



# Health & Medical Education Scholarship Symposium 2022



**Dr. Lara Varpio**  
Uniformed Services University  
of the Health Sciences

**Thursday**  
**February 24**  
**8:45am-4:15pm**



**Dr. Mahan Kulasegaram**  
University of Toronto

Welcome to our 8<sup>th</sup> annual symposium! This virtual event will showcase work in health and medical education scholarship, and encourage future collaborations among researchers with common interests. We are excited to welcome **Dr. Mahan Kulasegaram** (University of Toronto) and **Dr. Lara Varpio** (Uniformed Services University of the Health Sciences) as the keynote speakers, as well as many local experts and up-and-coming medical education researchers as presenters. The schedule has been adapted to accommodate an on-line format, and will include workshops, oral and poster sessions.

The event is open to anyone with an interest in health and medical education scholarship, from novices to experts. This is a free event, however we request that participants register as a member of OHMES. If you are not a member, please visit our [website](#) for more information.

Register by 21 February 2022 at :

<https://bit.ly/32VU45F>

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



Images from 2020 Symposium kindly provided by Kristen Story

## 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 ideal 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
<b>Adrian Harvey</b> , A Roze des Ordon, K Kelly-Turner, D Keegan	What paths have they taken? Assessing the broader impact of a program to enhance faculty skills in teaching and educational scholarship
<b>Kathleen Moncrieff</b> , K Wycliffe-Jones, S Garie, B Soos	Quantifying variance in patient care provided by family physicians as attributed to their residency program training
<b>Jason Waechter</b> , CH Lee	Measuring Type 2 Thinking during the Diagnostic Process
<b>Marcia Clark</b> , W Tavares, K Fraser, L Cooke, D Piquette	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
<b>Lara Cooke</b> , D Duncan, H Armson, M Bailey, N Cristall	Outcomes Harvesting: A Rigorous Approach to Evaluating the Outcomes of a Complex Educational Intervention
<b>Alyshah Kaba</b> , C Serieska, V Grant	Entrustable Professional Activities (EPAs) for simulation faculty?! A novel approach to standardizing mentorship and faculty development for healthcare simulation programs
<b>Jessica Mulli</b> , L Nowell, A Estefan, R Swart	The Lived Experience of Facilitating Reflection-in-Action During High-Fidelity Simulation
<b>Amelie Stritzke</b> , P Murthy, E Fiedrich, A Howlett, M Assaad, A Cheng, H Amin	Advanced neonatal procedural skills - A simulation-based boot camp

## Session 3 (13:45-14:45)

Authors (Presenters in bold)	Title
<b>Allison Brown</b> , D Currie, M Mercia, M Mintz, K Fruetel, A Kassam	Tensions between quantity and quality? A retrospective analysis of assessment data before and after the formal implementation of competency-based medical education
<b>Pamela Roach</b> , 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
<b>Aaron Johnston &amp; Rebecca Malhi</b>	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
<b>Adam Neufeld</b> , O Babenko, H Lai, C Svrcek, G Malin	Explaining the Imposter Syndrome in Medicine: A Self-Determination Theory Perspective

## Session 4 (15:00-16:00)

Authors (Presenters in bold)	Title
<b>Derrick Rancourt</b>	Speed Interviewing
<b>Anthony Seto</b> , P Bryan, A del Vecchio, L Haynes, N Ertl	"Prez Drillz" for medical students: An online workshop to drill in oral case presentation skills through peer-feedback, repetition, and application
<b>Priatharsini Sivananthajothy</b> , T Warnock, W Ereyi-Osas, M Skarsgard, P Roach	Students Organized Against Racism: A Case Study and Evaluation
<b>Keith Wycliffe-Jones</b> , R Pasricha, DH Marasinghe, M Mayne, M Morros, A Papineau, S Kinzie, K Dufour	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
<b>Julia Chai</b> , J Young, A 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
<b>Amira Kalifa</b> , O Kamdem, A Okuori, D Abatan, S Yahya, A 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
<b>Fernando Mejia</b> , R Ellaway	The Challenges of Training Future Medical Officers of Health in Canada
<b>Nazlee Sharmin, Ava Chow</b>	Developing an interactive computer program for integrated dental education

## POSTER PRESENTATIONS (11:30-12:15)

Authors (Presenters in bold)	Title
<b>Amonpreet Sandhu</b> , S Holbrook, 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 <sup>st</sup> century residency training
<b>Mirette Dubé</b> , A Kaba, T Cronin, S Barnes, T Fuselli, V Grant	COVID-19 pandemic preparation: using simulation for systems-based learning to prepare the largest healthcare workforce and system in Canada
<b>Colleen Curtis</b> , P Vetere, T Wu, A Sandhu	Pediatric Residents as Teachers; a baseline needs assessment
<b>Irene Ma</b> , M Davis, J Desy, S Weeks, A Harvey, K McLaughlin, C Naugler, M Paget	Do faculty lecture events influence undergraduate medical students’ choices for residency?
<b>Adibba Adel</b> , N Castrogiovanni, S Afhami, P Sivananthajothy, K Osei-Tutu, A 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
<b>Mao Ding</b> , O Babenko, O Szafran, L Au, S Koppula	Family physicians’ mindsets: Trends during first three years in clinical practice
<b>Alex Kennedy</b> , R Malhi, S Smith, J Horton	Improving patient wellness and support in rural areas through virtual resiliency training
<b>Angela Schneider</b> , T Sharma, A Bhattacharya, A Brown	Exploring the relationship between social accountability and competency-based medical education: A narrative review
<b>Nazlee Sharmin &amp; Ava Chow</b>	Transforming a Dental Hygiene course from face-to-face to online: Assessing students’ wellness and learning experiences

### 2022 SYMPOSIUM PLANNING COMMITTEE

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

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