

A photograph of a laptop on a white desk. The laptop screen displays the text 'YEAR IN REVIEW' in large, bold, red capital letters, with '2020 - 2021' in smaller red capital letters below it. To the right of the laptop is a black desk lamp with a white interior. In the background, a window shows a blurred view of a city street with buildings and trees. A small potted plant is visible on the left side of the desk.

YEAR IN REVIEW

2020 - 2021

Queen's
UNIVERSITY

FACULTY OF HEALTH SCIENCES

PROFESSIONAL DEVELOPMENT
& EDUCATIONAL SCHOLARSHIP

Dear Colleagues,

I am pleased to share the Office of Professional Development and Educational Scholarship's 2020-21 Year in Review with you. I am so very proud of our OPDES Team and their amazing work this past year, and for the many achievements highlighted in this report.

The 2020-21 academic year was unlike any we have ever experienced. The international pandemic continues to impact every aspect of our work, and our team has risen to the challenge. The OPDES Team continues to show tremendous resilience through constant change and adaptation, while continuing to build an office with increasing recognition across the country for high quality educational content and scholarship.

I am incredibly excited to share with you the successes of the OPDES Team in this report, and I thank everyone at Queen's Health Sciences for the tremendous support of the past year. We look forward to continuing to expand and evolve our work as we support Radical Collaboration at QHS!

Sincerely,



Richard van Wylick, MD FRCPC

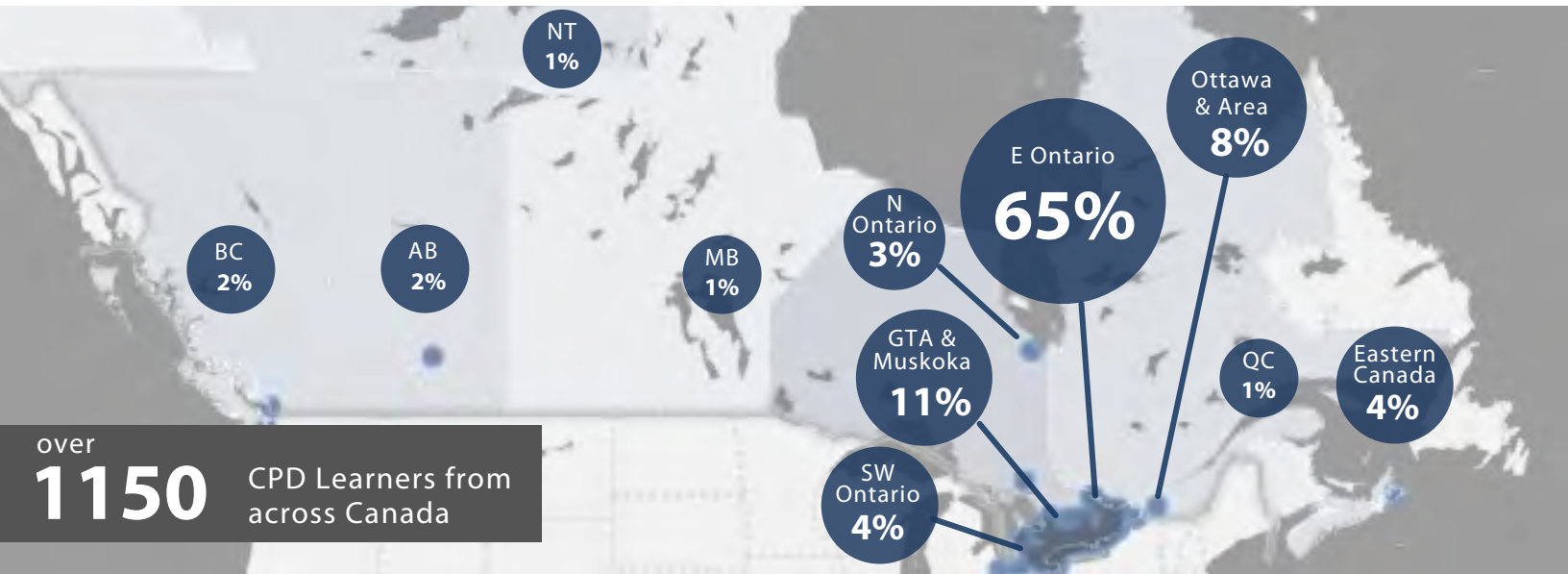
Associate Dean, Professional Development
Queen's Health Sciences

