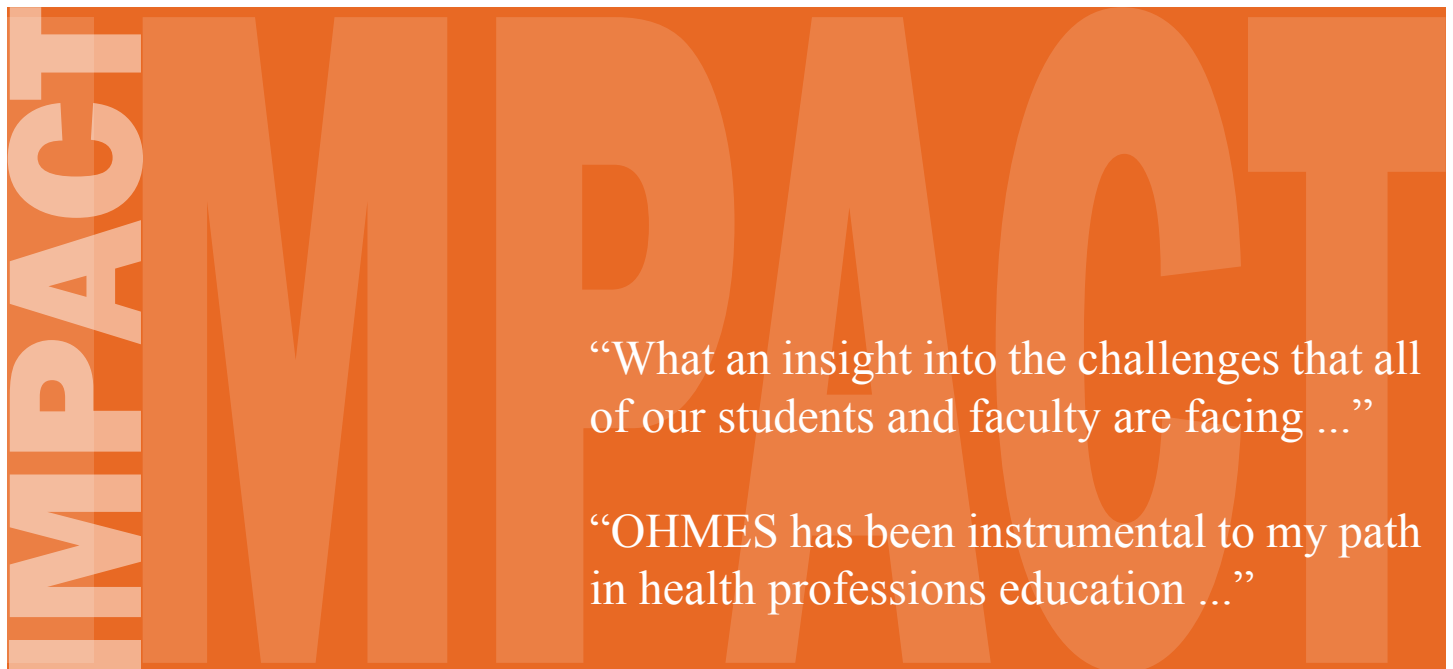


Office of Health and Medical
Education Scholarship (OHMES)

Annual Report 2020-2021



“What an insight into the challenges that all
of our students and faculty are facing ...”

“OHMES has been instrumental to my path
in health professions education ...”



