

OHMES Update

#7 March 2018

OHMES

Well, here we are on the verge of another Alberta Spring, the trials of the winter are starting to fade and most of us are more than ready to shake off our cabin fever and embrace the warmer months ahead. As much as we are looking forward, we should also look back. We have had a very busy winter as a medical education scholarship community. We ran our fourth Health & Medical Education Scholarship Symposium in February, we announced the recipients of the 2017-2018 Health & Medical Education Scholarship Funding Competition, and we have continued to be productive in terms of teaching and scholarship within the institution, and in terms of the papers published, presentations given, grants secured, and other activities on a national and international stage. Many of us will be heading to the Canadian Conference on Medical Education (CCME) in Halifax at the end of April, and the AMEE meeting in Basel in August, and then the International Conference on Residency Education (ICRE) in Halifax in October. We wish all those who are presenting or participating in other ways great success in their endeavours.

Finally, I would like to flag that we are starting a major strategic planning exercise this spring to explore the ways in which we can grow and develop Health & Medical Education Scholarship at the Cumming School of Medicine in the years to come. Central to this will be the stakeholder meeting on 10th May, where we seek your input and ideas over our future directions and opportunities – please come along, be creative, and be heard!

Rachel Ellaway, March 2018



In our Community

OHMES is pleased to feature Dr. Lara Cooke who in addition to being known for her leadership roles in the Cumming School of Medicine, is also an active researcher in medical education and a recipient of an OHMES funded grant in 2014.

After a scathing interaction with a preceptor during her residency, Dr. Lara Cooke became interested in helping physicians become better teachers. At the encouragement of her residency program director, she pursued a MSc degree in Medical Education at the University of Calgary while completing her residency. Timing and serendipity led her to the opportunity to become the Assistant Dean of Faculty Development at the Cumming School of Medicine in 2006, and for the next several years, she developed programs and workshops to support our Faculty teachers in fostering a nurturing learning environment through treating learners with the same empathy and respect that we as physicians accord to our teachers. Since then, Dr. Cooke has taken on educational leadership roles locally and nationally, spending time as a residency program director, a CanMEDS Clinician Educator at the Royal College, and most recently, as the Associate Dean of CME & PD at the Cumming School of Medicine, until December of 2016.



Along the way, Dr. Cooke has worked on research projects in the area of medical education. While working in CPD, she led a project, funded by a grant from OHMES called, “What Sims to be the Problem? Physician perceptions of simulation in continuing professional development”. This sequential, explanatory, mixed methods study surveyed internists, family physicians, and emergency physicians about their perceptions of simulation, and interviewed participants from each cohort to further explore how they conceptualize simulation and the barriers and facilitators to participating in simulation for practicing physicians.

There were three main findings from the study. First, physicians overall had a fairly narrow conceptualization of what simulation means, and this was influenced largely by their own prior simulation experiences: Family physicians most often described simulation as activities in ‘out of the box’ courses like ACLS, internists most often described simulation as a means to undertake procedural skills and code training, and emergency physicians most often described it as a multi-disciplinary high-fidelity shock-trauma re-enactment. Second, almost all of the 142 participants reported that they would see simulation as a useful learning activity and would consider participating in simulation, although the majority had never done so since entering into practice. Finally, one of the most significant barriers to participating in simulation appeared to be centered around the vulnerability of performing or being assessed in front others as a practicing physician. This vulnerability or fear was multi-dimensional and related to potential threat to professional identity, fear of making mistakes in front of strangers, colleagues, learners, or allied health colleagues, and sometimes, the belief that others felt physicians were supposed to “be perfect”. The study showed that there is more work to do to bring simulation into the mainstream of continuing professional development for practicing doctors, and that managing doctors’ uncertainty and sense of vulnerability in simulation will be an essential element of this work. Physicians who regularly participated in simulation in the emergency department and internal medicine described strategies for managing this uncertainty and did not report these same worries in undertaking simulation.



Health & Medical Education Scholarship Funding Competition 2017-18

We would like to congratulate the following successful applicants to our 2017-2018 funding competition. Look out for the announcement of our 2018-2019 funding competition.

Lead investigator	Project Title
Adrian Harvey	What paths have they taken? Assessing the broader impact of a program to enhance faculty skills in teaching and educational scholarship
Deirdre McCaughey	Safer health systems through the training of resident physicians in quality improvement and patient safety
Lara Cooke	Audit and Group Feedback: What works for whom and in which context? A realist evaluation of the Calgary Physician Learning Program
Vince Grant	Measuring the cognitive load of expert and novice facilitators during the debriefing phase of a clinical simulation
Marcia Clark	Why Don't Clinicians Line-Up at Simulation Centres? An Exploration of Barriers and Facilitators to Continued Professional Development
Janeve Desy	Assessing learning curves of internal medicine trainees in point-of-care ultrasound (POCUS)
Kevin McLaughlin	Improving Self-Regulation of Learning Amongst Underperforming Medical Students: An Explanatory Mixed Methods Study
Julia Haber	Impact of a Team Situational Awareness Global Assessment Tool (TSAGAT) for Interprofessional Obstetrical Simulation

OHMES Health and Medical Education Scholarship Symposium



Left to right: Dr. Marcia Anderson, Dr. Glenn Regehr, Dr. Cynthia Whitehead

The 4th annual Health & Medical Education Scholarship Symposium was held on February 20-21 at the University of Calgary Health Sciences Centre. We were pleased to host three fantastic keynote speakers - Dr. Kevin Glenn from UBC, Dr. Cynthia Whitehead from University of Toronto, and Dr. Marcia Anderson from University of Manitoba at this event, along with many established and up-and-coming scholars who presented their research in four oral sessions and a poster and demonstration session.

