



Cumming School of Medicine
University of Calgary




Office of Health and Medical
Education Scholarship (OHMES)

Annual Report 2017-2018



OHMES

better teachers, better learners, better doctors



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OHMES would like to thank the members of the Office of the Senior Associate Dean – Education, the Senior Education Committee, 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.

Images from the 2018 Symposium by Julia MacGregor of W21C

OHMES

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What is 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 and that brings together multiple disciplines including psychology, sociology, neuroscience, policy studies, and organizational theory. This annual report reviews the fourth year of operations for OHMES.

Our remit includes all of the METRICS dimensions of scholarship in health professional education: metascholarship, evaluation, translation, research, innovation, conceptual, and synthesis.

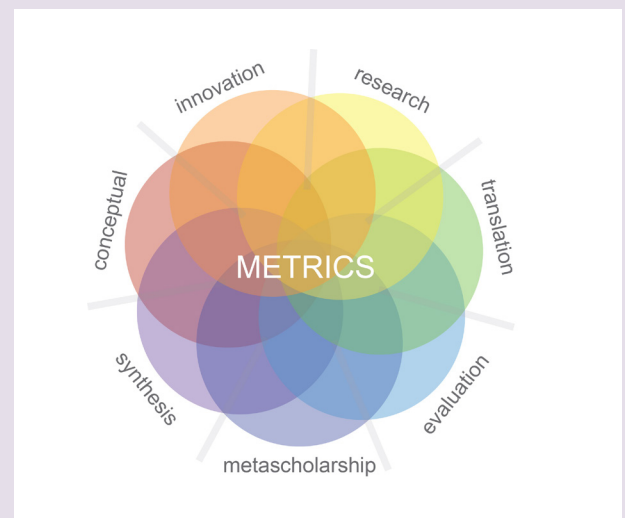
Our vision is to enhance health and medical education scholarship at the University of Calgary.

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

What counts as scholarship?



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



*Dr. Rachel Ellaway,
Director*



*Dr. David Topps,
Clinical Co-Director*



*Gretchen Greer,
Manager*



2017-2018 Overview

OHMES completed its fourth year of operations in 2017-18 with an increasing focus on strategic directions. In November we ran a colloquium entitled ‘Precision in Health Professional Education Scholarship (PiHPES)’ to explore what precision means in health professional education scholarship. There was general agreement that the concept of PiHPES in the CSM should be explored and developed further. In May we launched a strategic planning process with retreats held for the OHMES community-at-large and senior leadership in the CSM and beyond. A new strategic plan for OHMES is being developed arising from these meetings.

2017-18 also saw the relaunch of the Community Health Sciences MSc and PhD Specialization in Medical Education, and the publication of the OHMES model of dimensions of educational scholarship (see box opposite). OHMES hosted the fourth annual Health and Medical Education Scholarship Symposium in February (see article on page 4). The Medical Education Leadership Lecture series continued with a leadership session presented by Dr. Ellaway, and seminars were also presented by five visiting professors. Over \$60,000 in funding was granted to educational scholarship projects across the CSM, and OHMES supported scholars in presenting their work at academic conferences.

In terms of numbers:

Funding Competition:	21 LOIs, 18 invited to full proposal, 13 full proposals submitted, 8 projects funded for a total of \$62,115
Educational Events:	7 events, 292 attendees, \$21,849.27 in expenses
Med Ed Travel Fund:	7 grants, \$13,641.31 in funding granted
Research Consults:	72 with 42 different individuals
Website:	2,325 users
Twitter:	174 followers - @UCalgaryOHMES
Med Ed Journal Club:	57 articles reviewed, 325 attendees
OHMES Members:	129

Governance

The OHMES Executive Committee was reformed as the OHMES Advisory Committee in 2017. The Advisory Committee advises OHMES on matters relating to service development and operations. The committee reports to the Director of OHMES, and met four times in 2017-18. OHMES reports through the OHMES Advisory Committee to the Strategic Education Council (SEC). Funding for activities and services, as well as operating funds, are provided by the Office of the Senior Associate Dean Education. The OHMES Executive is now an oversight committee that directs OHMES in fulfilling its vision and mission. The committee reports to the Senior Associate Dean Education and is comprised of the Director, Medical Director, Senior Associate Dean Education and the Manager of OHMES. OHMES is also a unit of the O’Brien Institute for Public Health (OIPH). 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 2017-2018

