



The Office of Health and Medical Education Scholarship presents the:



Health and Medical Education Scholarship Symposium 2019

Wednesday
February 20
11:00am-6:00pm

and

Thursday
February 21
8:00am-2:00pm

Health Sciences Centre
University of Calgary

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

EVENT OVERVIEW

This event will showcase work in health and medical education scholarship, and encourage future collaborations among researchers with common interests. Our focus this year is on **Competency-Based Medical Education**. 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 Wednesday schedule will include a keynote address from **Dr. Stan Hamstra** (Accreditation Council for Graduate Medical Education), as well as workshops, oral and poster/demonstration sessions. This will be followed by the Jones Medical Education Lecture by **Dr. Kevin O'Brien** (University of South Florida). The Thursday schedule will feature a keynote address from **Dr. Shelley Ross** (University of Alberta), 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 2019
Cost: FREE*

Register at: <https://ohmes2019.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 and to become a member:
<https://cumming.ucalgary.ca/ohmes/membership>

HEALTH AND MEDICAL EDUCATION SCHOLARSHIP SYMPOSIUM PROGRAM 2019

Wednesday, February 20		
11:00-12:00pm	Lunch & Registration	Feasby/Hippocrates Atrium, HSC
12:00-12:30pm	Welcome and Introductions <i>Rachel Ellaway, PhD, Director, OHMES</i>	Theatre 4, HSC
12:30-1:30pm	Realizing the Promise of Competency-Based Medical Education Using Milestones Data in Postgraduate Medical Education <i>Stan Hamstra, PhD, VP Milestone Research & Evaluation, ACGME</i>	
1:45-3:15pm	Workshop: Getting the most out of the faculty evaluation process: Pearls, pitfalls, and situated feedback in a group setting <i>Kevin O'Brien, MD, FACP, University of South Florida</i>	O1405A, HSC
	Workshop: The Calgary Interprofessional Challenge <i>Drs. Rahim Kachra and Nishan Sharma, University of Calgary</i>	O1405B, HSC
	Oral Presentations A	O1504/06, HSC
	Oral Presentations B	O1509/09A, HSC
3:15-4:45pm	Poster Presentations & Demonstrations Refreshments	Feasby/Hippocrates Atrium, HSC
5:00-6:00pm	Jones Medical Education Lecture – Medical Student Mistreatment <i>Kevin O'Brien, MD, FACP, University of South Florida</i>	Theatre 1, HSC
Thursday, February 21		
7:30-8:00am	Continental Breakfast	Feasby/Hippocrates Atrium, HSC
8:00-9:30am	Workshop: If it's all about the learners, why aren't they involved in the research? The perils, pitfalls, and rewards of involving end users in medical education research <i>Shelley Ross, PhD, Associate Professor, University of Alberta</i>	O1504/06, HSC
	Oral Presentations C	O1509/09A, HSC
	PeArLS	G384, HMRB
9:45am-11:15am	Workshop: Getting into the Weeds of CBME: Tools for Implementation and Improvement <i>Stan Hamstra, PhD, VP Milestone Research & Evaluation, ACGME</i>	O1504/06, HSC
	Workshop: Designing Educational Escape Games <i>Anthony Seto, MD, University of Calgary</i>	O1509/09A, HSC
	Oral Presentations D	G384, HMRB
11:15-11:30am	Coffee Break	Theatre 4 Hallway, HSC
11:30am-12:30pm	Keynote: Competence or Excellence? Pedantics, pendulums, pedagogy, and the essential role of medical education research <i>Shelley Ross, PhD, Associate Professor, University of Alberta</i>	Theatre 4, HSC
12:30-12:45pm	Closing Remarks <i>Rachel Ellaway, PhD, Director, OHMES</i>	
12:45-1:45pm	Lunch	Feasby/Hippocrates Atrium, 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 ADDRESSES

Realizing the Promise of Competency-Based Medical Education Using Milestones Data in Postgraduate Medical Education

Stan Hamstra, PhD, Vice President – Milestone Research & Evaluation, Accreditation Council for Graduate Medical Education

To many clinician educators, PGME Deans and faculty, it feels like CBME has been thrust upon us for no obvious reason. We are left to try and figure out exactly what the mandate is, and how to implement it without any additional resources or support. Yet there is an historical context for this massive change, and good reasons why we needed to change the way we were educating future physicians. This presentation will focus on implementation challenges, as well as strategies and tools for success. Examples of large-scale datasets from the accreditation system for graduate medical education in the US will be used to illustrate how competency data for individual residents can inform changes at the national level. Appropriate contextual comparisons to the Canadian context and the mandate of the Royal College will be made.