Queen's University, Kingston, ON Canada

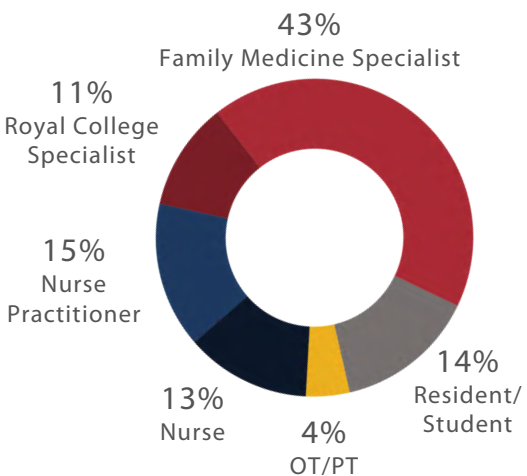
richard.vanwylick@queensu.ca

CONTINUING PROFESSIONAL DEVELOPMENT

- Introduced CPD Subscription Model and On-Demand learning to increase accessibility and reach of our offerings
- Increased capacity for the Infection Prevention and Control (IPC) program from 120 learners per year to 720 for the 2020-2021 year with additional expansion forthcoming
- Completed the Undergraduate Medical Education curriculum and modules for the Association of Faculties of Medicine of Canada (AFMC)- Opioid Response
- Developed and launched the Alberta College of Pharmacy Licensee Education Program and Proprietor Self-Assessment to over 1900 learners
- Partnered to launch the Humanity in Health Care Series
- Insomnia Interventions Online Series was a huge success that reached 177 learners and featured an interprofessional educational team which we continue to work with for future offerings
- As precipitated by the success of our Insomnia Interventions program and the endeavour of collaborative practice at Queen's we expanded the representation of professions on all our planning committees



CPD Learners by Profession



31
over **3500**
over **1000**
over **660**

Regional CPD Programs

CPD Registrations

Humanity in Healthcare Session Registrations

Infection Prevention & Control Registrations

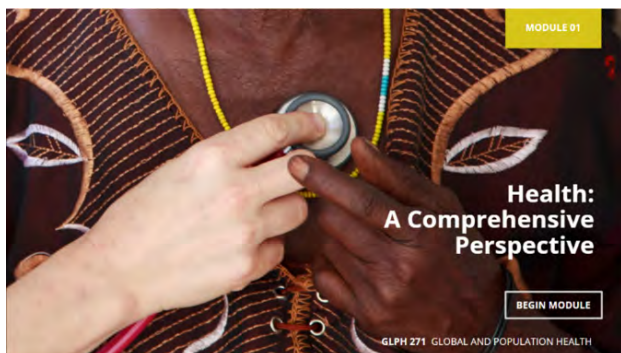
See Appendix A

COURSE DEVELOPMENT

17
Completed
projects/courses

approximately
100
Existing courses
refreshed & reviewed

over
400
Modules edited



Decolonization & Indigenization

Decolonized and Indigenized GLPH 271 Global and Population Health course content by including Indigenous ways of knowing, showcasing both positive and negative examples of population health from Indigenous communities, and highlighting resilience.



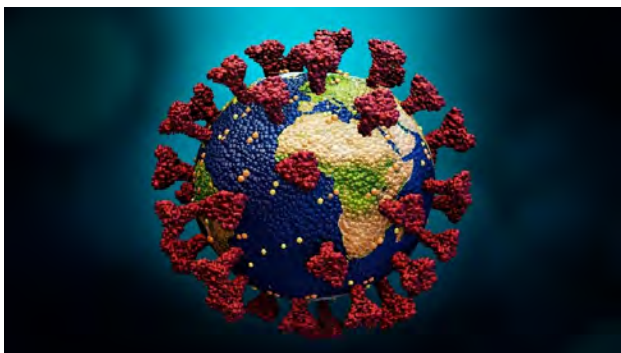
Storytelling

Created a module series for GLPH 271 that used a documentary/journalistic style of storytelling. Included professional, localized imagery and specially curated stock videos to incite empathy and humanize global populations with the learner.



Short Story Video Vignettes

Used short video vignettes to encourage the learner to pause and watch rather than rapidly clicking next. Short stories were told from a first person narrative to help the learners connect to the broader issues, needs, and challenges.



Immersive Auto-Graded Assignments

Created three Scenario Assessment Modules (SAMs) for the Infection Prevention and Control (IPC) Online Course. The SAMs present clinical scenarios with embedded questions that are auto-graded and linked to onQ. The creation of SAMs enabled the IPC program to increase the number of graduates by 400%.

See Appendix B

EDUCATIONAL SCHOLARSHIP



“ I am very impressed with the professionalism and expertise of the OPDES Educational Scholarship team. It has been an enriching experience working with the OPDES group.

- Dr. Ramana Appireddy, Neurology

18

Journal publications

23

Successful grants/RFPs

21

Research reports



- Collaborated and consulted with over 100 investigators
- Collaborated with 8 interdisciplinary teams
- Collaborated on 25 conference presentations/workshops and webinars



- Provided mentorship to 35 learners within QHS
- Provided mentorship for 7 unique research projects through the Fellowship in Educational Scholarship Program



- Winner of the Principal's Education Technology Award in collaboration with the School of Rehabilitation Therapy

See Appendix C

FACULTY DEVELOPMENT



Programming shifted online due to COVID-19 and included:

- A New Faculty Welcome webinar with accompanying On-Demand Resource Module
- 15 Faculty Development webinars
- Humanity in Healthcare Series delivered as a CPD/FD blend (see CPD for more details)
- Virtual teaching observations, dossier consultations, and curriculum retreat facilitations



Focus on Equity, Diversity, Inclusion, & Indigeneity

- Anti-Racism Summer Reading Program
- Successful eCampus grant - Indigenous Healthcare Education and Practice: A Community Led and Community Informed Collaborative Initiative
- Webinar: Creating Inclusive Teaching and Learning Spaces
- Mentee Webinar: Inclusive Pedagogy and Practice
- Webinar: Strategies for Fostering Inclusion and Academic Spaces
- Webinar: Weaving Indigenous knowledge systems in our healthcare practice

2nd Cohort of the Mentorship Program

“

It's been a pleasure meeting with my mentee. I think It's been more rewarding for me than it has been for her.

