

OHMES Update

#16 June 2020

From the Editor



In our last newsletter, written at the time of the first COVID-19 lockdown we were anticipating the peak of cases and the impact this would have on medicine and medical education. Despite the difficulties and losses of the last few months, it seems the curve was indeed flattened, and we are seeing a gradual loosening of lockdown restrictions. However, it still seems that much of our interactions as scholars will continue to be online. Many of our conferences have been cancelled, postponed, or moved online, and this trend seems likely to continue well into 2021. What the year ahead will hold we do not know.

For now, it is summer, and although options for travel and social gatherings remain limited, I hope you have a relaxed and, dare I say productive, few months. After all, what else is there to do on a hot lazy summer's day but work on your latest paper, project, or proposal? Whatever you do, I wish you all the best, turn your eyes to the far horizons, and have an amazing summer. We'll see you again in the fall.



Save the Date – 2021 Health & Medical Education Scholarship Symposium



Dr. Saleem Razack



Dr. Chris Watling

The seventh annual Health & Medical Education Scholarship Symposium will be held on **Thursday, February 18, 2021**. We are pleased to announce that **Drs. Chris Watling** (Director of the Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, Western University) and **Dr. Saleem Razack** (Director of the Office of Social Accountability and Community Engagement, Faculty of Medicine, McGill University) have been confirmed as the keynote speakers.

We do not know yet whether the meeting will be face-to-face or online, or some hybrid of the two. The planning committee will finalize the format and agenda by Fall 2020, and a Call for Abstracts will be made shortly thereafter. Registration for the Symposium will open in January 2021. We hope to see you there!

In Our Community: Heather Jamniczky



Photo by Jessica Snow

OHMES is pleased to feature **Dr. Heather Jamniczky, PhD**, and her path in education scholarship. Dr. Jamniczky is an Associate Professor and 3M National Teaching Fellow in the Department of Cell Biology & Anatomy in the Cumming School of Medicine, and will begin a secondment as the Academic Lead for Teaching and Learning Research at the Taylor Institute on July 1 2020. Dr. Jamniczky is also a recipient of a 2018-19 OHMES Funding Competition grant for her research project “Using EEG and eye tracking to create a core competency expertise profile in diagnostic pathology”.

I came to medical education scholarship via a round-about route. I’m an evolutionary biologist by training, with a PhD in Zoology from the University of Calgary. As a postdoctoral scholar, I focused on both continuing my research in evolution and development of animals, and on teaching scholarship, with a focus on active learning for comparative anatomy. These projects started me thinking about the intersection between learning and biology: how do brains react and change in response to learning activities?

As a faculty member in the Cumming School of Medicine, my group pursues two lines of research: the evolutionary biology of vertebrate skeletons, and the neurobiology of learning, allowing me to maintain this connection between biology and evidence-based teaching. I am heavily involved in teaching gross anatomy in the Undergraduate Medical Education and the Bachelor of Health Sciences programs, and our medical education research is focused on how learning brains respond to two- and three-dimensional representations of anatomical images. In collaboration with the Health Education Neuroassessment Laboratory (THENaL; K. Hecker, PI), we use electroencephalography and eye-tracking instruments to quantify how learning brains interact with images, and measure changes over time that may help us to identify the development of expertise in image-based subjects like anatomy and pathology. We have published several papers outlining the findings of this work, and have implemented a number of modifications to our anatomy curricula based on our results. Our long-term goal is to continue to develop learning activities explicitly targeted to brain measurements such as these to better assist learners as they develop expertise over time. We are grateful for funding received from OHMES to help further this work.

If you are interested in learning more about this or other research in my group, please contact me by email (hajamnic@ucalgary.ca).



OHMES Health Science & Medical Education Research & Innovation Funding Competition 2020-21

The 2020-21 Health Science and Medical Education Research and Innovation Funding Competition is now open! The competition begins with a Letter of Intent process, with applications due **28 September 2020**.

Award funding provided by OHMES is to a maximum of \$10,000 per project, and will be made according to scientific merit, relevance and originality of the project, and its contribution to developing individual and collective capacity in educational scholarship in the Cumming School of Medicine at the University of Calgary.