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

- Describe the historical context and rationale for Competency-Based Medical Education (CBME)
- Describe the current challenges to implementation of CBME at the local level
- Discuss the value of using large-scale datasets for improving PGME for learners, faculty, and patients

Competence or Excellence? Pedantics, pendulums, pedagogy, and the essential role of medical education research

Shelley Ross, PhD, Associate Professor and Director of Research & Innovation for the Competency-Based Achievement System, University of Alberta

There is a history in education of jumping on bandwagons and following trends, with the result that there are often sudden paradigm shifts that appear to come out of nowhere. Suddenly, everyone is adapting or adopting curricula or assessment or policy (and sometimes all three) to align with the latest approach. Just as suddenly, there is often pushback (sometimes valid, sometimes not), and a new trend replaces the old one. Medical education is no exception. Since the Flexner report, there have been a series of big new ideas in how we should be training our medical students and residents. Problem-based learning, portfolios, and now competency-based medical education are just some recent examples of ideas that have been introduced and embraced, then critiqued and (potentially) abandoned. Medical education research has an essential role to play in breaking this cycle, and ensuring that good evidence-based ideas and innovations gain traction. Specific examples of how medical education research can be a driver for rigour, reality, and excellence in the training of future health professionals will be presented and debated.

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

- Describe how and why education often experiences cycles of trends and pendulum shifts
- Critique the pros and cons of at least one example of a recent trend in medical education
- Evaluate the ways in which medical education research can play a role in ensuring that best practices are adopted for health professions training

Medical Student Mistreatment

Kevin O'Brien, MD, FACP, Associate Professor, Morsani College of Medicine, University of South Florida

Medical student mistreatment is a real and common problem at medical institutions across the globe. Mistreatment occurs in both high-income and low-income nations. The consequences of mistreatment are not trivial. Sadly, mistreatment continues into residency training and beyond, even involving faculty physicians at teaching institutions. Despite increased awareness of mistreatment, data from the literature have demonstrated that the incidence/prevalence has remained constant since the 1990's. We will be discussing a multi-institutional study that is taking a proactive response to this prominent phenomenon in the hidden curriculum.

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

- Define what is medical student mistreatment
- Discuss the prevalence of medical student mistreatment
- Discuss the consequences of medical student mistreatment
- Interpret and assess the severity of mistreatment using vignette scenarios (as compared to a national data set)
- Propose action plans on how to deal with a potential student mistreatment scenario (as compared to a national data set)

WORKSHOPS

Getting into the Weeds of CBME: Tools for Implementation and Improvement

Stan Hamstra, PhD, Vice President – Milestone Research & Evaluation, Accreditation Council for Graduate Medical Education

Sometimes program directors and faculty are faced with genuine uncertainty about one of their residents, and have difficulty making the right decision for promotion or graduation. In this workshop, we will demonstrate how the quality of data for making decisions about learners depends on how well faculty educators understand and believe in the assessment process and the tools they use to rate learners' competence. This workshop will help participants identify struggling residents earlier, and demonstrate models of highly usable and valid assessment tools. We will use examples that tie program-level data in with national-level data to help faculty make better decisions about individual learners, and for program-level educational quality improvement.

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

- Describe the characteristics of valid and usable assessment tools
- Describe how national-level data can be used to help make decisions about individual learners
- Discuss entrustment scales and how they contribute to more valid assessment data

If it's all about the learners, why aren't they involved in the research? The perils, pitfalls, and rewards of involving end users in medical education research

Shelley Ross, PhD, Associate Professor and Director of Research & Innovation for the Competency-Based Achievement System, University of Alberta

Great research happens regularly in medical education. The findings from those projects are shared in various ways with the intention of ensuring that best practices can be incorporated or continued across the training continuum. Rarely, however, are learners, preceptors, or directors of education programs actually involved in the research beyond acting as participants. In this workshop, participants will have the opportunity to debate the merits of involving end users and stakeholders in research at all stages, as well as the challenges of doing so.

