



The Office of Health and Medical Education Scholarship presents the:



Health and Medical Education Scholarship Symposium 2020

**Thursday
March 5, 2020
8:00am-4:30pm**

**Health Sciences Centre
University of Calgary**

CUMMING SCHOOL OF MEDICINE
Office of Health and Medical Education
Scholarship (OHMES)

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#OHMESSymposium

REGISTER NOW!

EVENT OVERVIEW

This 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. Adina Kalet**, Medical College of Wisconsin, as the keynote speaker, as well as many local experts and up-and-coming medical education researchers as presenters. The schedule will include workshops, oral and poster/demonstration sessions, and a new fringe session.

WHO CAN ATTEND

The event is open to anyone with an interest in health and medical education scholarship, from novices to experts.

REGISTRATION

Deadline: 27 February 2020

Cost: FREE*

Register at: <https://ohmes2020.eventbrite.ca>

* We are pleased to continue to be able to offer this event at no cost to participants. However, we do request that participants register as a member of OHMES. If you are not already a member, please visit our website for more information: <https://cumming.ucalgary.ca/office/ohmes/membership>

THURSDAY, MARCH 5, 2020		
7:45-8:20	Registration & Breakfast	HRIC Atrium, HSC
8:20-8:30	Welcome Address <i>Rachel Ellaway, PhD, Director – OHMES</i>	Clara Christie Theatre HSC
8:30-9:30	Keynote Address - Transforming the Public's Health Through Medical Education Innovation and Research <i>Adina Kalet, MD, MPH, Medical College of Wisconsin</i>	
9:30-9:50	OHMES Funded Study Profiles	
10:00–10:55	Poster & Demonstration Session	HRIC Atrium, HSC
11:00-12:15	Workshop: What kind of education scholar are you? <i>Rachel Ellaway, PhD, Director – OHMES</i>	1405A, HSC
	Oral Presentations A	G500, HSC
12:15-13:00	Lunch	HRIC Atrium
13:00-14:15	Workshop: Professionalism Remediation: Using moral psychology to understand and address the vexing learner <i>Adina Kalet, MD, MPH, Medical College of Wisconsin</i>	1405A, HSC
	Oral Presentations B	G500, HSC
14:30-15:45	Workshop: Fun and Games: When gamification becomes an infectious teaching tool <i>Tarryn Bourhill (PhD student), Kapilan Panchendabrose (MSc student), and Derrick Rancourt (PhD)</i>	1405A, HSC
	Oral Presentations C	G500, HSC
15:50-16:30	OHMES Fringe Closing Remarks <i>Rachel Ellaway, PhD, Director - OHMES</i>	Clara Christie Theatre HSC

SYMPOSIUM LEARNING OBJECTIVES

Appraise the dissemination of current health and medical education research at the University of Calgary.

Discuss health and medical education research with faculty, students and health care professionals.

Demonstrate the approaches faculty, students and health care professionals can take in building a profile in educational scholarship and the support afforded them by OHMES and other groups.

Explain to peers good practices in health and medical education research.

KEYNOTE ADDRESS

Transforming the Public's Health Through Medical Education Innovation and Research

Adina Kalet, MD, MPH, Stephen and Shelagh Rowell Endowed Chair & Director, Robert D and Patricia E Kern Institute for the Transformation of Medical Education, Medical College of Wisconsin

By the end of the talk participants will:

- Be able to argue for the importance of patient outcomes in medical education effectiveness research.
- Consider the concepts of educationally sensitive patient outcomes (ESPOs), Resident Sensitive Quality Measures (RSQMs) and other desirable strategies to chart a way forward.
- List at least 3 meaningful ESPOs to incorporate into their own program of scholarship.

In North America as elsewhere, the public makes a tremendous investment in training physicians and other health care professionals. This investment reflects the social contract between society and the professions, and the moral commitment medical education has to serve the public's health. And yet, the field of Medical Education Research, an interdisciplinary, emerging area of scholarship, is not yet fully occupying its role in providing the rich evidence base needed to guide policy and practice. In this talk, Dr. Adina Kalet - the *Director of the Arnold D. and Patricia E. Kern Institute for the Transformation of Medical Education* at the Medical College of Wisconsin will share findings from work in identifying and studying Educationally Sensitive Patient Outcomes and share thoughts on how medical education scholars of the future might incorporate this concept in their own scholarship.