- Charles Graham, PhD, 2020-2021 Mentor

See Appendix D

INTERPROFESSIONAL EDUCATION



3

Schools:
Nursing, Rehab, Medicine

277

Students in attendance

40

Interprofessional
breakout rooms

“ I enjoyed having the opportunity to work with different health disciplines and work through cases and also hear from professionals and how interprofessional practice works in a hospital and what that looks like. [This] allows me to be more prepared for when I go into the workforce.

80%

of students agreed that the case-based activities at the Virtual IPE Symposium offered useful application of shared decision making



IPE 'Hot Topic' online lecture series

- Interprofessional Care of the Critically Ill Patient
- Indigenous Professional Primary Care
- (In)Equity in Health Systems

See Appendix E

MASTER OF HEALTH PROFESSIONS EDUCATION

- Through our use of both onQ and Zoom, we ensured working professionals had access to a tailored education program specifically designed for health education professionals.
- Due to the pandemic pivot, there was a sudden transition to move the Summer Intensive Week course from onsite to online.



Program Launch

Launched program Summer 2020 with first cohort of 19 Learners (anticipated intake was 10 learners)



Second Cohort

Coordinated admission/application process for 74 applicants
Accepted 22 learners



Interdisciplinary Faculty

Developed and designed by 15 health professionals and education experts
Diversity of experiences and expertise



Interdisciplinary Learners

1st Cohort - 10 distinct health professions
2nd Cohort – 8 distinct health professions

Unique Program Structure among Existing Master's Programs with a Health Professions Focus

The MHPE program fulfills a niche not currently being met in Canada, as there are no other programs available to the health education community that are both course-based and competency-based.



Wiley Chung, MD, FRCSC

“ I would highly recommend the MHPE program at Queen’s University, especially for any health professional pursuing an academic career. This program is unique in that it embraces collaborative practice and has weaved an indigenous perspective throughout the program. Currently, there is no other program in Canada that offers this!

Most importantly, this program has helped me develop a scholarly approach to teaching in health education. It has also enhanced my skillset in educational research and curriculum design. I am now empowered with this armamentarium to lead change for innovations and enhancements in medical education.

See Appendix F

APPENDIX A**CONTINUING PROFESSIONAL DEVELOPMENT****Local/Regional Continuing Professional Development Programs**

1. Pediatric and Adult Hand and Wrist Exams – Webinar; Wednesday, June 3, 2020
2. Prenatal Genetics – Webinar; Tuesday, June 9, 2020
3. Immediate Breast Reconstruction Options: Primary Care and Patient Implications – Webinar; Monday, June 15, 2020
4. Delayed Breast Reconstruction Options for Mastectomy Patients – Webinar; Monday, June 22, 2020
5. Pregnancy Complications & Postpartum Cardiovascular Risk Screening Online Module – Launched June 22, 2020
6. Delayed Breast Reconstruction Options for Lumpectomy Patients – Webinar; Monday, July 6, 2020
7. Lyme Carditis - Online Module; Launched July 7, 2020
8. Prenatal Genetics - Online Module; Launched July 9, 2020
9. COVID-19 Update: Infectious Disease & Public Health Considerations for Primary Care (Webinar 2); Tuesday, July 21, 2020
10. Genetic Testing for the Primary Care Provider – Webinar; Monday, July 27, 2020
11. Transgender Health for Primary Care Providers – Webinar; Tuesday, July 28, 2020
12. Advance Care Planning, Goals of Care & Consent - Online Module; Launched August 18, 2020
13. 4th Annual Allergy Symposium - Online Series; August 26 – December 3, 2020
14. Queen's Department of Family Medicine CPD Program - Online Series; September 16 – December 8, 2020
15. 43rd Annual Obstetrics & Gynaecology Memorial Program - Online Series; September 9 – November 5, 2020
16. Pediatrics in Primary Care - Online Series; October 7 – November 24, 2020
17. COVID-19: Treatment and Management of COVID Patients; Tuesday, October 20, 2020
18. Educating Family Physicians in Palliative Care - Fall 2020; November 5 – November 8, 2020
19. Primary Care Nephrology - Online Series; November 30 – December 14, 2020
20. On-Demand Module: Dermatology Doppelgangers & Why Warts Won't Go; Stand-alone module launched December 3, 2020
21. On-Demand Module: Common Childhood Orthopaedic Conditions: Lower Extremities; Stand-alone module launched December 3, 2020
22. On-Demand Module: Common Childhood Orthopaedic Conditions: Plagiocephaly and Torticollis; Stand-alone module launched December 3, 2020
23. Dermatology for Primary Care Providers - Online Series; January 19 – February 9, 2021
24. 6th Annual Update for the Hospitalist - Online Series; January 27 – February 10, 2021
25. Department of Medicine Presents: Sorting the Horses from the Zebras - Assessing Common Medical Symptoms: When to Worry - Online Series; February 16 – March 23, 2021
26. Primary Care Urology – Online Series; February 18 – March 10, 2021
27. Lyme Disease - Online Series; March 29 – April 15, 2021
28. Metamorphosis 2021 - Online Series; April 1 – April 20, 2021
29. Insomnia Interventions: First-Line Treatment for Insomnia in Primary Care - Online Series; April 21 – May 19, 2021
30. 31st Annual Therapeutics Day - Online Series; April 29 – May 20, 2021