Visit the [OHMES website](#) for the **full announcement**, new **LOI template**, revised **Funding Request & Expense Policies**, as well as the **evaluation forms** that will be used for the LOI review.



WISHES Update

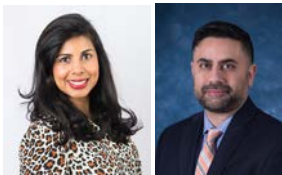
As the COVID-19 pandemic continues to unfold and this academic year comes to a close, there are many facets of learner wellness that have been impacted and continue to be impacted. The intersections of health professions and health sciences education with public health have become even clearer. The training and wellness of our health services researchers and health care providers directly relates to the health of the community.

There is clearly a need to support our learners as they are faced with challenges and delays to their training. COVID-19 has contributed to the disruption of learning and working for CSM learners with implications for physical, mental, social, intellectual and occupational wellness. Nevertheless, learner resilience has been remarkable! WISHES congratulates all CSM learners for completing this academic year in such unusual circumstances. To those graduating, we wish you all the best in all of your future endeavours!

The WISHES team would like to thank the Cumming School of Medicine (CSM) leadership for their support in promoting the WISHES COVID-19 Learner Needs Assessment which resulted in a 20% response rate with 540 responses from BHSc, BCR, GSE, UME and PGME programs.

Recent events in the United States have further highlighted the importance of equity, inclusion and diversity in medicine which are most relevant here in Canada, where racism and discrimination continues to exist. Racism impacts wellness. The Black Lives Movement (BLM) has offered the opportunity for long overdue change. The Black Medical Student Association (BMSA) has recently released their thoughtful [Calls to Action](#) for CSM comprised of three main themes, one of which is learner wellness. WISHES stands in solidarity with the BMSA and strives to advocate for the wellness of all learners at CSM.

The WISHES team has been hard at work in conducting ground breaking research and securing funding during COVID-19. WISHES has teamed up with collaborators Dr. Allison Brown and Dr. Rahim Kachra from the Program for Innovation in Scholarship and Medicine (PRISM) lab and together we have been awarded a \$15,000 catalyst grant from the O'Brien Institute for Public Health (OIPH) to support the global survey of medical learners during COVID-19 which has 6400 responses from 130+ countries. The PRISM and WISHES labs seek to help raise awareness about the intersections between physician training and health care. PRISM focuses on technology, quality improvement, education and design thinking in health care and WISHES focuses on wellness. Together these labs will leverage relationships between education and health care working with both OHMES and the OIPH.



WISHES founder Dr. Aliya Kassam and colleague Dr. Javeed Sukhera from the Schulich School of Medicine & Dentistry at Western University have been awarded a prestigious international grant from the Association for Medical Education in Europe (AMEE) in the amount of \$16,000 for a their project entitled: *Exploring Perceptions of Self-Disclosure in Medical Education*. The topic of self-disclosure is vastly under-explored within the

medical education literature. There has yet to be an exploration of self disclosure of mental illness and addiction in medical education. Furthermore, the current context of COVID-19 and the BLM movement has added layers of complexity with implications for self-disclosure. We will be working with members of the BMSA looking at self disclosure in Black learners and the impact of racism on mental health. This study will be beneficial to scientific, scholarly and societal benefits alike because it will provide a deeper understanding of self disclosure among medical learners and may help advance our understanding of both how stigma manifests in the medical learning environment and how to address it, especially given the current context.

Stay tuned for a WISHES Advisory Committee in the fall and more important updates! Have a great summer!

Dr. Aliya Kassam, PhD

True peace is not merely the absence of tension; it is the presence of justice. - Dr. Martin Luther King Jr.

OHMES Member Awards & Grants

Congratulations to **Dr. Jean-Yin Tan** (Faculty of Veterinary Medicine) and her team of **Dr. Allison Brown** (Cumming School of Medicine), Dr. Patricia Danyluk (Werklund School of Education) and Dr. Yvonne Poitras Pratt (Werklund School of Education) who received a Faculty of Veterinary Medicine Education Research Fund Grant for the project “**Indigenous service-learning in Veterinary Education: Systematic program evaluation of an equine veterinary service-learning initiative**”.