WORKSHOPS

What kind of education scholar are you?

Rachel Ellaway, PhD, Director - OHMES

There are many paths to education scholarship, there are many ways of being an education scholar. This workshop will lead participants through a series of exercises to help them explore what kinds of scholar they are or might be, and how they might embrace their unique approaches to scholarship more fully.

Professionalism Remediation: Using moral psychology to understand and address the vexing learner

Adina Kalet, MD, MPH, Stephen and Shelagh Rowell Endowed Chair & Director, Robert D and Patricia E Kern Institute for the Transformation of Medical Education, Medical College of Wisconsin

By the end of this workshop participants will be able to:

- Recognize the lenses through which we assess and address disturbing trainee behavior.
- Locate challenging trainees on a developmental trajectory of moral reasoning and professional identity formation.
- Use these frameworks to motivate learner self-awareness and design and monitor remediation plans.
- Recognize when a trainee's experience of discrimination is playing a role in underperformance.
- Endorse the essential role of forming a trusting coaching relationship with learners in need of professionalism remediation.
- Consider contributing to the scholarship in this complex area of educational practice.

Remediation in medical education is the act of facilitating a correction for trainees who started out on the journey toward becoming an excellent health professional but have moved off course. As assessment of clinical competence and professionalism in medical training has become more sophisticated and ubiquitous, educators continue to struggle to find effective and respectful means to work with trainees who don't meet standards, the vast majority of whom will become practicing professionals. Most medical educators understand what is needed to work effectively with trainees who don't know enough or haven't yet mastered the technical aspects of the work,

particularly those who have insight into their struggles. The trainees who are most vexing are those who aren't able to consistently act in accordance with the values of the profession, particularly when they lack self-awareness. In this workshop through a series of cases we will explore how work done on the moral psychology of the professions can help us find a way both toward effective professionalism remediation and fair and objective promotion decisions.

Fun and Games: When gamification becomes an infectious teaching tool

Tarryn Bourhill (PhD student), Kapilan Panchendabrose (MSc student), and Derrick Rancourt (PhD)

This interactive workshop will present an approach to a flipped classroom that generates enthusiasm from students, and encourages imagination and engagement. We will play a few of the games developed by our students as well as highlight the original game (an interactive videogame that teaches the basic concepts of clinical trial design) used to give the students their initial inspiration. We will showcase how effective these games were as teaching tools.

By the end of this workshop participants will be able to:

- Comprehend how gamification can enhance engagement from students in a flipped classroom
- Learn how to apply and implement gamification in a flipped classroom setting
- Learn to create and design small games that can be used as examples when teaching a class

ORAL PRESENTATIONS

Session A (11:00-12:15)

Presenter	Title
Martina Kelly	A National Examination of Undergraduate Medical Student Perceptions Toward Academic Family Medicine
Aliya Kassam	Exploring the construct of anticipatory stress and finding a job after residency training
Lorelli Nowell	Professional Learning and Development Framework for Postdoctoral Scholars
Leda Stawnychko & Bev Adams	Education-healthcare partnerships for innovative graduate programming: the case of UCalgary nurse education
Shawn Dowling	Using the Calgary audit and feedback framework to get the most out of physician practice reports

Session B (13:00-14:15)

Presenter	Title
Allison Brown	How are residents at the University of Calgary learning about Quality Improvement during their postgraduate training?
Anthony Seto & Josh Kariath	Multidisciplinary Healthcare and First Aid Provider Training for In-Flight Medical Emergencies: A Crowdsourcing Session followed by an Airplane Simulation
Anthony Seto	Transforming a Library Resources Lecture to a Show Production for Medical Students: 3 years in the making
Allison Brown	Exploring the contexts and mechanism that can optimize curricula for teaching Quality Improvement across the continuum of medical training: a realist review
Rachelle Lee-Krueger	A Pan-Canadian Evaluation of the College of Family Medicine Canada's (CFMC's) Fundamental Teaching Activities (FTA) Framework