31. Educating Family Physicians in Palliative Care - Online Spring 2021; May 28 – June 4, 2021

Educational Programs

1. Association of Faculties of Medicine of Canada's (AFMC) Response to Opioid Crisis Project
 - a. Completed the Undergraduate Medical Education curriculum and modules and made it available across Canada.
 - b. Post-graduate medical education and Continuing Professional Development curriculum for this key national initiative are now in development
2. Infection Prevention and Control Online Course
 - a. Sold out for the 14th consecutive year. Increased the number of seats in the online course from 120 per year to over 660 to meet the unprecedented surge in demand for the course learning.
 - b. Supported our 1100 learners and 12 instructors as professionals at the centre of the COVID-19 Pandemic response with a flexible adaption to teaching and learning through simulated assessment modules that promoted authentic assessment and increased instantaneous feedback to learners.
 - c. Increased capacity from 60 learners to 120 by the fall, to 300 by the spring, and a special summer cohort for 300 from May - August as part of our pandemic response. Changes made to the program this year have prepared us to accommodate future cohorts of 500 learners twice per year.
3. Developed and launched the Alberta College of Pharmacy Licensee Education Program and Proprietor Self-Assessment to over 1900 learners
4. Humanity in Health Care Series
 - a. Doctor as Person: Practicing Medicine After Losing my Child to Cancer; Wednesday, October 28, 2020
 - b. Chronic pain care at the edges of practice: Finding a unique NP role; Wednesday, November 18, 2020
 - c. Navigating the Detours in Career and in Life, Wednesday, December 16, 2020
 - d. A COVID check in: How are YOU doing?; Wednesday, January 20, 2021
 - e. Finding Solutions Together after Spinal Cord Injury – A patient's & physician's lived experience; Wednesday, February 17, 2021
 - f. The Coroner and Opioid Epidemic: Speaking for the dead to protect the living; Wednesday, March 10, 2021
 - g. Can Indigenous physicians work in their own community?; Wednesday, April 24, 2021
 - h. No one size fits all: helping clients live the life they choose; Wednesday, May 12, 2021
 - i. A Conversation with Dr. Jillian Horton...'We Are All Perfectly Fine'; Wednesday, June 16, 2021

APPENDIX B

COURSE DEVELOPMENT

Completed Courses/Projects:

1. Introduction to Statistics (HSCI 190); 3.0 unit UGD course
2. Understanding Human Disease in the 21st Century (PATH 120); 3.0 unit UGD course
3. Antibiotic Resistance Lab (MICR 290); 3.0 unit UGD course
4. Introduction to Pathology and Molecular Medicine (PATH 310); 3.0 unit UGD course
5. Global Health Practice (GLPH 493); 3.0 unit UGD course
6. The Science of Wellbeing, Mental Health, and Resiliency (IDIS 199); 3.0 unit UGD course
7. Global and Population Health (GLPH 271) Redesign/Decolonization; 3.0 unit UGD course
8. Introductory Biochemistry Lab (BCHM 310/317); 6.0 unit UGD course
9. HPE 801: Introduction to Health Professions Education; 3.0 unit graduate course
10. HPE 802: Health Professions Education Curriculum and Design; 3.0 unit graduate course
11. HPE 803: Scholarship in Health Professions Education; 3.0 unit graduate course
12. HPE 804: Teaching & Learning in Collaborative Practice; 3.0 unit graduate course
13. Canadian Frailty Network; 1 Module for OPDES
14. Community Based Rehabilitation Certificate; 5 modules for Rehabilitation Therapy
15. Infection, Prevention, and Control; CPD program for OPDES
16. Applied Molecular Pathology; 5 modules for the Ontario Molecular Pathology Research Network
17. Pfizer Healthy Aging; 1 module for OPDES

Course Set up in a Learning Management System:

- Approximately 100 courses total over the year, each having anywhere from six to twelve modules
- Cloning pre-existing courses and updating the course to the new semester dates
- Testing all modules to ensure links and interactions functional
- Building course shells from scratch for new courses

Module edits:

- Approximately 50 courses total over the year, each having anywhere from six to twelve modules
- Incorporation of minor edits to existing modules

Innovations:

- Incorporation of short video clips on module section covers (GLPH 271)
 - Instead of static image on module section cover, have a short video clip that loops
- Decolonization of content (GLPH 271, PATH 120)
 - Rework content with a decolonization and EDI lens with the help of external reviewers
- Chapters in videos on Vimeo (GLPH 493)
 - Put in chapter markers in a longer video, learners can jump to specific areas
- Agnes Etherington art in module (GLPH 493)
 - Added meaningful and appropriate artwork to match the course content
- Added EDI review of content (reviewers from Health Sciences EDI Office and Queen's CTL)

- Reviewed module content through the lens of equity, diversity, inclusivity, and Indigeneity
- Assessment module (IPAC)
 - Created an assessment module with multiple choice questions that link directly with the gradebook in onQ
- Redesign of courses more than five years old (GLPH 271, PHAR 100, CANC 380)
 - Update content
 - Update to current best practices in online learning
 - Update to current best practices in user experience and design

APPENDIX C

EDUCATIONAL SCHOLARSHIP

PUBLISHED PAPERS

2021

Mishra, S., Chung, A., Rogoza, C., Islam, O., Mussari, B., Wang, X., Dagnone, D., Cofie, N., Dalgarno, N., Kwan, B.Y. (Mar 2021). Creating a Competency-Based Medical Education Curriculum for Canadian Diagnostic Radiology Residency (Queen's Fundamental Innovations in Residency Education)-Part 2: Core of Discipline Stage. *Canadian Association of Radiologists Journal*. 3:0846537121993058.

Coderre-Ball, A.M., Dalgarno, N., Baumhour, J., Zubani, V., Ko, I., van Wylick, R., Fitzpatrick, M. (January 2021). An innovation procurement clinical framework: A qualitative study. *Healthcare Management Forum*, 34(1):15-20.

Fleming, M., Vautour, D., McMullen, M., Cofie, N., Dalgarno, N., Phelan, R., & Mizubuti, G. B. (October 2021). *Examining the accuracy of residents' self-assessments and faculty assessment behaviours in anesthesiology*. Canadian Medical Education Journal/Revue canadienne de l'éducation médicale, 12(4), 17-26.

Hossenbaccus, L., Thibeault, L., Grabell, J., Braund, H., Hopman, W., James, P. (February 2021). Evaluating the Effectiveness of Let's Talk Period's High School Educational Outreach Program: A Pilot Study. *Haemophilia*.

Griffiths J, Dalgarno N, Han H, Schultz, K. (January 2021). Feedback on feedback: An innovative addition to electronic workplace-based daily assessment forms. *Canadian Medical Education Journal (CMEJ)*, 12(1):e32-e45. DOI: <https://doi.org/10.36834/cmej.69913>

Barber, D., Morkem, R., Dalgarno, N., Houlden, R., Smith, K., Anvari, M., Zevin, B. (January 2021). Patients eligible and referred for bariatric surgery in southeastern Ontario: Retrospective cohort study. *Canadian Family Physician*, 67(1):e31-40. DOI: <https://doi.org/10.46747/cfp.6701e31>

Zevin B, Martin M, Dalgarno N, Chan L, Sivapalan N, Houlden R, Birtwhistle R, Smith K, Barber D. (January 2021). Survey of perceptions and educational needs of primary care providers regarding management of patients with class II and III obesity in Ontario, Canada. *BMC Family Practice*, 22(1):1-8. DOI: <https://doi.org/10.1186/s12875-020-01356-x>

2020

Wu, W., Hall, A. K., Braund, H., Bell, C. R., Szulewski, A. (December 2020). Exploring the development of expertise in ECG interpretation: an eye-tracking augmented interview approach. *Teaching and Learning in Medicine*.

Mann, S., Hastings-Truelove, A., Beesley, T., Howden, S., Egan, R. (September 2020). Resident perceptions of competency-based medical education. *Canadian Medical Education Journal*, 11(5):e31-e43.

Egan, R., Dalgarno, N., Reid, M.A., Coderre-Ball, A.M., Fahey, C., Kelley, L., Kinderman, L., Flynn, L., and Adams, M. (August 2020) *The development of a new innovative online undergraduate health sciences program: A case study*. The Canadian Journal for the Scholarship of Teaching and Learning, 11(3).

Kelley, L. T., Coderre-Ball, A. M., Dalgarno, N., McKeown, S., Egan, R. (August 2020). Continuing professional development for primary care providers in palliative and end-of-life care: A systematic review. *Journal of palliative medicine*, 23(8), 1104-1124.

Lakoff J, Howse K, Cofie N, Heeneman S, Dalgarno N. (July 2020). Analysis of factors affecting Canadian medical students' success in the residency match. *Canadian Medical Education Journal (CMEJ) Special Edition*, 11(3) e43-e55.

Stockley D, Egan R, Van Wylick R, Hastings Truelove A, McEwen L, Dagnone D, Walker R, Flynn L, Reznick R. (August 2020). A systems approach for institutional CBME adoption at Queen's University. *Medical Teacher*, 42(8):916-21.