Dr. Rachel Ellaway, Chair	Dr. Aliya Kassam
Ms. Sarah Anderson	Dr. Jocelyn Lockyer
Dr. Adam Cheng	Dr. Cora Constantinescu
Dr. Kent Hecker	Dr. Irene Ma
Dr. Elizabeth Oddone-Paolucci	Dr. Alyshah Kaba
Dr. Nishan Sharma	Dr. David Topps



OHMES Activities

OHMES hosted a series of educational and professional development events open to the CSM as well as other health profession faculties. These included seminars, webinars and conferences. The intent of these opportunities is to foster the pursuit and use of educational scholarship across the CSM. This year, these events included:

Health and Medical Education Scholarship Symposium

The fourth annual symposium was held on February 20-21, 2018, to showcase work in health and medical education research and innovation in Calgary and beyond, and encourage future collaborations among researchers. Three external experts in educational scholarship were invited as presenters and workshop facilitators. Dr. Glenn Regehr from CHES at UBC and Dr. Cynthia Whitehead from the Wilson Centre at the University of Toronto gave keynote addresses and workshops. Dr. Marcia Anderson from the University of Manitoba gave the third annual Jones Medical Education Lecture which this year focused on Indigenous medical education in the era of reconciliation. We were pleased to have benefactors Drs. Allan and Charlotte Jones in attendance.

There were 18 researchers who presented their work during oral sessions, and 19 researchers who participated in the poster and demonstration session. Other sessions included four workshops on various issues in health professions education scholarship, and a Personally Arranged Learning Session (PeArLS) in which researchers presented an idea to a group of peers to receive instant feedback.

There were 120 participants representing the CSM, Nursing, Education, Veterinary Medicine, Mt. Royal University, University of Alberta, University of British Columbia, University of Saskatchewan, and Alberta Health Services. Feedback on the Symposium was overwhelmingly positive, with the excellent quality of presentations, workshops and posters noted by attendees. This will continue to be an annual event.



Keynote and workshop presenters at the annual symposium. From left to right: Drs. Cynthia Whitehead, Marcia Anderson, and Glenn Regehr.

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 2018 Symposium Planning Committee

Dr. Rachel Ellaway, Chair
Ms. Sarah Anderson
Dr. Adam Cheng

Ms. Nicole Delaloye
Dr. David Topps

Medical Education Scholarship Seminars & Lectures

OHMES hosted six medical education scholarship seminars, including the Medical Education Leadership Lecture. This lecture series, created in 2016, recognizes those who have made a significant contribution to health and medical education in the Cumming School of Medicine. Dr. Rachel Ellaway continued the series in 2018, providing a humorous perspective on her path to academic leadership.

OHMES welcomed Drs. Ryan Brydges and Walter Tavares of the University of Toronto in October 2017. Both were keynote speakers at the PGME Simulation Symposium, and we were pleased that they were able to dedicate part of their visit to presenting OHMES seminars in their individual areas of expertise. Dr. Byrdges also spent time providing consultations for OHMES members.

Dr. Marcel D'Eon from the University of Saskatchewan visited the CSM for three days on business for the Canadian Journal of Medical Education (CMEJ). During his visit, he gave a seminar on the CMEJ and provided a number of consultations to OHMES members.

In May 2018, the Veterinary Education Research Group and OHMES partnered to offer a seminar by visiting professor Dr. Harold Bok from Utrecht University. This was the first cross-over event that OHMES has co-hosted with another Faculty, and we were pleased to see members from both communities in attendance.

Finally, in June 2018 we were pleased to once again host Dr. Olav Krigolson from the University of Victoria for a joint seminar with The Health Education Neuroassessment Lab (THENaL). Dr. Krigolson presented a follow-up to his 2015 OHMES/OIPH talk "The neural basis of clinical decision-making", exploring the utility of neuroscience in improving learning in a health care context. This seminar drew attendees from the fields of health education and neuroscience.

