



UNIVERSITY OF  
CALGARY

*The Office of Health and Medical Education Scholarship presents the:*

# Health and Medical Education Scholarship Symposium 2018

Tuesday  
February 20  
11:30am-7:00pm

and

Wednesday  
February 21  
8:30am-2:00pm

Health Sciences Centre  
University of Calgary

CUMMING SCHOOL OF MEDICINE  
Office of Health and Medical  
Education Scholarship (OHMES)  
P: 403.220.4342 |  
[ohmes@ucalgary.ca](mailto:ohmes@ucalgary.ca) |  
[cumming.ucalgary.ca/ohmes](http://cumming.ucalgary.ca/ohmes) |  
[@UCalgaryOHMES](https://twitter.com/UCalgaryOHMES) |

**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 three well-known external experts in medical education as keynote speakers, as well as many local experts and up-and-coming medical education researchers as presenters.

The Tuesday schedule will include a keynote address from **Dr. Cynthia Whitehead** (University of Toronto), as well as a workshop, oral and poster sessions. This will be followed by the Jones Medical Education Lecture by **Dr. Marcia Anderson** (University of Manitoba) and a dinner. The Wednesday schedule will feature a keynote address from **Dr. Glenn Regehr** (University of British Columbia), oral presentation sessions, workshops and PeArLS.

## WHO CAN ATTEND

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

## REGISTRATION

**Deadline: 13 February 2018**

**Cost: FREE\***

Register at: <https://www.eventbrite.ca/e/health-medical-education-scholarship-symposium-2018-tickets-41719818099>

\* 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 and to become a member:  
<https://cumming.ucalgary.ca/ohmes/membership>

## HEALTH AND MEDICAL EDUCATION SCHOLARSHIP SYMPOSIUM PROGRAM 2018

Tuesday, February 20		
11:30-12:30pm	<b>Lunch Registration</b>	HRIC Atrium
12:30-12:45pm	<b>Welcome and Introductions</b> <i>Rachel Ellaway, PhD, Director, OHMES</i>	Theatre 4, HSC
12:45-1:45pm	<b>Keynote: Beyond Assumption and Tradition: the importance of history, context and values in medical education</b> <i>Cynthia Whitehead, MD, PhD, University of Toronto</i>	
2:00-3:30pm	<b>Workshop: Fields and disciplines, phenomena and theories: Considerations in defining 'good' scholarship in health professions education</b>  <b>Oral Presentations A1</b>  <b>Oral Presentations B1</b>	O1500, HSC  O1504/06, HSC  O1509/09A, HSC
3:30-5:00pm	<b>Poster Presentations &amp; Demonstrations</b>  <b>Refreshments</b>	HRIC Atrium
5:30pm	<b>Dinner</b>	HRIC Atrium
6:00-7:00pm	<b>Jones Medical Education Lecture - Indigenous Medical Education in the Era of Reconciliation</b> <i>Marcia Anderson, MD, MPH, FRCPC, University of Manitoba</i>	
Wednesday, February 21		
7:45-8:30am	<b>Continental Breakfast</b>	HRIC Atrium
8:30-10:00am	<b>Oral Presentations B2</b>  <b>Workshop: Facilitating Discussions on Racism / Anti-Racism in the Learning Environment</b>  <b>Workshop: METRICS: Exploring the dimensions of health professions education scholarship</b>	O1504/06, HSC  O1509/09A, HSC  G500, HSC
10:15am-11:30am	<b>Workshop: What Really Matters: how do we choose our scholarly projects?</b>  <b>Oral Presentations A2</b>  <b>PeArLS</b>	O1504/06, HSC  O1509/09A, HSC  G750, HSC
11:30-11:45am	<b>Coffee Break</b>	Theatre 3 Lobby, HSC
11:45am-12:45pm	<b>Keynote: What if they aren't playing our game? Education theories, curriculum intent and learner goals re-examined</b> <i>Glenn Regehr, PhD, University of British Columbia</i>	Theatre 4, HSC
12:45-1:00pm	<b>Closing Remarks</b> <i>Rachel Ellaway, PhD, Director, OHMES</i>	
1:00-2:00pm	<b>Lunch</b>	HRIC Atrium

## 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 ADDRESSES

### **Beyond Assumption and Tradition: the importance of history, context and values in medical education**

*Cynthia Whitehead, MD, PhD, Director & Scientist – Wilson Centre for Research in Education, University of Toronto*

In this plenary, Cynthia Whitehead will outline assumptions and traditions that have shaped the ways we understand medical education. Drawing on practical examples, she will describe some potential limitations of current ways of thinking. She will then suggest possibilities for re-imagining our work moving forward, including greater attention to history, context and values.