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

- Describe the importance of including end users in research projects
- List ways in which stakeholders and users of medical education research findings can be involved in research projects
- Identify at least one approach to involving users in research that can be applied in your research program

Getting the most out of the faculty evaluation process: Pearls, pitfalls, and situated feedback in a group setting

Kevin O'Brien, MD, FACP, Associate Professor, Morsani College of Medicine, University of South Florida

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

- Describe a formal process to help faculty better understand the evaluation schema
- Describe a common platform by which students' skills can be assessed by faculty
- Describe a method of helping faculty construct an informative narrative
- Understand their own strengths and weaknesses as evaluators and teachers

Designing Educational Escape Games

Anthony Seto, BHSc(Hons) MD CCFP(EM), University of Calgary

In the entertainment industry, escape games are activities where a group of people are placed in a room. They are tasked with completing a series of puzzles until they ultimately find a way to escape this room, under a pre-determined time limit. This type of game can be adapted for use in a directly-observed, educational activity to foster skill development in teamwork, leadership, problem-solving, and other medical education learning objectives. A post-game debrief can then be used for feedback and discussion, self-reflection, and reinforcement of learning points.

This workshop will demonstrate how escape games can be designed to suit medical education learning objectives, where participants can engage in learning in an innovative, collaborative, and fun way. The workshop draws from the facilitator's prior experience in developing a teamwork simulation inside a medical school's simulation theatre, in the form of an escape game, for the purpose of teamwork skills training of second year medical students. Workshop participants will have the opportunity to observe an escape game demonstration and debrief. Steps required to design and execute an escape game will be outlined, and participants will begin the process of designing escape games in breakout groups for learning objectives of their group's choice.

The workshop facilitator is an escape game enthusiast who has played over 70 escape games, led the design of 2 complete escape games, and contributed to the puzzles of 2 escape games.

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

- Observe an escape game demonstration
- Discuss the steps in designing an escape game
- Design escape game puzzles to achieve learning objectives

The Calgary Interprofessional Challenge: A Novel Model for Interprofessional Education

Rahim Kachra, MD, University of Calgary

Nishan Sharma, PhD, University of Calgary

During this interactive workshop, participants will work together to solve problems using an approach to interprofessional education used at the Calgary Interprofessional Challenge. After a short competition, the facilitators will engage participants in a discussion to further explore how we can refine interprofessional education in medical education.

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

- Describe how a successful interprofessional education event may be conducted
- Identify the importance of university-wide interprofessional education
- Describe strategies to incorporate this event into learning opportunities for your own students

ORAL PRESENTATIONS

Session A (Wednesday 1:45-3:15pm)

Presenter	Title
Amanda Deacon & Elaine Gilfoyle	Family Presence During Resuscitation – A Needs Assessment
Janeve Desy	Improving Self-Regulation of Learning Amongst Underperforming Medical Students: An Embedded Mixed Methods Study
Janeve Desy & Irene Ma	Assessing learning curves of internal medicine trainees in point-of-care ultrasound (POCUS)
Jocelyn Lockyer	Assessment Activities, Learning and Change: An Exploration of Documented Assessment Activities and Outcomes by Canadian Gastroenterologists
Heather Armson	Remediation of struggling physicians
Sonya Lee	Clinical Learning Experiences and Resident Gender

Session B (Wednesday 1:45-3:15pm)

Presenter	Title
Allison Brown	How do female surgical residents at the University of Calgary experience gender-based discrimination?
Shannon Ruzycski	The odds of matching to first-ranked specialty by gender in the Canadian Residency Matching Services (CaRMS)
Nicole Delaloye	Calgary Students for Interprofessional Collaboration (Calgary SIC): A student-led initiative
Stephanie Smith	Teaching mindfulness-based stress management techniques to medical students: pilot results from the Simulated Training for Resilience in Various Environments (STRIVE) program
Fabiola Aparico Ting	Building on international partnerships: The International Institute for Medical Education Leadership (IIMEL)