Scholar	Date	Title	Type	Attendance
Dr. Ryan Brydges University of Toronto	6 October 2017	Emphasizing Self or Regulation in Self-Regulated Learning	OHMES seminar	20
Dr. Walter Tavares University of Toronto	6 October 2017	More Expected than Certain: Exploring the Complexity of Translating Outcome Frameworks to Performance Assessment Plans	OHMES seminar	16
Dr. Marcel D'Eon University of Saskatchewan	11 October 2017	The CMEJ as Part of a Canadian Medical Education Community of Practice	OHMES seminar	12
Dr. Rachel Ellaway University of Calgary	25 April 2018	Don't try this at home: world domination and academic leadership laid bare	Medical Education Leadership Lecture	27
Dr. Harold Bok Utrecht University	23 May 2018	The promises and pitfalls of implementing a programmatic approach to assessment in a competency-based clinical veterinary curriculum	Veterinary Education Research Group & OHMES seminar	25
Dr. Olav Krigolson University of Victoria	15 June 2018	Using neuroscience to improve learning in a health care context	THENaL and OHMES seminar	42

Precision in Health Professions Education Scholarship (PiHPES)

The PiHPES Colloquium was held on November 8, 2017, to explore what precision means in health professional education scholarship. Dean Meddings provided opening remarks regarding the CSM perspective on Precision Medicine and the platforms that support this strategic direction. Drs. Ellaway and Topps each presented different aspects of the current landscape for the PiHPES initiative, including possible links to the CSM Precision Medicine strategy, the use of Big Data, and Competency Based Medical Education. The thirty attendees from the Cumming School of Medicine community engaged in discussions regarding scholarship through a precision lens, and strategic implications regarding funding and resources, graduate programs and faculty development, education and healthcare outcomes, and leadership and mentorship.

There was general agreement that the concept of PiHPES in the CSM should be explored and developed in the form of a white paper, to include a definition of Precision Education, a vision for the CSM, and a strategy to pursue this. Those in attendance will be consulted throughout this process, and input will be sought from the wider CSM education community.



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 between September and May to review and critique current journal articles in medical education, and all CSM students, faculty, and staff are welcome to take part. The journal club invites local authors and visiting scholars to present their work whenever possible, and was fortunate to have authors Joanna Bates (UBC) and Simon Kitto (University of Ottawa) phone in for the sessions during which their articles were discussed. Guest facilitators, including both faculty and students led individual sessions this year, and had the opportunity to focus on their areas of interest. Total attendance for the year was 325+, attendance at individual sessions ranged from 5-20, and 57 articles were discussed.

Webinars

OHMES hosted local viewings of 5 webinars sponsored by the Canadian Association for Medical Education (CAME). The webinars are designed to provide practical, evidence and experience based advice to health educators. Total local attendance for the webinars was 34, with attendance at each webinar ranging from 2 to 14 people. We have discontinued running AMEE webinar viewings this year as they have been scheduled very early in the morning Calgary time.

OHMES Community

OHMES is a resource for members of the Cumming School of Medicine in support of educational scholarship. While our primary focus is on helping CSM faculty members, we also engage with medical students, graduate students, residents, administrators, leaders, and support staff in the School. We also reach out to other schools and faculties in the University and we interact and partner with our colleagues from across Canada and beyond. The breadth of the communities we engage is reflected in our quarterly newsletter. We regularly feature a faculty member profile, key successes and developments, new papers and publications, and students in the medical education specialization who have successfully defended their work.

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 are also members of the OHMES Advisory Committee. Our six consultants have various areas of expertise, and specific areas of assistance include research study design, research methods, proposal writing, and dissemination. We undertook 72 consults with 42 different individuals in the 2017-2018 academic year.

OHMES Membership

The OHMES Membership model was launched in July 2016. The goal is to sustain a focused sense of purpose around the OHMES mission, and to support the productivity and quality of work of all of the members.



OHMES provides members with a formal association with the OHMES community of practice, opportunities to network and form research teams, opportunities for peer review of grants, grant applications, papers and other scholarly works. In return, members agree to support and advance the vision and mission of OHMES, have their name and affiliation disseminated publicly as part of OHMES, and report on their education scholarship activities, including research grants, abstracts and publications.