Railer, J., Stockley, D., Flynn, L., Hastings-Truelove, A., Hussain, A. (August 2020). Using outcome harvesting: Assessing the efficacy of CBME implementation. *Journal of Evaluation in Clinical Practice*, 26(4), 1132-1152.

Belyea, A., Cofie, N., Dalgarno, N., Bruder, E. (May 2020). MP22: Using galvanic skin response to identify resuscitation expertise in a pulmonary embolism simulation exercise. *Canadian Journal of Emergency Medicine*, 22(S1), S50-S50.

Hammad, N., Stockley, D., Hastings-Truelove, A., Vanderpuye, V., Rubagumya, F., Caruso, T. (February 2020). Accreditation Improves Quality of Oncology Education in Low- and Middle-Income Countries: Perspectives of African Oncologists. *Journal of Cancer Education*, 35(3), 563–570.
<https://doi.org/10.1007/s13187-019-01497-3>

Johannessen, E., Szulewski, A., Radulovic, N. White, M. Braund, H., Rodenberg, D., Howes, Davies, C. (October 2020). Psychophysiologic measures of cognitive load in physician team leaders during trauma resuscitation. *Computers in Human Behavior* (111), 106393.

Zevin, B., Dalgarno, N., Martin, M., Grady, C., Matusinec, J., Houlden, R., Birtwhistle, R., Smith, K., Morkem, R., Barber, D. (Oct 2020). Barriers to accessing weight-loss interventions for patients with class II or III obesity in primary care: a qualitative study. *CMAJ Open*, 7(4):e738.

SUCCESSFUL GRANTS AND RFPS

Principal Investigator is bolded for each grant and RFP

2021

Askari, S., Zevin, B., Polak, R., Coderre-Ball, A., Dalgarno, N. (April 2021). *Equipping a new generation of physicians to address root causes of chronic diseases: A randomized control trial of remote culinary coaching medical education program*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Joneja, M., Flynn, L., Egan, R., Hajjar, N., Gaprielian, P., McDonald, S., Jimal, D., Ramchandani, Rashi, Khalid-Khan, S., Jodkha, J., Patterson, M., Botros, M., Soleas, E., Lavoratore, M., Valarezo, G., Coderre-Ball, A., Dalgarno, N. (April 2021). *Lessons from the Faculty of Health Sciences Dean's Action Table on Equity, Diversity and Inclusion: Implications for transforming the clinical learning environment in health professions education*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Appireddy, R., Haji, F., Zevin, B., Mann, S., Chung, W., Braund, H., Dalgarno, N. (April 2021). *Exploring the Integration and Assessment of the CanMEDS Roles During Virtual Care Encounters*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Law, C., Parker, H., Brown, S., Morehead, A., Katsoulas, E., Wagner, N., Braund, H., Valarezo, Giselle, Dalgarno, N., Curtis, R., Hazari, H., Pattathil, N. (April 2021). *Development of an arts-based program for improving cultural humility and safety in medical education*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Chung, W., Fraser, A., Hanna, N., Hickey, A., Williams, E., Egan, R., Dalgarno, N. (April 2021). *Views from The Frontline: The Perceived Impact of Shorter Resident Call Shifts on Learning Opportunities*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Guerin, A., Stockley, D., Flynn, L., Christou, T., Railer, J., Hastings-Truelove, A. (April 2021). *COVID and Clerkship: an outcome harvest of the COVID-19 on the Clinical Clerkship*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Merchant, S., Zevin, B., Patel, S., Rusnak, A., Walia, J., Dinchong, R., Cheifetz, R., Dalgarno, N. (April 2021). *Genetic Literacy in Oncology (GLiO)": Understanding and bridging gaps in genetic knowledge in surgeons*. Clinical Teacher's Association of Queen's University (CTAQ) Endowment Fund. \$15,000

Islam, O., Cofie, N., Hammad, N., Dalgarno, N., Nayongo, G., Castro, D. (September 2021). *A Collaborative Partnership in Diagnostic Radiology Training between Queen's Department of Diagnostic Radiology and the University of Nairobi Department of Diagnostic Imaging and Radiation Medicine*. Association of Commonwealth Universities (ACU) Grant.

Parlow, J., Collier, A., Hammad, N., Ali, A., Ali, S., Getachew, Muluberhan, Klar, G., Jaeger, M., Cofie, N., Dalgarno, N. (April 2021). *A competency-based approach to virtual teaching of the procedure skill of central venous catheter insertion in a resource-constrained clinical environment*. OPDES Educational Initiatives Grant.

Dalgarno, N., van Wylick, R. (April 2021). Post-UGME pain curriculum evaluation. AFMC.

Dalgarno, N., van Wylick, R. (April 2021). Focus groups for UGME and CPD pain curriculum. AFMC.

van Wylick, R., Wilson, R., Barber, D., Wolfrom, B., Roy, A., Buttemer, S., Greening, T., Juudi-Hope, D. A., Philpott, J., Ross-White, A., Kolomitro, K., Mulder, J., Hastings-Truelove, A., Stockley, D., Dalgarno, N. (April 2021). *Developing a community-based COVID-19 education, promotion, and outreach program in the Kingston, Frontenac, Lennox and Addington Region*. Public Health Agency of Canada Immunization Partnership Fund.