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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

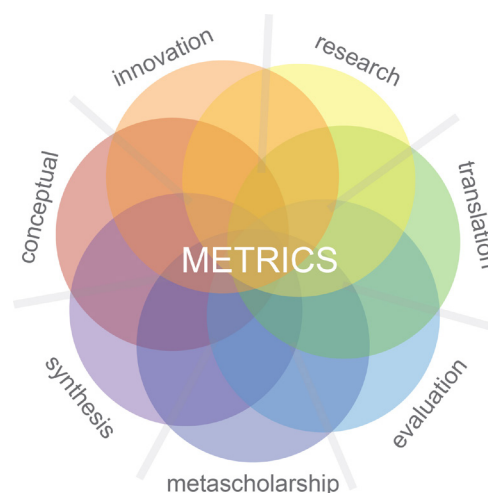
The Office of Health and Medical Education Scholarship (OHMES) was established in 2013 to provide leadership and support to all those with an interest in educational scholarship within the Cumming School of Medicine (CSM). Educational scholarship is a broad field that includes research, innovation, translation, 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 2020-21. 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 the hard work and commitment to realising the OHMES Vision.

OHMES Advisory Committee 2020-21

Dr. Rachel Ellaway, Chair
Dr. Bev Adams
Dr. Sarah Anderson
Dr. Adam Cheng
Dr. Cora Constantinescu
Dr. Janeve Desy

Dr. Kent Hecker
Dr. Alyshah Kaba
Dr. Aliya Kassam
Dr. Jocelyn Lockyer
Dr. Irene Ma

Dr. Laura Morrison
Dr. Elizabeth Oddone-Paolucci
Dr. Catherine Patocka
Dr. Nishan Sharma
Dr. David Topps

2020-2021 Overview

OHMES completed its seventh year of operations in 2020-21, adapting to the new work environment created by the pandemic as well as a reduced budget due to provincial government cuts. We hosted our seventh annual Health and Medical Education Scholarship Symposium virtually in February, granted almost \$70,000 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 19% from 2019-20.

Funding Competition:	7 projects funded for \$69,673 total
Educational Events:	3 seminars/symposium, 157 attendees
	33 presentations by CSM community at CCME 2021
OHMES Member Publications	57
Research Consults:	35 with 25 different individuals
Med-Ed Journal Club:	26 Med Ed Journal Club sessions, 62 articles, 308 attendees
OHMES Members:	231