Congratulations to **Dr. Aliya Kassam** and her colleague Dr. Javeed Suhkera (Schulich School of Medicine & Dentistry at Western University) who received a prestigious international grant from the Association for Medical Education in Europe (AMEE) their project entitled “**Exploring Perceptions of Self-Disclosure in Medical Education**”.



Selected Recent Publications from OHMES Members

Armson H, Wycliffe-Jones K, Mackay MP, Roder S. [Academic Half-Days: Facilitated Small Groups to Promote Interactive Learning.](#) Fam Med. 2020 Jan;52(1):53-64. doi: 10.22454/FamMed.2020.947981. PMID: 3191418

Busche K, Elks ML, Hanson JT, Jackson-Williams L, Manuel RS, Parsons WL, Wofsy D, Yuan K. [The Validity of Scores From the New MCAT Exam in Predicting Student Performance: Results From a Multisite Study.](#) Acad Med. 2020 Mar;95(3):387-395. doi: 10.1097/ACM.0000000000002942. PMID: 31425189

Delaloye NJ, Tobler K, O'Neill T, Kotsakis A, Cooper J, Bank I, Gilfoyle E; Teams4Kids Investigators and the Canadian Critical Care Trials Group. [J Errors During Resuscitation: The Impact of Perceived Authority on Delivery of Care.](#) Patient Saf. 2020 Mar;16(1):73-78. doi: 10.1097/PTS.0000000000000359. PMID: 28671912

Wong J, Montague S, Wallace P, Negishi K, Liteplo A, Ringrose J, Dversdal R, Buchanan B, Desy J, Ma IWY. [Barriers to learning and using point-of-care ultrasound: a survey of practicing internists in six North American institutions.](#) Ultrasound J. 2020 Apr 19;12(1):19. doi: 10.1186/s13089-020-00167-6. PMID: 32307598

Tolsgaard MG, Cleland J, Wilkinson T, Ellaway RH. [How we make choices and sacrifices in medical education during the COVID-19 pandemic.](#) Med Teach. 2020 May 22:1-3. doi: 10.1080/0142159X.2020.1767769. Online ahead of print. PMID: 32442052

De Visser A, Hatfield J, Ellaway R, Buchner D, Seni J, Arubaku W, Najjuma JN, Hollaar G. [Global health electives: Ethical engagement in building global health capacity.](#) Med Teach. 2020 Feb 21:1-8. doi: 10.1080/0142159X.2020.1724920. Online ahead of print. PMID: 32083958

MacLeod A, Ellaway RH, Paradis E, Park YS, Young M, Varpio L. [Being Edgy in Health Professions Education: Concluding the Philosophy of Science Series.](#) Acad Med. 2020 Feb 25. doi: 10.1097/ACM.00000000000003250. Online ahead of print. PMID: 32101927

Chaplin T, Thoma B, Petrosoniak A, Caners K, McColl T, Forristal C, Dakin C, Deshaies JF, Raymond-Dufresne E, Fotheringham M, Ha D, Holm N, Huffman J, Lonergan AM, Mastoras G, O'Brien M, Paradis MR, Sowers N, Stern E, Hall AK. [Simulation-based research in emergency medicine in Canada: Priorities and perspectives.](#) CJEM. 2020 Jan;22(1):103-111. doi: 10.1017/cem.2019.416. PMID: 31554535

Kachra R and Brown A. [The new normal: Medical education during and beyond the COVID-19 pandemic.](#) *Canadian Medical Education Journal*. CMEJ. May 2020. <https://doi.org/10.36834/cmej.70317>

Keegan DA, Chan MK, Chan T. [Helping medical educators world-wide pivot their curricula online: PivotMedEd.com.](#) *Med Educ*. 2020 May 11. doi: 10.1111/medu.14220. Online ahead of print. PMID: 32392352

Ambasta A, **Ma IWY**, Woo S, Lonergan K, Mackay E, Williamson T. [Impact of an education and multilevel social comparison-based intervention bundle on use of routine blood tests in hospitalised patients at an academic tertiary care hospital: a controlled pre-intervention post-intervention study.](#) *BMJ Qual Saf*. 2020 Feb 10;bmjqs-2019-010118. doi: 10.1136/bmjqs-2019-010118. Online ahead of print. PMID: 32041812