OHMES accepts membership applications from faculty, residents, fellows, students and staff who are engaged in or are interested in health and medical education scholarship at the University of Calgary. An affiliate membership is also available to those without a University of Calgary appointment. Membership is now required to access OHMES services, funding and events. As of June 2018, OHMES had 129 members registered (cumming.ucalgary.ca/ohmes/database) an increase of 30 members since 2016-17.

OHMES Communications

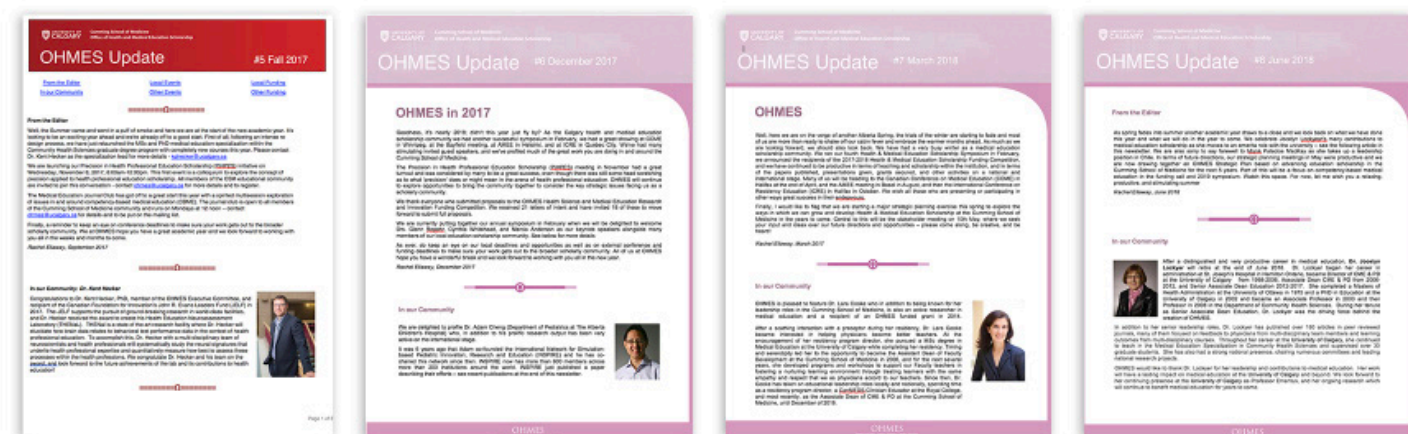
OHMES engaged in a wide range of communication and outreach activities in the 2017-2018 academic year:

Medical Education Email Group: OHMES' primary means of communication with the medical education community is through the med ed email group. This list had 361 subscribers by fiscal year end, an increase from 342 in 2016-17. Information regarding internal and external scholarship events and opportunities is disseminated approximately 2-3 times per week.

Website: The website cumming.ucalgary.ca/ohmes is the store-front for the OHMES office, as OHMES does not have a central physical presence in the CSM. The website provides information on OHMES services and events, as well as information on external opportunities and resources. In 2017-18, 2,325 users visited the site which was a decrease from 2,656 in 2016-17.

Twitter: The OHMES Twitter account (@UCalgaryOHMES) had 174 followers by fiscal year end, an increase of 26 in 2017-18. The account is used primarily to promote OHMES events.

Newsletter: OHMES published four newsletters in 2017-18. The newsletter 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 will continue to publish quarterly.





OHMES Initiatives

OHMES engages in a number of outreach projects that support scholarly activity within the Cumming School of Medicine and across the University of Calgary and beyond.

Community projects

These are projects where OHMES faculty are involved in a facilitating, mentoring, or consultative role within a study:

- The Calgary Admissions to the Medical Program Analysis of Value Networks (CAMPAVaN) study involved Drs. Ellaway, Myhre, Malhi, Doig, and de Groot exploring the axiological aspects of admissions to undergraduate medicine in Calgary. Building on a published BEME review and employing survey, interview, and discourse analysis methodologies, the study explored the value systems reflected in our admissions processes, the values and qualities we seek in applicants, and the ways in which we communicate these values. The study played a critical role in informing a broader admissions review that is shaping the future of admissions in Calgary.
- With the broad implementation of Competency-Based Medical Education (CBME) in Royal College residency programs, OHMES is partnering with Postgraduate Medical Education (PGME) on a number of studies. Working with Jason Lord, Kelly Millar, and other members of the PGME community we are exploring attitudes to and preparedness for CBME and its implementation.
- The Calgary Student Run Clinic (SRC) study has been exploring the experiences and impacts of an optional extramural medical student activity. Working with two successive years of SRC students, we have considered benefits and drawbacks to stakeholders, the SRC's interaction with other health service providers in Calgary, and its future directions.
- We have been working with medical students Nicole Thompson and Angela Schneider on evaluating and researching the transgender health training sessions they have been organizing for undergraduate medical education colleagues. These sessions will become part of the mainstream curriculum from September 2018.

Analytics and platforms

These projects are focused on building, testing and supporting tools for educational research. Our work in this area has focused around educational analytics and related activities. OHMES, supported by infrastructure grants from the O'Brien Institute, AFMC and the Cumming School of Medicine, has been working on the development of a number of tools within an integrated platform: OpenLabyrinth, OLab4, WordPress, GrassBlade, LearnDash, H5P, Moodle, and CURIOS all now have the ability to track activity streams into a learning record store (LRS), with further integration opportunities to follow. Other enterprise-level platforms are being assessed for their potential contribution. Examples of how these platforms are being used include:

- The Quality Referral Evolution (QuRE) project (www.ahs.ca/qure) aims to improve the quality of clinical referrals and consultations in Alberta. After an initial solid exploration of factors affecting the quality of these, the group was employing some quite simple education strategies to translate this knowledge into practice. David Topps has joined this project to provide expertise in education scholarship, learning designs and assessment. We are using several tools in the OHMES platform to support this (OpenLabyrinth, OLab4, LearnDash, GrassBlade, CURIOS). With over 3 million referrals per year, this project provides an opportunity to demonstrate educational interventions affecting clinical outcomes.
- Turk Talk is a novel human-hybrid approach to natural language interpretation in virtual scenarios. Based on OHMES' OpenLabyrinth application, the UofC School of Nursing has successfully integrated Turk Talk into their curriculum. Up to 130 students and 24 facilitators have been involved at a time. Nursing faculty have worked closely with the OHMES team on iteratively improving the learning techniques. Some novel approaches, including sentiment analysis, have been deployed in the assessment of the therapeutic conversations employed by the learners. This has been presented at 3 international conferences.

OHMES Funding

The majority of OHMES' core funding in 2017-2018 went to support educational scholarship initiatives in the Cumming School of Medicine. Funding was awarded to projects as part of a competitive call for proposals along with travel grants for medical education conferences and meetings.

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 four competitions with a total of \$274,727 in funding provided to date.

A letter of intent (LOI) process was followed again this year 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 background in various areas of medical education scholarship.

There were 21 LOIs received, of which 18 were invited to proceed to the full proposal stage. Thirteen full proposals were received, and 8 of these were funded for a total of \$62,115.

The following are the 2017-18 funding award recipients:

PI	Co-Investigators	Project Title	Funding Granted
Marcia Clark	K Fraser, W Tavares, L Cooke, D Piquette	Why Don't Clinicians Line-Up at Simulation Centres? An Exploration of Barriers and Facilitators to Continued Professional Development	\$10,000.00
Lara Cooke	A Stang, H Armson, K Burak, D Duncan, L Rivera	Audit and Group Feedback: What works for whom and in which context? A realist evaluation of the Calgary Physician Learning Program	\$10,000.00
Janeve Desy	I Ma	Assessing learning curves of internal medicine trainees in point-of-care ultrasound (POCUS)	\$ 7,488.00
Vince Grant	J Haws, A Cheng, A Boscan, Y Lin	Measuring the cognitive load of expert and novice facilitators during the debriefing phase of a clinical simulation	\$ 7,780.00
Julia Haber	A Walker, M Suri, C Rajakumar, A Klepacki, M Lohman, T Tryon	Impact of a Team Situational Awareness Global Assessment Tool (TSAGAT) for Interprofessional Obstetrical Simulation	\$ 6,200.00
Adrian Harvey	A Roze des Ordon, D Keegan, K Kelly-Turner	What paths have they taken? Assessing the broader impact of a program to enhance faculty skills in teaching and educational scholarship	\$ 7,300.00
Deirdre McCaughey	A Brown, A Kassam, K Hecker, N Sharma	Safer health systems through the training of resident physicians in quality improvement and patient safety	\$ 8,500.00
Kevin McLaughlin	J Desy	Improving Self-Regulation of Learning Amongst Underperforming Medical Students: An Explanatory Mixed Methods Study	\$ 4,847.00
TOTAL			\$62,115.00