Session C (14:30-15:45)

Presenter	Title
Michelle Cullen	Co-debriefing: Sharing the Cognitive Load
Michael Roumeliotis	Simulation in brachytherapy: proficiency in implanting radioactive seeds
Fernando Mejia	Public Health and Preventive Medicine Specialist: So, what kind of doctor are you?
Nia Abdullayeva	Are Brain Activities Different? Identifying the neural correlates of visual diagnostic reasoning
Megan Mercia	How do patients perceive learner competence? A convergent parallel mixed methods study of inpatients on a medical teaching unit

POSTER PRESENTATIONS & DEMONSTRATIONS (10:00-10:55)

Posters Presentations

Presenter	Title
Ghazwan Altabbaa	Local tools to global challenge: Standardizing clinical patient handovers
Karen Chadbolt	An Intervention: Debt Education and Strategies for Calgary Medical Students
Zaheed Damani	Muslim Perspectives on Advance Care Planning: A Model for Community Engagement
Janeve Desy	Minimal Criteria for Lung Ultrasonography
Paige Durling & Jihane Henni	Interdisciplinary Simulation in Medical Education: A Novel Educational Technique for Managing Challenging Encounters
Peter Hoang	The Pearly Bird Gets the Worm: A Qualitative and Quantitative Analysis of the Geriatrics Update: Clinical Pearls Conference
Aliya Kassam	An Environmental Scan of the Wellness Infrastructure in Canadian Medical Schools: Implications for Frameworks and Programming
Felicia Krausert	The Impact of Global Health Electives on Medical Student Perspectives and Career Interests in an Accelerated Medical Program
Meaghan Mackenzie	How to save a KidSim Life: Evaluating and Optimizing PEDS Simulation Training for Emergency Medicine Residents
Kendra Martel	Harrassment Reporting Mechanisms for Medical Students, Residents and Physicians in Calgary, Alberta: An Environmental Scan
Mike Paget	Modelling of Wellness by Preceptors in Undergraduate Medical Education
Derrick Rancourt	Addressing the Competency Expectations of Biomedical Science Employers
Krista Reich	Identifying Learning Needs in Medical Assistance in Dying: from the Perspective of Internal Medicine Residents
Anthony Seto & William Kennedy	"BEEP-BEEP SIM": Gamified On-Call Simulation Curriculum for Undergraduate Medical Education
Javeria Shafiq	Experiences of Physicians in Rural Practice: A Human Library Approach
Nazlee Sharmin	Bringing embryology to life: A virtual reality learning tool to enhance student engagement and understanding of embryonic development
Theresa Wu	The Development of a Faculty Advisor Program
Theresa Wu	Evaluation of the Paediatric Portal - A novel, comprehensive, on-line resource for Undergraduate Medical Students

Demonstrations

The Demonstration session will feature educational technology and innovations.

Presenter	Title
Tona Laerz	Pool Noodle Task Trainers
Kalum Ost	Genetics and Minecraft: Using Games to Teach
Nazlee Sharmin	Augmented Reality application to develop learning tool for students: transforming cellphones into flashcards

FRINGE (15:50-16:20)

The Fringe is a new session for 2020, where art meets health/medical education scholarship. We are pleased to feature **Dr. Aliya Kassam** presenting ***“Uncoded” - A Series of Monologues about the Transitions from Medical School to Practice.*** The performance consists of four monologues based on true events, which describe the transition from medical school to independent practice through the lens of a learner drawing upon intersectional characteristics of identity such as race, ethnicity, gender and socio-demographic status.

DISCLOSURE OF POTENTIAL FINANCIAL CONFLICTS OF INTEREST

Speakers participating in this event have been asked to disclose to the audience any involvement with industry or other organizations that may potentially influence the presentation of the educational material. Disclosure will be done verbally, and using a slide prior to the speaker’s presentation.

QUESTIONS?

Please contact ohmes@ucalgary.ca or (403) 220-4342.