Okoniewska B, Ladha M, **Ma IWY**. [Journey of candidates who were unmatched in the Canadian Residency Matching Service \(CaRMS\): A phenomenological study.](#) *CMEJ*. June 2020 DOI: <https://doi.org/10.36834/cmej.69318>

Dornan T, Roy Bentley S, **Kelly M.** [Medical teachers' discursive positioning of doctors in relation to patients.](#) *Med Educ*. 2020 Jan 28. doi: 10.1111/medu.14074. Online ahead of print. PMID: 31991480

Wicklum SC, Svrcek C, **Kelly MA.** [Advocating for planetary health in medical education.](#) *Can Fam Physician*. 2020 Apr;66(4):235-238.

McKinney M, Smith KE, Dong KA, Babenko O, Ross S, **Kelly MA**, Salvalaggio G. [Development of the Inner City attitudinal assessment tool \(ICAAT\) for learners across Health care professions.](#) *BMC Health Serv Res*. 2020 Mar 6;20(1):174. doi: 10.1186/s12913-020-5000-6. PMID: 32143705

Girotti JA, Chanatry JA, Clinchot DM, McClure SC, Swan Sein A, **Walker IW**, Searcy CA. [Investigating Group Differences in Examinees' Preparation for and Performance on the New MCAT Exam.](#) *Acad Med*. 2020 Mar;95(3):365-374. doi: 10.1097/ACM.0000000000002940. PMID: 31425183

OHMES is always keen to profile and promote the educational scholarship of OHMES members. Please contact ohmes@ucalgary.ca to tell us about your publications and other activities so we can profile them in future editions.



Local Events

- **CSM@CCME & CSM@AMEE** – Fall 2020 (date TBD)
This event will feature oral and poster presenters who were invited to present at CCME 2020 and AMEE 2020.
- **2021 Health & Medical Education Scholarship Symposium – 18 February 2021**
OHMES is excited to welcome Drs. Chris Watling and Saleem Razack as the keynote speakers for the event. Call for Abstracts will be announced in Fall 2020.

Other Events

- [AMEE 2020](#)
7-9 September 2020 – on-line only
- [International Conference on Resident Education \(ICRE\)](#)
25 September – on-line only
- [Sim Expo 2020](#)
CANCELLED

- [CCME 2021](#)
17-20 April, 2021, St. John's, Newfoundland
Abstracts submissions open 15 June 2020, deadline 9 October 2020
All those who submitted an abstract for 2020 are encouraged to resubmit their work for the 2021 CCME.

Local Funding Opportunities

- The [OHMES Health Science and Medical Education Research & Innovation Funding Competition](#) is now open. Awards up to \$10,000. LOIs are due 28 September 2020
- [OHMES Medical Education Travel Fund – SUSPENDED for 2020-21](#)
The Medical Education Travel Fund is suspended for the 2020-21 fiscal year due to university-wide budget cuts. OHMES will not be accepting applications to the fund during this time. The action will be reviewed at the end of 2020-21, and a decision will be made for 2021-22.

Other Funding Opportunities

- [Robert Maudsley Fellowship for Studies in Medical Education](#) (RCPSC)
Award of \$40,000 per year for up to 2 years of study
Deadline 20 September 2020
- [Spencer Foundation – Small Research Grants](#)
Award maximum: \$50,000 – 2020
Deadlines: 3 March, 1 July, 3 November
- [Arnold P. Gold Foundation](#)
Chapter Grants – up to \$1500, intake ongoing
Supports educational projects that increase humanism in medical education learning environments.
- [Josiah Macy Jr. Foundation](#)
Board Grants – intake ongoing, President Grants – up to \$35,000, intake ongoing
Projects related to IPE and teamwork, new curriculum content, new models for clinical education, career development in HPE, education for the care of underserved populations.
- [Max Bell Foundation](#)
Project & Development Grants – up to \$200,000, intake ongoing
Funding for projects that impact public policies and practices with an emphasis on health and wellness, and education.



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