Kolomitro, K., Philpott, J., Flynn, L., Verma, S., LeBlanc, J., Wanakamik, Y., McGregor, L., Kelly, S., Hill, J., Valarezo, G., Phillips, W., Smtih, M., van Wylick, R., Cofie, N., Mulder, J., Dalgarno, N. (March 2021). *Indigenous Healthcare Education and Practice: A Community Led and Community Informed Collaborative Initiative*. eCampus Ontario: Digital Content Grant.

Haji, F., Braund, H., Dalgarno, N. (January 2021). *Understanding learner and instructor perspectives on engagement in healthcare simulation*. Wooster Family Grant in Medical Education, Canadian Association of Medical Education (CAME).

2020

Appireddy, R., Haji, H., Bendahan, N., Dalgarno, N., Braund, H. (September 2020). *A pilot study of physician and resident experiences and perceived barriers of using virtual care to inform the development of a digital health curriculum*. CTAQ Endowment Fund.

Appireddy, R., Haji, F., McKeown, S., Braund, H., Dalgarno, N. (April 2020). *Telemedicine and medical education: A systematic review*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Bruder, E., Cofie, N., Dalgarno, N., Belyea, A. (April 2020). *Identifying Resuscitation Expertise Using the Galvanic Skin Response: A Replication and Validation of newly discovered Physician Resuscitation Expertise*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Haji, F., Chahine, S., Braund, H., Melendez, S. (April 2020). *Factors affecting residents' engagement in research: an institutional survey of Queen's University postgraduate trainees*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Haji, F., Nanji, S., Merchant, S., Doiron, C., Hamad, N., Berry, S., Hanna, T., Dalgarno, N., Kolomitro, K. (April 2020). *Establishing consensus on a competency-based surgical oncology fellowship curriculum for West Africa: A Delphi study*. Department of Surgery Research Funding.

Joneja, M., Hasting, A., Turnnidge, J., Dalgarno, N., Soleas, E., Braund, H., van Wylick, R. (April 2020). *Exploring successful strategies for teaching and learning in the Queen's School of Medicine during the COVID-19 pandemic*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Mann, S., Jaeger, M., Arellano, R., McEwen, L., Braund, H., Dalgarno, N. (April 2020). *Leveraging the power of multisource feedback to improve team dynamics in the operating room*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Mizubuti, G., Arellano, R., Haji, F., Szulewski, A., Hobbs, H., Braund, H., Allard, R., Tanzola, R., Ho, A., Phelan, R., Kolomitro, K., Dalgarno, N. (April 2020). *Development and validation of competency-based assessment tools for point of care ultrasound (POCUS) in perioperative anesthesia*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

Rang, L., Flynn, F., Hall, A., Walker, M., Hastings-Truelove, A. (April 2020). *Project Title: Evaluating the Efficacy of a Resident Wellness Program in Emergency Medicine*. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

PRESENTATIONS, WORKSHOPS, WEBINARS

Conference Presentations:

2021

Bagherzadeh, M., Braund, H., Chaplin, T. (April 2021). *The self-feedback of overconfident and underconfident medical residents: a qualitative analysis*. Canadian Conference on Medical Education (CCME). Virtual Conference.

Brijmohan, A., Tang, N., Dalgarno, N. (April 2021). Women's cardiovascular health in the undergraduate curriculum. Canadian Conference on Medical Education (CCME), Abstract published in *Canadian Journal of Medical Education (CMEJ)*, e159. <https://doi.org/10.36834/cmej.72402> (Poster Abstract)

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Dalgarno N., Braund H. (January 2020). *Educational Research in Health Sciences*. Queen's Mentee Program (Webinar).

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Hastings-Truelove, A., Dalgarno, N., Coderre-Ball, A., Hill, S., Cofie, N., van Wylick, R. (June 2021). *Project ECHO Skin and Wound Care Final Educational Program Evaluation Report*. Project ECHO, Ontario Ministry of Health and Long-Term Care.

Office of Professional Development and Educational Scholarship. (February 2021) *Choose Life Midterm Report: 2020*. Nishnawbe Aski Nation.

Coderre-Ball, A.M., Hastings-Truelove, A., Dalgarno, N., van Wylick, R. (April 2021). *The experiences of family members seeking care for their loved ones with SUD and their perceptions of what physicians need to know*. Association of Faculties of Medicine of Canada (AFMC).

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Cofie, N., Soleas, E., Coderre-Ball, A., Dalgarno, N., van Wylick, R. (April 2021). *Workplace mental health leadership certificate program evaluation*. Morneau Shepell.

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Leifso, K., Acker, A., Crawford, L., Braund, H., Hall, A., McEwan, L., Dalgarno, N., Dagnone, D. (2020). *Queen's Pediatrics CBME Program Evaluation. Technical Report - Three Years Post-CBME Implementation*.

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AWARDS

Auais, M., Dalgarno, N., Cameron, J., Turnnidge, J., Pelland, L., Kolomitro, K. (February 2021). Principal's Educational Technology Award (Teams), Queen's University.