IMPACT

OHMES Impact

'OHMES Impact' is a new 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*



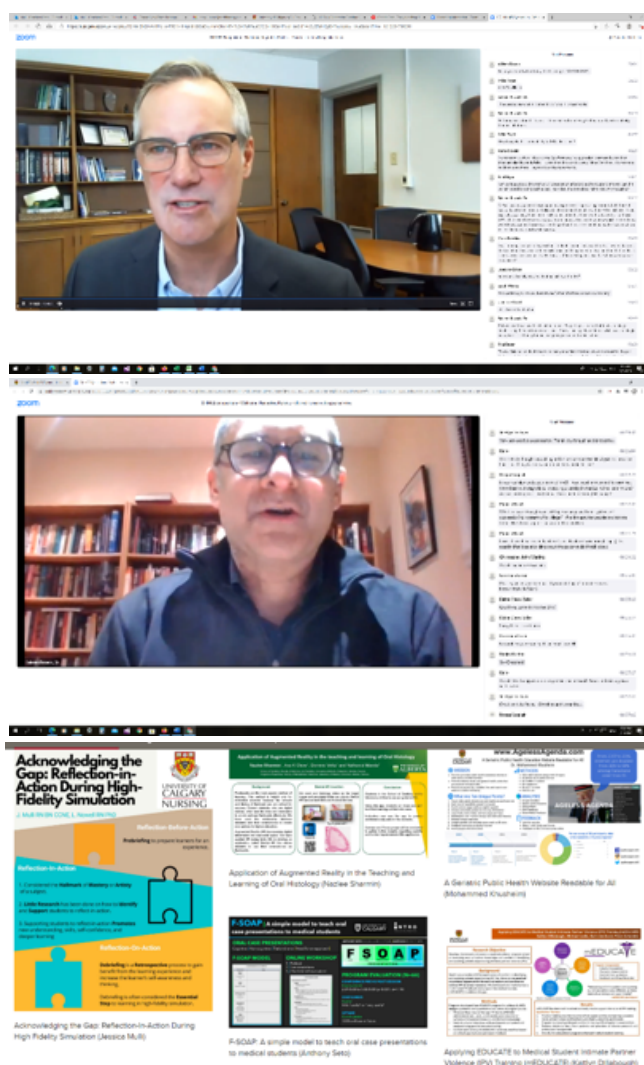
*Gretchen Greer,
Manager*

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 seventh annual symposium was held on February 18, 2021, to showcase work in health and medical education research and innovation in Calgary and beyond, and encourage future collaborations among researchers. We welcomed Drs. Saleem Razack and Chris Watling as the keynote speakers and featured workshop facilitators. There were 4 workshops, 12 orals, and 14 posters presented, all adapted to accommodate the virtual format. Attendance was comparable to previous years with 101 attendees. Although we missed the in-person conversations that have been a large part of past symposiums, feedback regarding the event was overwhelmingly positive. Presentation recordings and posters from the event are accessible via the [OHMES website](#).



OHMES IMPACT

“As a clinician educator, the annual OHMES conference has become an important staple for my professional growth and enjoyment. Teaching at the CSM is more fulfilling when I am able to share the experience with colleagues and find new ways to enhance my performance or to figure out why things are working (or not) for my learners. This year, in the face of the pandemic, I hesitated to attend an on-line version of OHMES because I was worried that the loss of peer to peer interaction would leave me wanting, and let’s face it, I am “zoomed” out! I dragged myself (in my pajama bottoms – no one noticed!) to the meeting anyway knowing that I am usually re-energized after an OHMES event and my energy for work has indeed been waning of late.

To my surprise, this year’s meeting was just what I needed. In particular, the workshop on Self Determination Theory led me to understand that my own low motivation to participate in the meeting was exactly as one would predict based on this well-established theory. What an insight into the challenges that all of our students and faculty are facing during the pandemic! Now that I can name and understand what I am seeing, I am even more motivated to help my students overcome these barriers to learning by specifically addressing the threats to autonomy, competence and relatedness imposed by the pandemic. Another great year at the OHMES meeting – thank you!”

Dr. Kris Fraser, Department of Medicine

We would like to thank all of the members of the OHMES Symposium Planning Committee for their hard work and commitment to making this such a successful event.

OHMES 2021 Symposium Planning Committee

Dr. Rachel Ellaway, Chair
Dr. Sarah Anderson
Dr. Nishan Sharma
Dr. Amanda Roze des Ordons

Dr. Rahim Kachra
Dr. Allison Brown
Dr. Anthony Seto

Health & Medical Education Scholarship Seminars

Despite the pandemic, 2020-21 was an active year for medical education scholarship seminars as formats were adapted to an on-line platform. Attendance at most events was either equal to or exceeded attendance at events in previous years.

OHMES Seminar & Colloquium

OHMES hosted the **CSM@CCME & AMEE 2020 seminar** in September. The CSM@CCME seminar was not scheduled for Spring 2020 due to the pandemic, so the usually separate CSM@ CCME and AMEE seminars were combined this year. There were 9 presenters and 31 people in attendance.

The OHMES **Heuristic Thinking Colloquium** was a new initiative we ran in May with the goal of opening a broad conversation about the role of heuristics and dual systems theories in health professions education. We selected a colloquium format as a way of stimulating discussion and debate around these contested concepts, and to explore priorities, models, questions and directions for future scholarly endeavours. The concepts of Heuristic Thinking, Heuristics Deficit and Heuristics Spectrum Disorder were introduced and grounded in teaching and learning challenges in different programs across Calgary and beyond. The 25 attendees from the CSM, Faculty of Veterinary Medicine, Faculty of Nursing, and the College of Physicians & Surgeons of Alberta then engaged in more in-depth small group discussions around how to identify heuristic problems in learners, the hidden curriculum of heuristic thinking, how to teach appropriate heuristic thinking (e.g., use of simulation, teaching how to think, etc.), and what steps could be taken as a group to conduct research and develop solutions. Conversations continued after the meeting exploring common interests and opportunities. The group agreed to meet again in 2021-22 to explore more specific directions for research and innovation.