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

- Describe ways that assumptions and traditions have shaped medical/health professions education
- Identify historical and contextual factors that influence the structures and processes of medical/health professions education
- Consider ways that values affect medical/health professions tools and practices

### **What if they aren't playing our game? Education theories, curriculum intent and learner goals re-examined**

*Glenn Regehr, PhD, Associate Director, Research – Centre for Health Education Scholarship, University of British Columbia*

As education theorists and innovators, we carefully construct curricular strategies and practices based on our goals regarding what we want students to acquire and on our understanding of what will maximize that acquisition. Most of these strategies and practices are designed with the assumption that students appreciate our goals and adopt them as their own ... that students are willing participants in our plans for them and play along. It is likely, however, that several social and environmental factors of our own making lead our students to a different set of goals that are focused around efficiently and effectively accomplishing the tasks they perceive as necessary to succeed in the system. If we are trying to make teaching and assessment more relevant to our goals for the students, therefore, perhaps the question we should be challenging ourselves with is not what educational strategies would ideally maximize the acquisition of these goals, but rather how do we create willing partners in our students, and what do our grand educational strategies reduce to if they don't play along?

By the end of this session, participants will be able to:

- Discuss the influence of the learning environment on learner goals
- Discuss the influence of learner goals on the ability of curricular designs to achieve educator goals
- Discuss mechanisms and approaches to align learner goals with curricular/educator goals

## **Indigenous medical education in the era of reconciliation**

***Marcia Anderson, MD, MPH, FRCPC, Executive Director – Indigenous Academic Affairs, Ongomiizwin Indigenous Institute of Health and Healing, University of Manitoba***

By the end of this session, participants will be able to:

- Describe current and prospective influences on Indigenous medical education from the Truth and Reconciliation Calls to Action
- Identify historical and contextual factors that have the potential to impact Indigenous medical education

## **WORKSHOPS**

### **Fields and disciplines, phenomena and theories: Considerations in defining ‘good’ scholarship in health professions education**

***Glenn Regehr, PhD, Associate Director, Research – Centre for Health Education Scholarship, University of British Columbia***

Identifying a good question is often the hardest part of the research process. In this workshop we will explore the properties of compelling scholarship, and how this might be different for traditional academic disciplines (such as psychology or anthropology) versus fields of practical study (such as health professional education). Using ideas drawn from the work of Donald Stokes (“Pasteur’s Quadrant”), we will discuss the place of theory and the place of practical relevance in defining compelling scholarship and (by extension) “good” questions in health professions education research.

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

- Describe and discuss the distinguishing properties of a field and an academic discipline
- Describe and discuss the place and value of theory in the field of medical education
- Describe and discuss the properties of scholarship as distinct from research
- Describe and discuss the properties of “good” scholarship in a field

### **Facilitating Discussions on Racism / Anti-Racism in the Learning Environment**

***Marcia Anderson, MD, MPH, FRCPC, Executive Director – Indigenous Academic Affairs, Ongomiizwin Indigenous Institute of Health and Healing, University of Manitoba***

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

- Define and describe how racism and racial micro-aggressions can present in the learning environment.
- Understand and describe the impact-intention gap as it relates to racism
- Implement strategies to create and/or restore a learning environment that is free of racism

### **METRICS: Exploring the dimensions of health professions education scholarship**

***Rachel Ellaway, PhD, Director – OHMES***

There are many kinds of educational scholarship including original research, program evaluation, and educational innovation. This session will offer an introduction to different means to pursue educational scholarship, and the approaches participants can take to build their own profile.

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

- Understand the breadth of approaches to scholarship in health professions education
- Situate their own work within the repertoire of health and medical education scholarship
- Undertake scholarly activities that are meaningful within their own practice and educational contexts

## What Really Matters: how do we choose our scholarly projects?

**Cynthia Whitehead, MD, PhD, Director & Scientist – Wilson Centre for Research in Education, University of Toronto**

In this workshop, Cynthia Whitehead will lead an interactive set of exercises and discussions about how we make choices about engaging in scholarly projects. As a group we will consider how priorities, experiences and values shape our scholarly interests and drive our scholarly decision-making. We will discuss how being explicit about these choices increases the rigour and relevance of our scholarly work.

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

- Identify approaches that are currently dominant in medical/health professions education scholarship.
- Describe how their own priorities, experiences and values affect their choice of scholarly projects.
- Discuss how clarifying these often-hidden aspects of our scholarly work contributes to greater clarity and usefulness of educational scholarship projects.

## ORAL PRESENTATIONS

### Session A1 (Tuesday 2:00-3:30pm)

Presenter	Title
Abdullah Al-Ani	Introducing Informational Interviewing into Curriculum
Sarah Anderson	Quantifying 2D and 3D anatomical learning using a neuroeducational approach
Nicole Delaloye	An exploration of deference behaviours exhibited within the paediatric resuscitation environment and the potential for educational intervention
Sayeeda Amber Sayed	How do clinical physician educators develop enhanced expertise in the CanMEDS 2015 Professional Role?