We continue to monitor and support the projects funded in the first three years of this competition, and require annual reports from all PIs. All funded project holders are expected to present their findings at the Health and Medical Educational Scholarship Symposium either as an oral presentation or poster. Two of our funding recipients from 2015 and 2016 participated in the oral presentations at the 2018 Symposium.



Medical Education Travel Fund

The OHMES Medical Education Travel Fund Committee administers a travel grant program on behalf of the Senior Education Committee 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 expectation is that attending these meetings will contribute tangibly to the development of expertise in teaching methods, curricular development and assessment in medical and science education. The maximum award is \$2,000.

In 2017-2018, 7 applications were funded for a total of \$13,641.31. The recipients were Elizabeth Oddone Paolucci, Rahim Kachra, Mone Palacios, Marianna Hofmeister, Anthony Seto, Rosario Talavera, and Wayne Rosen. The funding supported travel to conferences including AMEE, CCME, and the Society of Teachers of Family Medicine Medical Education Conference, for either oral or poster presentations.

Partner Funding

Jones Medical Education Fund

The Jones family established an endowment in honour of Donald Jones to provide recognition for outstanding UME teachers and to fund a visiting speaker on a topic of particular interest to the UME community. The third annual Jones Lecture, which was on the topic of reflective practice, was given by Dr. Marcia Anderson (University of Manitoba) as part of the Health and Medical Educational Scholarship Symposium in February. Drs. Allan and Charlotte Jones, were in attendance on behalf of the family. OHMES would like to acknowledge the support the Jones endowment has provided for medical education scholarship at the Cumming School of Medicine.

Postgraduate Medical Education Simulation Symposium

OHMES was fortunate to benefit from the presence of two speakers invited for the PGME Simulation Symposium in October 2017. Drs. Ryan Brydges and Walter Tavares were keynote speakers at the Simulation Symposium, and graciously agreed to present their work to the OHMES community in separate seminars. OHMES is grateful to PGME for sharing their speakers.

Veterinary Education Research Group (VERG)

OHMES partnered with the VERG for the first time in May 2018 for a seminar presented by Dr. Harold Bok. Dr. Bok was a visiting professor in the Faculty of Veterinary Medicine, and the VERG kindly provided funding for the seminar which was attended by faculty and students in both Veterinary Medicine and the CSM.

The Health Education Neuroassessment Lab (THENaL)

OHMES and THENaL co-sponsored the seminar presented by Dr. Olav Krigolson in June 2018. This new partnership brought together the neuroscience and medical education communities for the well-attended talk entitled "Using neuroscience to improve learning in a health care context".

In-kind Funding

We would also like to acknowledge the significant time, expertise, and effort given to OHMES and its activities by many members of the Cumming School of Medicine. Although we have acknowledged the members of our various committees elsewhere in this report, 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.

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.

OHMES Funding Competition Review Committee

Dr. Rachel Ellaway, Chair
Dr. David Topps
Dr. Alyshah Kaba
Dr. Elizabeth Oddone Paolucci

OHMES Medical Education Travel Fund Committee

Dr. Rachel Ellaway, Chair
Dr. Sylvain Coderre
Dr. Jennifer Hatfield

Financial Report 2017-2018

OHMES is funded through the Office of the Senior Associate Dean – Education, and manages the \$90,000 in funding provided for specific scholarship events and activities. OHMES was able to achieve its goals for the fourth year of operations with the internal funding allocated. Expenditures in fiscal 2017-18 were as follows:

Funding	2017-18	2016-17	2015-16
Workshops/Seminars/Conferences	\$21,859.27*	\$17,954.29	\$19,413.49
Research Funding Competition	\$62,115.00**	\$60,933.50	\$55,342.20
Medical Education Travel Fund	\$13,641.31***	\$ 9,751.32	\$12,033.07
TOTAL	\$97,615.58	\$88,639.11	\$86,788.76

*\$1,733.98 in expenses was covered by OIPH for the Martin Pusic seminar which occurred in the 2016-17 academic year.