CAME Webinars

OHMES has hosted local viewings of webinars sponsored by the Canadian Association for Medical Education (CAME) in past years, and experienced record attendance at the 2020-21 on-line series. 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, including [Justice, Equity, Diversity and Inclusion in Health Professions Education: Intersectionality and Implications](#) presented by Dr. Aliya Kassam. OHMES members were well-represented at the 8 webinars, with a total of 147 in attendance. OHMES member attendance shows a high level of engagement and interest in med ed scholarship from our community, as our members comprised 17-68% of total attendance at these national webinars.

OIPH Seminars

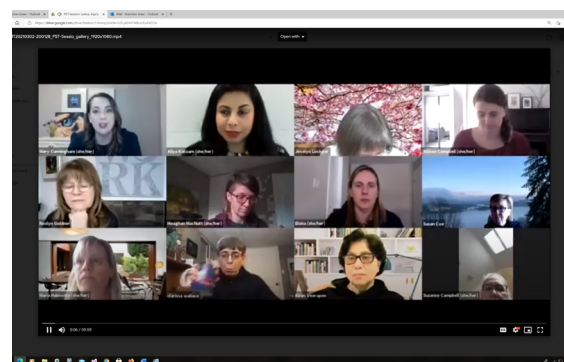
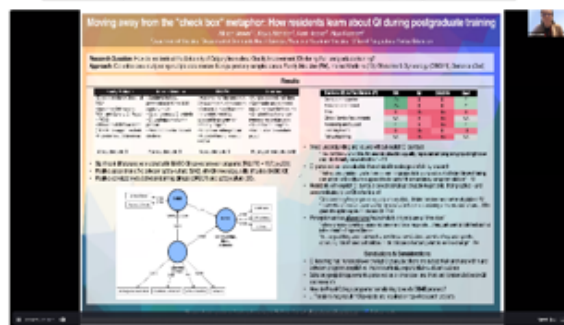
The O'Brien Institute for Public Health hosts a Friday Seminar Series, and asks its units, including OHMES, to present at one of these each year. OHMES members Drs. Kent Hecker, Sarah Anderson and Heather Jamniczky kindly agreed to present [The Biology of Learning: Can neuroimaging inform Medical Education](#) on September 25, 2020. Other OHMES members who presented in the 2020-21 seminar series included Drs. Rahim Kachra and Allison Brown on [A global perspective on the impact of COVID-19 pandemic on medical education](#) and Dr. Aliya Kassam on [Equity, Diversity and Inclusion in Public Health: Intersectionality and Implications](#).



Not able to attend CCME and AMEE 2020? Join us for some of the CSM presentations from the conferences.

Tentative Schedule

Time	Presenters	Title
12:00-12:15pm	Kevin Butcher	Class Years Have Reputations As Hawks or Doves, But Are They?
12:15-12:30pm	Melinda Davis	Variables associated with students' a priori discipline choices at the time of entry into medical school
12:30-12:45pm	Jacqueline Hui	Defining a set of Palliative Care Entrustable Professional Activities based on Priority Topics and Key Features
12:45-12:55pm	Nadia Viscer	The 5-minute surgeon: Teaching clinical skills using videos with Obstetrics & Gynecology residents
12:55-1:10pm	Alia Hetrail & Ashley Corbett-Bennett	Let's talk about the uncomfortable: deconstructing healthcare and educational institutions
1:10-1:30pm	William Kennedy	Mixed methods analysis of an automated e-mail audit and feedback intervention for fostering (emergency) physician reflection
1:30-1:45pm	Janet de Groot	An interprofessional educational intervention to promote awareness of medical student mistreatment
1:45-2:00pm	Allison Brown	Moving away from the "check box" metaphor: how residents are learning about quality improvement during residency training