There were 120 participants taking part over the 2 days including faculty, staff and students, from the University of Calgary and beyond. In addition to the three keynote addresses, there were 18 oral presentations and 17 posters presented, as well as four workshops offered.

OHMES would like to thank all the participants, attendees, the Symposium Planning Committee, and the volunteers who made this event possible. The sessions received very positive feedback from participants, and we are using this feedback to form the basis of future events. We look forward to seeing everyone at the 2019 Symposium! Stay tuned for dates and details ...



Dr. Anderson gives the Jones Lecture

Dr. Ellaway and colleagues at the poster session

OHMES Strategic Retreat



The Office of Health & Medical Education Scholarship was created in 2013 to be a catalyst and enabler for educational scholarship in the Cumming School of Medicine. As we enter our fifth year of operations, we are seeking ideas and feedback from our community on future strategic directions. As valued members of this community and contributors to our activities, we would like to invite OHMES members to participate in a strategic retreat on **Thursday, May 10 from 4:30-6:30pm in G500 HSC**. Please reply to ohmes@ucalgary.ca if you are able to attend. If you are not able to attend but would still like to contribute your feedback, please email us. We look forward to hearing your ideas!



Selected recent publications from OHMES members

- Cheng A, Kessler D, Mackinnon R, Chang TP, Nadkarni VM, Hunt EA, Duval-Arnould J, Lin Y, Pusic M, Auerbach M. [Conducting multicenter research in healthcare simulation: Lessons learned from the INSPIRE network](#). Adv Simul (Lond). 2017 Feb 28;2:6. doi: 10.1186/s41077-017-0039-0. eCollection 2017.
- Crowshoe LL, Han H, Calam B, Henderson R, Jacklin K, Walker L, Green ME. [Impacts of Education for Equity Workshop on Addressing Social Barriers of Type 2 Diabetes with Indigenous Patients](#). J Contin Educ Health Prof. 2018 Winter;38(1):49-59. doi: 10.1097/CEH.0000000000000188
- Sargeant J, Lockyer JM, Mann K, Armson H, Warren A, Zetkovic M, Soklaridis S, Königs KD, Ross K, Silver I, Holmboe E, Shearer C, Boudreau M. The R2C2 Model in Residency Education: [How Does It Foster Coaching and Promote Feedback Use?](#) Acad Med. 2018 Jan 16. doi: 10.1097/ACM.0000000000002131. [Epub ahead of print]
- Lockyer JM, Sargeant J, Richards SH, Campbell JL, Rivera LA. [Multisource Feedback and Narrative Comments: Polarity, Specificity, Actionability, and CanMEDS Roles](#). J Contin Educ Health Prof. 2018 Winter;38(1):32-40. doi: 10.1097/CEH.0000000000000183.
- Desy J, Busche K, Cusano R, Veale P, Coderre S, McLaughlin K. [How teachers can help learners build storage and retrieval strength](#). Med Teach. 2017 Dec 21;1-7. doi: 10.1080/0142159X.2017.1408900. [Epub ahead of print]
- Szafran O, Woloschuk W, Torti JMI, Myhre D. [Well-being of family medicine graduates](#). Can Fam Physician. 2017 Oct;63(10):e432-e439.



Graduate students

We would like to congratulate the following graduate students in the Community Health Sciences program Medical Education Specialization who recently successfully defended their work:

- Daniela Keren successfully defended her MSc thesis “Social Studying and Learning Among Medical Students” in January – congratulations to her and thank you to her committee: Rachel Ellaway, Jocelyn Lockyer, Martina Kelly, and Nancy Chick.
- Dr. Sarah Anderson successfully defended her PhD thesis “Quantification of Learning in Anatomy Using Electroencephalography: A Neuroeducational Approach” in March – congratulations to her and thank you to her committee: Kent Hecker, Heather Jamniczky, Olav Krigolson, and Sylvain Coderre.



Local Events

- [Medical Education Leadership Lecture](#)

Dr. Rachel Ellaway – *Don’t try this at home: world domination and academic leadership laid bare*
25 April 2018, 12:00-1:30pm, Theatre 3 Health Sciences Centre



As part of our rolling series of medical education leadership lectures, Dr. Ellaway will be talking about her somewhat indirect path to medical education and medical education leadership, and what it is that drives her and sustains her in this work. Along the way she will consider topics as diverse as jazz, typography, thermonuclear weapons, and Japanese cooking. She will also reflect on nationality, culture, and context in medical education scholarship. All are welcome to this catered event.

- [Medical Education Specialization Journal Club](#)

Mondays from September through May, 12:00-1:00pm, Rose Room, 3rd floor, TRW

OHMES and Department of Community Health Sciences host a weekly medical education journal club on Mondays from September through June. Anyone with an interest in medical education is welcome, and attendance can be in-person, via teleconference or Adobe Connect. Article topics vary, and special guests are occasionally invited to present their article. Information on weekly articles and archived sessions can be accessed on the website.

Other Events

- [Canadian Conference on Medical Education](#)
28 April – 1 May 2018, Halifax, Nova Scotia
- [AMEE Conference](#)
25-29 August 2018, Basel, Switzerland
- [International Conference on Residency Education](#)
18-20 October 2018, Halifax, Nova Scotia
- [Royal College Simulation Summit](#)
28-29 September 2018, Ottawa

Local Funding Opportunities

- [OHMES Medical Education Travel Fund](#)
Awards up to \$2,000

Other Funding Opportunities

- [Stemmler Medical Education Research Fund – National Board of Medical Examiners](#)
Award maximum \$50,000 – Deadline 1 July 2018
- [Spencer Foundation – Small Research Grants](#)
Award maximum: \$50,000 - Deadlines: 1 May, 1 August, 1 November 2018, and 1 February 2019
- [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 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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