Session C (Thursday 8:00-9:30am)

Presenter	Title
Anthony Seto	"Intro To Code Blue" Curriculum: Using OSCE-like Learning Checklists in 4 Tandem, Coached, Low-fidelity Simulations to Consolidate Medical Students' Approach to Acute Care Situations
Kathleen Moncrieff	Using the Canadian Primary Care Sentinel Surveillance Network (CPCSSN) Database to Measure Patient Outcomes for Graduates of the University of Calgary Family Medicine Residency Program: A Pilot Study
Jason Lord & Jonathon Gaudet	Physician Perceptions Regarding Transition to Competence by Design: Mind the Gap
Susan Kuhn	Adaptation of Appreciative Inquiry for Program Evaluation
Rebecca Malhi	The Impact of Rural Rotations on Urban Based Postgraduate Learners

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Session D (Thursday 9:45-11:15am)

Presenter	Title
Derrick Rancourt	Teach a Student to Fish: Why we need to embed informational interviewing into curriculum
Abdullah Al-Ani	Storyboarding Promotes Competency Based Reflection and Planning
Jeff Owen	Strategies athletic therapy clinical educators employ to balance service and educational responsibilities amid the transition to competency-based education
Mark Lafave	A New Competency Framework for Athletic Therapists in Canada
Nazia Viceer & Alya Heirali	Developing videos to promote open dialogue about medical student mistreatment: A Path towards Humanism in Medical Education

PERSONALLY ARRANGED LEARNING SESSION (PeArLS) (Thursday 8:00-9:30am)

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
Allison Brown & Shannon Ruzycski	What can we do to ensure that medical education at the University of Calgary is equitable and inclusive?
Derrick Rancourt	Using Storyboarding to Refine Research Questions and Recruit Knowledge Consumers

POSTER PRESENTATIONS & DEMONSTRATIONS (Wednesday 3:15-4:45pm)

Posters Presentations

Presenter	Title
Alicia Polachek	From Senior Resident to Medical Teaching Unit Preceptor: Piloting a Workshop to Facilitate the Transition
Rabiya Jalil & Irene Ma	Point of Care Ultrasound Training for Family Practitioners: A Needs Assessment Study
Rosario Talavera	Building sustainable molecular biology and bioinformatics programs through Train-the-Trainer models
Rahim Kachra & Nishan Sharma	A novel approach to true interprofessional medical education in undergraduate medicine
Catherine Patocka	What is the effect of a spaced instructional design on pediatric resuscitation self-efficacy?
Anthony Seto, Sean Crooks, & Lucas Streith	Multi-Patient Simulation with Standardized Patients in Undergraduate Medical Education
Lindsay Torbiak	The Pearly Bird Gets the Worm: A Qualitative and Quantitative Analysis of the Geriatric Update: Clinical Pearls Conference
Melinda Davis	Career planning at the time of entry to medical school
Heather Armson & Jocelyn Lockyer	Identifying coaching skills and exploring their use in work-based residency education to improve feedback use in post graduate medical education
Chloe Burnett	Flipping a CPD Class: Lessons learned from instructional re-design of an ECG interpretation course for physicians
Tarryn Bourhill	Role-playing and business simulation useful tools for teaching biotechnology business concepts
Tahara Bhate	Hospitalist-led Code 66 Activations: An interprofessional, multi-disciplinary simulation program to improve competency in Crisis Resource Management (CRM)

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Inelda Gjata	Reducing blood loss in hip and knee replacement surgery
Inelda Gjata	Reducing low value care for bronchiolitis patients
Brenna Murray	Optimizing Gastroscopy in Otherwise Healthy Patients with Dyspepsia
Melissa MacPherson	The development of an online podcast module toolkit to promote genetic and genomic competencies

Demonstrations

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

Presenter	Title
Melissa MacPherson	The development of an online podcast module toolkit to promote genetic and genomic competencies
David Lai	Mass Gathering Medicine Board Game Demonstration
Mike Paget	Cards – New Tricks
Sarah Anderson	The Health Education Neuroassessment Laboratory (THENaL) Demonstration

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 may claim a maximum of 9 hours (Day 1: 5 hours, Day 2: 4 hours).

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

QUESTIONS?

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