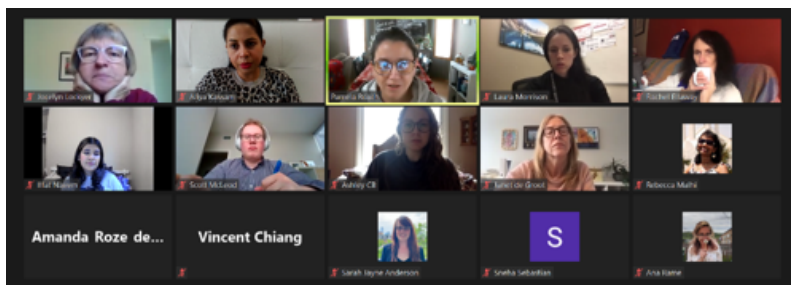


Medical Education Specialization Journal Club

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 to take part. There were 62 articles discussed in 2020-21, and attendance was comparable to past years. Dr. Aliya Kassam has led the discussions and selection of articles since 2015, with guest facilitators participating on occasion. We would like to thank Dr. Kassam for creating and leading the journal club since 2015, as she passes her reign to Dr. Allison Brown in Fall 2021.

Med Ed Journal Club Statistics 2015-2021

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



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.

OHMES undertook 35 consults in the 2020-21 academic year with 25 different individuals. These include requests for assistance with external grant proposals, OHMES funding competition proposals, and resident projects.

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 **Medical Education Email Group** is OHMES' primary means of communication with the medical education community. This list had 422 subscribers by June 2020, an increase of 20 from 2019-20. Information regarding internal and external scholarship events and opportunities is disseminated approximately 2-3 times per week.
- The **OHMES Website** <https://cumming.ucalgary.ca/office/ohmes> provides information on OHMES services and events, as well as external opportunities and resources. In the 2020-21 fiscal year, 397 users (480 sessions) visited the site which was a slight decrease from 414 in 2019-20.
- The **OHMES Twitter account**: @UCalgaryOHMES had 289 followers by fiscal year end, an increase from 259 in 2019-20. There were approximately 53,900 impressions and 710 engagements. The account is used primarily to promote OHMES events, and Dr. Allison Brown kindly manages the account and shares a scholarly and entertaining perspective.
- 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.



Resident Education Scholars Program

A new program was developed by OHMES and Postgraduate Medical Education (PGME) in 2020-21 to support residents in their pursuit of scholarly work. Most residents in Canada are expected to complete some kind of scholarly project during their training. While many opt for clinical or biomedical areas of inquiry, a number each year pursue projects that explore education and training issues in medicine. These individuals have until now operated largely independently of the scholar base in Calgary, unlike those in clinical and biomedical disciplines. It has been established through consultation and survey data that there is an unmet need for support and orientation for these projects/residents to make the most of their educational and scholarly potential.

The Resident Education Scholars Program (RESP) will address the relative isolation of education scholar residents by providing them with a structured program, mentorship, and support in designing, conducting, and reporting on their scholarly activities during residency. Residents selected to participate will 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 will provide funding up to \$3,000 for each resident project to cover related expenses as needed.

The RESP Working Group began meeting in 2020 to develop the overall program, and to adapt the RESP to the individual residency programs. Members are volunteers from the Anesthesiology, Internal Medicine, Pediatrics, and Psychiatry residency programs, and these programs will be included in the pilot project which will launch on July 1, 2021. Following an evaluation of the pilot project, we hope to open the RESP to all residency programs in 2023. Full details of the program are available on the OHMES website.

This program is designed to benefit not only the participants, but also the Cumming School of Medicine by developing scholars who will contribute to educational excellence. We look forward to sharing the preliminary results of the pilot project in the 2021-22 annual report.