### Session B1 (Tuesday 2:00-3:30pm)

Presenter	Title
Lynden Crowshoe	Mobilizing Reconciliation in the Cumming School of Medicine
Pat Ciechanski	Enhancing Medicosurgical Manual Skill Learning with Transcranial Direct-Current Stimulation
Janet Edwards	Are resident physicians stressed about their future job prospects? A survey of residents at the University of Calgary
Alicia Polachek	Is finding a job stressful? How medical students, residents, and program directors perceive stress regarding medical trainees' future job prospects
Anthony Seto	Escape Game as a Theatre-Based Simulation for Teamwork Skills Training in Undergraduate Medical Education

### Session A2 (Wednesday 10:15-11:30am)

Presenter	Title
Adrienna de Visser	Global Health Electives: Ethical Engagement in Building Global Health Capacity
Daniela Keren	Social studying and learning among medical students: a grounded theory study
Ciara Pendrith	Choosing Wisely in Undergraduate Medical Education: Iterative Curriculum Changes Informed by Student Feedback
Nathan Zondervan	Student Perspective on the Effect of Resident as Teacher Workshops: A Realist Review

# HEALTH AND MEDICAL EDUCATION SCHOLARSHIP SYMPOSIUM PROGRAM 2018

## Session B2 (Wednesday 8:30-10:00am)

Presenter	Title
Chloe Burnett	Mind the Gap: Disparity between International Medical Graduates' Perceived and Unperceived Learning Needs
Lara Cooke	Capturing and Comprehending the Change Cue: Using educational theory to explain the effect of having colleagues present in audit and group feedback sessions
Matt Read	Use of Cognitive Task Analysis to develop learning materials for use in procedural skills training
Matt Read	Does the use of written Cognitive Task Analysis-based teaching materials enhance the learning of procedural skills? A pilot study.
Amy Tan	How did you "live and learn" in your first year of being a Pathways to Medicine scholar? Qualitative analysis of the lived experience of a new diversity pipeline program for medical school admissions

## **PERSONALLY ARRANGED LEARNING SESSION (PeArLS)**

PeArLS is a rapid-fire format for researchers to present an idea to a small group of experienced medical education researchers and peers, and receive instant feedback/guidance/advice. A 4 minute presentation of the participant's questions, issues, or problems is followed by a group discussion.

Presenter	Title
Nicole Delaloye	How should we approach a review of interprofessional education literature?
TBA	TBA

## **POSTER PRESENTATIONS & DEMONSTRATIONS**

### *Posters Presentations*

Presenter	Title
Gabriel Burke	Understanding Common Errors in the Interpretation of Electrocardiogram Rhythm Strips by Undergraduate Medical Students
Yin Chan & Aleksi Suo	Medical residents' attitude toward precision medicine before and after a teaching module based on simulated personal genomic testing results
Irina Charania	Optimizing fidelity through scenario complexity for authentic integration of interprofessional simulations to address clinical and teamwork objectives
Lauren Griggs	STRIVE: Simulating Trauma in Various Environments
James Huffman	STARS Mobile Simulation Education Program Evaluation and Needs Assessment
Jocelyn Lockyer	Development, Dissemination, and Implementation of R2C2: An examination of the adoption trajectory of an evidence-based feedback model that builds relationship, explores reactions and content, and coaches for performance change
Rameez Kabani	An innovative approach to collaborative communities in clerkship
Jason Lord	'Mind the Gap': Does Understanding Competence Based Medical Education Impact Perceptions
Jason Lord	Critical Care Medicine Physician Perceptions Regarding Transition to Competence Based Medical Education: Are We Ready?
Rebecca Malhi	Discourse Analysis of DLRI Website
Doug Myhre	The Use of Student Logbooks in Clerkship
Mike Paget	Asynchronous Online Small Groups - What We Learned From The Students
Helen Pethrick	Peer mentoring in medical resident education: A systematic review
Christina Schweitzer	The Calgary Guide to Understanding Disease: An Open-Source Resource for Effective Medical Education
Pamela Veale	A new algorithm for the clerkship rotation selection
Nazia Viceer	Communities of practice in professionalism: rethinking teaching and learning

## ***Demonstrations***

The Demonstration session will feature educational technology in use at the University of Calgary.

<b>Presenter</b>	<b>Title</b>
Michèle Cowan	The ATSSL Simulation Experience and Competency Based Medical Education - Innovation Successes
Mike Paget	Cards – Endlessly Replayable Patient Cards

## **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.

## **CME & ABVMA CONTINUING EDUCATION CREDITS**

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of The Royal College of Physicians and Surgeons of Canada, and approved by the University of Calgary Office of Continuing Medical Education and Professional Development. Participants can claim up to a maximum of 8.75 study credits.

We have applied for CE credits from the Alberta Veterinary Medical Association, and are awaiting approval.

## **QUESTIONS?**

Please contact [ohmes@ucalgary.ca](mailto:ohmes@ucalgary.ca) or (403) 220-4342.