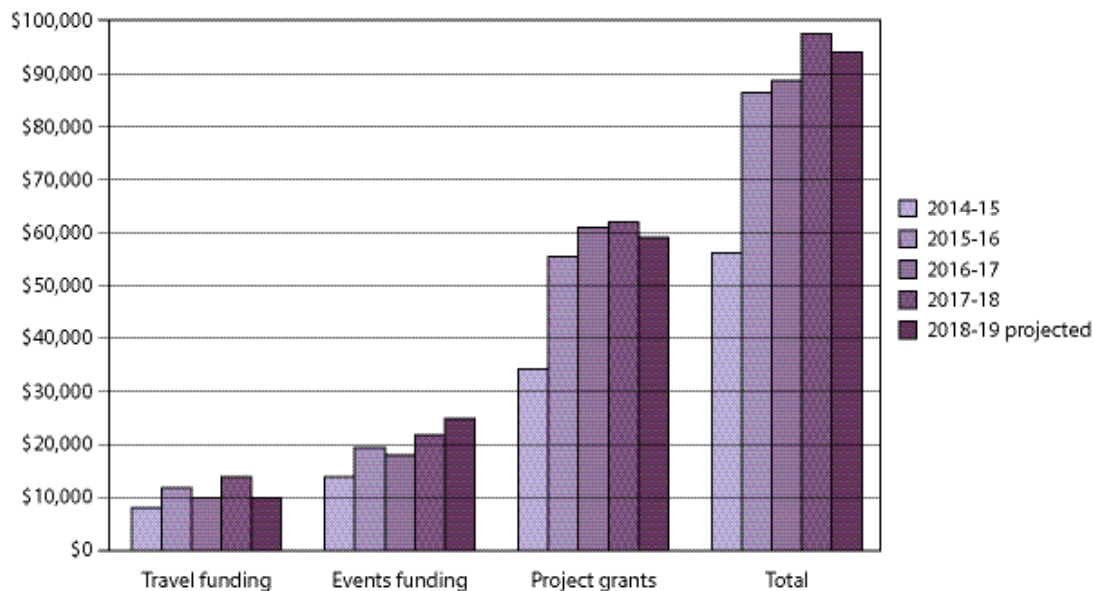
**The funding competition budget was increased mid-year from \$55,000 to \$65,000 due to the recovery of a \$10,000 unused award from 2016.

***A total of \$15,641.31 was awarded in 2017-18, however one award of \$2,000 was declined in fiscal 2018-19.

Expenditures increased by approximately 10% from 2016-17 primarily due to increases in funds awarded in the research funding competition and from the Medical Education Travel Fund. This was made possible by the recovery of a \$10,000 grant awarded in the 2016 funding competition which was not used by the PI. Workshop/Seminar/Conference expenses also increased due to increased activity and catering costs. At the end of fiscal 2017-18, there was \$4,118.40 remaining in unused funds which can now be carried over for use in 2018-19. OHMES is able to offer a substantial number of services with limited funding, as expenses for workshops/seminars/conferences are minimized when possible by capitalizing on visiting professors funded by another department/unit, as well as volunteer workshop facilitators (ie. OHMES Advisory Committee members).

Financial Plan for 2018-2019

The internal funding received will remain at \$90,000 for 2018-19. As of 2017-18, OHMES is able to carry over unused funds into the following fiscal year, and \$4,118.40 will be added to the 2018-19 budget from unused funds in 2017-18. Therefore, the total available budget for 2018-19 is \$94,118. Amounts allocated to the three categories of funding are approximately as follows: \$55k for grants, \$25k for events, and \$10k for travel. Further adjustments are made during the year based on the addition of unused funds from the previous year and recoveries of unused grants in the current year to maximise the impact of the funding in support of the OHMES mission. The following graph depicts the actual funding allocations for the last 4 years and projections for 2018-19:





Cumming School of Medicine

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Medical Education
Scholarship

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OHMES

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