OHMES IMPACT

"OHMES has been instrumental to my path in health professions education. As an instructor with no previous experience in educational research and little experience in prospective research, I was in need of assistance when I embarked on my first pedagogical study. This became more important when my co-investigator left U of C unexpectedly. In Fall 2018 I was lucky to be connected with Dr. Irene Ma through OHMES, who provided me with such valuable advice that she became involved as an author in the paper. The research has been successfully accepted for publication and it has been published online by the Journal of Veterinary Medical Education. The research also resulted in a presentation at AMEE 2019 in Vienna, Austria and a presentation and collaboration at the Ottawa Conference 2020 in Kuala Lumpur, Malaysia.

The collaboration was so successful that in April 2020 when I was looking for a collaborator on another study, I reached out the OHMES again. I was successfully connected to Dr. Allison Brown and we are now working on a 2-year funded study. In addition to the research collaborations, I have attended multiple seminars from OHMES and have found this to be extremely educational for me as an early-career educational researcher."

Dr. Jean-Yin Tan, Faculty of Veterinary Medicine

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 seven competitions with a total of \$432,411 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 16 LOIs received, of which 10 were invited to proceed to the full proposal stage. Nine full proposals were received, of which 7 were funded for a total of \$69,673. The following are the 2020-2021 funding award recipients:

PI	Co-Investigators	Project Title	Funding Granted
Dr. Allison Brown	B Wong, C Hillis, N Korah, J Karpinski, S Razack, J Frank, J Goldman	Exploring the translation of quality improvement and patient safety from CanMEDS 2015 to the entrustable professional activities for specialty training in Canada	\$10,000
Dr. Kent Hecker	H Jamniczky, F Burles, F Cortese	Neural synchrony between teacher and trainee during medical instruction	\$10,000
Dr. Susan Kuhn	C Barnard, L Nowell, E Oddone Paolucci	Professional Calling + Career Planning: Facilitating a Novel Process to Plan Meaningful Work Across the Career Trajectory	\$ 9,683
Dr. Stephen Mintsoulis	L Rabatach, J Kaufman, A Kassam	Exploring the Construct of Just Culture in Resident Physicians	\$ 9,990
Dr. Derrick Rancourt		Knowing the Ropes: Enriching Vicarious Learning through Reflection	\$10,000
Dr. Prism Schneider	L Morrison L, F Nicholls	Robotic Assessment of Post-call Motor Function in Orthopaedic Residents: A Multi-centre Comparison of the Night Float Model and the Standard Call Model	\$10,000
Dr. Keith Wycliffe-Jones	D Hamza	Exploring the normalization of Competency-Based Medical Education across Canada	\$10,000

OHMES IMPACT

“The generous funding provided by the OHMES funding competition has allowed for the completion of two seminal investigations. We proposed to examine the effects of transcranial direct-current stimulation (tDCS), an established and safe form of non-invasive brain stimulation, on laparoscopic and neurosurgical skill acquisition. The applications of tDCS in surgical skill learning are emerging. Since our seminal investigations, various groups around the world have sought to further our work, and push applications of tDCS towards enhancing performance of the most complex of surgical skills. At this time, given the novelty of this work, tDCS is not employed in formal surgical training, however its future potential is recognized as further research and validation studies are completed. These studies have since been published in peer-reviewed journals, and have established the groundwork on which future studies have been based. The funding provided by OHMES played a significant role in the professional development of Patrick Ciechanski who was the graduate student responsible for completing the proposed research projects. Currently, Patrick is a fourth year medical student who plans to pursue residency training in a surgical specialty and establish himself as a clinician-investigator. Through the studies that were funded by OHMES, Patrick gained experience in clinical trial design and dissemination of research findings. We would like to thank OHMES for the awarded funding, and the academic progress that has resulted from the completion of the investigations they funded.”

Patrick Ciechanski, PhD

OHMES funded Dr. Kirton & Dr. Ciechanski for their project “Enhancing Medicosurgical Manual Skill Learning with Transcranial Direct-Current Stimulation” in the 2015-16 funding competition.

