated assessments are needed to evaluate residents on high stakes, but low frequency medical emergencies. There remains a gap in the literature pertaining to the use of evaluative tools in simulation, such as the Resuscitation Assessment Tool (RAT) in the new CBME curriculum design.

Methods:

We completed a prospective observational study of resident physicians in one Canadian EM training program, to evaluate the effectiveness and validity of a simulation based RAT for pediatric resuscitation. We recorded 10 EM trainees completing simulated scenarios, and had 9 EM physicians use the RAT tool to evaluate their performances. Generalizability theory was used to evaluate the reliability of the RAT tool.

Findings:

We found that the RAT is a reliable tool with good agreement between multiple raters. Additionally the tool was able to reliably identify pediatric resuscitation topics and themes that residents struggled with and could therefore help to determine content for future simulations.

Significance:

Overall, our findings suggest that the RAT tool can be used effectively for simulated practice of high stakes/low frequency scenarios, as a way to enhance the new CBME curriculum in Emergency Medicine training programs.

I could not have completed the study without the OHMES grant. It allowed me to utilize the KidSIM lab, to recruit residents and to have a statistician for the project. This project will contribute to improving the Emergency Medicine residency curriculum going forward. By improving our clinical training, we are hoping that this translates into improved clinical practice of residents in our program. In doing this project, I have learned more about medical education and research and hope to bring this knowledge into my future practice as a physician.

Medical Education Travel Fund

The OHMES Medical Education Travel Fund Committee administers a travel grant program on behalf of the Strategic Education Council for Cumming School of Medicine faculty members to present the results of their research and scholarship in the area of medical or science education at national and international meetings. The program was suspended indefinitely in 2020-21 due to budget cuts as well as a reduced travel needs of the OHMES community during the pandemic. However, the OHMES Advisory Committee agreed to temporarily reinstate the fund for the purpose of providing funding for registration for CSM presenters at CCME 2022. Funding of up to \$500/person was provided to 10 presenters who are OHMES members, for a total of \$4,550. An additional \$4,000 from the fund was reserved to support 4 OHMES scholars to attend the Bayfield Conference in June 2022.

The OHMES Advisory Committee agreed to reinstate the [Medical Education Travel Fund](#) under its normal terms of reference for 2022-23, as the need for funds is expected to increase with the resumption of conference travel.

Partner Funding

The Office of Postgraduate Medical Education (PGME) provides support funding to OHMES on an annual basis for PGME relevant activities including: research/scholarship in the areas of competency-based medical education, simulation and Precision Medicine; travel costs to attend conferences related to these areas; and retreat activities. In 2021-22, no funds were used from this account due to travel restrictions resulting from the pandemic. OHMES would like to thank PGME for this continued support.

In-kind Funding

We would like to recognize the significant time, expertise, and effort given to OHMES and its activities by many members of the Cumming School of Medicine. We would like to extend a profound thank you to the many individuals who have contributed to the work of OHMES over the year and we look forward to a continuing productive and rewarding relationship in the years to come.

OHMES IMPACT

The OHMES funding provided funds for a graduate research student to undertake and complete the data collection and analysis, and provided funds for protocol items and honoraria for participants and for advisory group members. Through the development of the reflective tool, enabled by the OHMES funding, we are contributing to the development of educational scholarship, and to professional development of faculty across CSM through enhanced engagement and competency in Indigenous health education.

Dr. Pamela Roach Departments of Family Medicine and Community Health Sciences

OHMES funded Dr. Roach for her project "Understanding Educational Experiences across CSM: Informing Critical Indigenous Health Education" in the 2019-20 funding competition.

Funding Competition Review Committee

Dr. David Topps, Chair
Dr. Kent Hecker
Dr. Martina Kelly
Dr. Jocelyn Lockyer

EDI Funding Competition Review Committee

Dr. Nishan Sharma, Chair
Dr. Wauldron Afflick
Dr. Pamela Chu
Dr. Gwen Hollaar
Dr. Aliya Kassam
Dr. Doug Myhre
Dr. Pamela Roach
Dr. Gregor Wolbring

Medical Education Travel Fund Committee

Dr. Rachel Ellaway
Dr. Lara Cooke
Dr. Nishan Sharma

Financial Report 2021-22

OHMES is funded through the Office of the Senior Associate Dean – Education, and manages the funding provided for specific scholarship events and activities. In 2021-22, OHMES was allocated \$90,000 in funding, and was able to achieve its goals for the eighth year of operations. Expenditures in fiscal 2021-2022 were as follows:

Expenditures	2021-22	2020-21	2019-20	2018-19	2017-18
Events	\$ 3,600	\$ 3,361	\$16,322	\$ 19,053	\$21,859
Research Funding Competitions	\$64,675	\$69,673	\$68,067	\$ 84,999	\$62,115
Medical Education Travel Fund	\$ 8,550	\$ 833	\$13,495	\$ 10,000	\$13,641
TOTAL	\$76,825	\$73,867	\$97,884	\$114,052	\$97,615

Note: Annual expenditures exceed the budget of \$90,000 in some years as unused funds from past years are carried forward and/or a portion of research funding competition awards may be recovered from completed projects.

Expenditures remained stable from 2020-21, due to limited event activities and continuation of an on-line format for events. Funds granted through the Health Science and Medical Education Research and Innovation Funding Competition decreased to \$49,675 due to fewer applications received and fewer individual awards granted. However, \$15,000 in funding was awarded through the new EDI Research & Innovation in Health/Medical Education Funding Competition, for a total of \$64,675 awarded by OHMES in both competitions. An additional award of \$5,000 was provided by the Office of Indigenous, Local and Global Health for the EDI competition.

Although the Medical Education Travel Fund continued to be suspended (see Medical Education Travel Fund section above), funding was allocated for CSM presenters at CCME to receive up to \$500 per person toward registration fees. In addition, funding was reserved to support 4 OHMES scholars to attend the Bayfield Conference in June 2022.

At the end of the fiscal year for 2021-22, there was \$46,754 remaining in unused funds which will be carried over for use in 2022-23 .

OHMES IMPACT

This OHMES grant facilitated a multidisciplinary research team (Education, Medicine, Nursing and Social Work) to embark on a journey to expand our collective understanding of new roles (both leadership and operational) required to fully support graduate students at the University of Calgary. It enabled our team to conduct a large multidisciplinary study of graduate students' experiences of formal and informal peer mentorship, and leveraged our capacity to compete for other grants to expand this research. This project enhanced our awareness of the multilayered role that peers play in advancing student learning, including promoting the development of academic competencies important to student success. We found that peer mentorship positively affected students' developmental outcomes across academic, psychological, and social learning domains, and helped nurture an academic culture that emphasized community, collaboration, and shared purpose.

The findings from this research informed the development of a group peer-mentoring program within the graduate education program of Community Health Sciences at the CSM, and a peer mentorship skills development initiative for graduate students across the university. The findings also validated approaches to teaching that incorporate group experiential learning, and have motivated academic instructors and supervisors on our team to continue to emphasize peer-learning in our teaching and supervision. Finally, the grant enabled our team to make significant contributions to the scholarship of mentorship; thus far, we have published five peer-reviewed journal articles and one case study, and presented our findings at 13 local, national and international conferences.

Dr. Diane Lorenzetti, Department of Community Health Sciences

OHMES funded Dr. Lorenzetti for her project "An Exploration of Peer Mentorship in the Context of Doctoral Education" in the 2015-16 funding competition



Cumming School of Medicine

OHMES

Office of Health and
Medical Education Scholarship

ohmes@ucalgary.ca

cumming.ucalgary.ca/office/ohmes



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