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. Although this program was suspended indefinitely in 2020-21 due to budget cuts, two small awards were granted before the suspension took effect.

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 2020-21, minimal funds were intended for conference travel which did not occur due to the pandemic. OHMES would like to thank PGME for this generous 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

“When I started my medical education training, I was in the midst of starting a new position in infectious diseases carrying a heavy clinical practice. I wanted to make sure I take as much of what I learn from masters’ courses and apply it to my clinical and academic practice. I actually got some micro and in some cases macro projects out of every course. I developed an antimicrobial stewardship training curriculum for ID residents tailored to what they would need to know and do once they graduate their fellowship and need to practice antimicrobial stewardship. It included a didactic component, a prospective audit and feedback component, formalized ways to reach out to various stakeholders, but also developing and updating guidelines for a point of care stewardship and education resource (SPECTRUM app).

Academically, it was great: I got to flex my curriculum development muscles but with the help of my supervisor, also turned it into various scholarly projects, I had two abstracts and a publication out of it. The best part however, was that operationally, in an environment where antimicrobial stewardship (AS) resources are scarce, this curriculum remains as our hospital’s main AS initiative. As part of this, while the trainees practice the various skills they need to be good stewards in the future, our site gets guideline edits, new quality improvement initiatives and prospective audit and feedback. Shows how well intertwined education and clinical care and hospital operations really are.”

Dr. Cora Constantinescu, Department of Pediatrics

OHMES funded Dr. Vayalumkal & Dr. Constantinescu for their project “Enhancing Medicosurgical Manual Skill Learning with Transcranial Direct-Current Stimulation” in the 2015-16 funding competition.

We would like to thank the members of the OHMES Funding Competition Review Committee and the OHMES Medical Education Travel Fund Committee for their hard work and dedication to medical education scholarship.

Funding Competition Review Committee

Dr. Rachel Ellaway, Chair
Dr. Alyshah Kaba
Dr. Irene Ma
Dr. Nishan Sharma
Dr. David Topps

Medical Education Travel Fund Committee

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

Financial Report 2019-20

OHMES is funded through the Office of the Senior Associate Dean – Education, and manages the funding provided for specific scholarship events and activities. In 2020-21, the OHMES annual budget was reduced from \$91,000 to \$81,000, in alignment with the 10% reduction applied to units across the university due to government funding cuts. However, OHMES was able to achieve its goals for the seventh year of operations with the internal funding allocated. Expenditures in fiscal 2020-2021 were as follows:

Expenditures	2020-21	2019-20	2018-19	2017-18	2016-17
Events	\$ 3,361	\$16,322	\$ 19,053	\$21,859	\$17,954
Research Funding Competition	\$69,673	\$68,067	\$ 84,999	\$62,115	\$60,933
Medical Education Travel Fund	\$ 833	\$13,495	\$ 10,000	\$13,641	\$ 9,751
TOTAL	\$73,867	\$97,884	\$114,052	\$97,615	\$88,638

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 decreased considerably in 2020-21 due to the reduced funding available, as well as the pandemic which required all events to be adapted to an on-line (and less expensive) format. Funds allocated through the Health Science and Medical Education Research and Innovation Funding Competition were similar to 2019-20 allocations, and the Medical Education Travel Fund was suspended (see Medical Education Travel Fund section above). At the end of the fiscal year for 2020-21, there was \$19,031 remaining in unused funds which will be carried over for use in 2021-22 with \$15,000 of this reserved for the Equity, Diversity and Inclusion Research & Innovation in Health & Medical Education Funding Competition.

Although OHMES' internal funding was reduced by 10% in 2020-21, the projected budget for 2021-2022 sees a return to our \$90,000 allocation from the Office of the Senior Associate Dean for Education.

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

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better teachers, better learners, better care