TESTIMONIALS

Dr. Christine Law, Ophthalmology

"As a novice medical education researcher, the educational scholarship team within the OPDES office has provided tremendous guidance, support and expertise to help bring my research ideas to fruition. They consistently provide a positive and structured approach to tackling my education-related questions, while also guiding me in becoming a more strong, confident and independent researcher. I always look forward to my meetings with the friendly and encouraging individuals from the OPDES office because I know it will always be an efficient and effective time well-spent."

Dr. Adam Szulewski, Emergency Medicine

"Working with the educational scholarship team in OPDES has had a major positive impact on my research over the last few years. The hard-working and conscientious staff that I've had the pleasure of working with have kept my various projects on track and moving forward through all stages of the research process. I'd highly recommend their services to any educational researcher at Queen's."

Dr. Fil Gilic, Family Medicine

"The OPDES educational scholarship team has been instrumental in supporting the educational research we have been doing with the Queen's University Airway Course. Their scholarly acumen, technical proficiency and helpful attitudes allowed us to focus on the big picture while being supported every step of the way. The Fellowship for Education Scholarship, which they support, was an excellent experience that significantly increased my proficiency with educational scholarship and allowed me to conceptualize and launch several interesting educational research projects"

Dr. Steve Mann, Orthopaedic Surgery

"I have had the pleasure of working with OPDES on several research projects over the past 6 years. During my MMed thesis project, which started with a few local resident interviews and expanded to a national survey of resident perspectives on CBME, the expertise of their educational scholarship team was invaluable as I explored interview structuring, survey design, and qualitative research for the first time. With other educational projects, OPDES has been a wonderful resource in terms of study design, ethics approval, manuscript preparation, and networking. Their involvement has been indispensable, and I look forward to many years of ongoing collaboration."

Dr. Boris Zevin, Department of Surgery

"I had the pleasure of working with the educational scholarship team on multiple projects over the last 4 years. Their expertise in qualitative, quantitative and mixed research methods was critical in helping me successfully complete many of these projects. Moreover, members of the educational scholarship team also provide excellent mentorship to medical students and clinical trainees who are working with me on educational scholarship projects. I highly recommend contacting this team if you are interested in engaging in educational scholarship at the Faculty of Health Sciences at Queen's University"

Dr. Anna Tomiak, Medical Oncology

"We first started working with OPDES five years ago on a small project and with no experience in education scholarship. They were an amazing resource and guided us through every step of the process - from helping refine the research question, to study design, data analysis, and publication. The experience was hugely positive and we have since collaborated on a number of additional projects, including most recently a national study supported by a grant from the RCPSC. We are very grateful to Drs. Nancy Dalgarno, Heather Braund and team members for sharing their endless enthusiasm and their ongoing guidance, mentoring and leadership."

Maryam Zadeh, 3rd Year Med Student

"My name is Maryam Zadeh, an incoming third-year medical student at Queen's University. Over my last two years in medical school, I have worked extensively with the Educational Scholarship team on various research projects.

When I started on a new project as a first-year medical student, I had limited experience in conducting qualitative research. However, I was eager to learn, and the team adequately extended their expertise and knowledge to me. They are very knowledgeable in their area of research and dedicated to the

advancement of scientific research. The team's expertise and passion for teaching have kept me motivated and committed to always strive for my best.

Throughout the last two years that I have been working with the Educational Scholarship team, the team always prioritized the needs of the students and assured that we have a great and safe working and learning environment. When I was faced with challenges, the team took the time to guide me through them and offered just the right amount of guidance for me to solve them. The team continuously encouraged me to think critically when faced with challenges and provided guidance to overcome obstacles and learn from my mistakes. They are always available to answer any questions and offer their help. I have thoroughly enjoyed my time working with the Educational Scholarship team and am looking forward to further collaboration in the future."

Dr. Scott Barry, Medical Oncology

"Working with Dr. Nancy Dalgarno and her experienced team at OPDES has been one of the most rewarding and fruitful partnerships I've been involved in since arriving at Queen's in 2019. The team is incredibly knowledgeable, collaborative, and dedicated to academic excellence. Our department has had the good fortune of working together with the OPDES group on a number of initiatives and look forward to continued collaboration."

Dr. Mala Joneja, Rheumatology

"Working on medical education projects with the team at OPDES is a pleasure. The scholars at OPDES have a friendly and collaborative approach, no question is too simple or too complex. Working with OPDES has allowed me to elevate the quality of my medical education project and meet new collaborators."

Dr. Stephen Gauthier, General Internal Medicine

"OPDES provided my research team with the resources and expertise needed to take my education study from an idea to a completed project in record time. You won't find a more engaged, thoughtful, and helpful group."

Natasha Tang

"I participated in the OPDES medical education studentship between my 2nd and 3rd year of medical school. As someone without a background in research, the studentship was an important launching point for my interest in medical education and in developing my research skills. I was also well supported when I wanted to pursue an independent research idea. My mentors in the office were always ready to help, from developing my idea into a project, to moving it into a tangible research product. I highly recommend this opportunity for medical students who are interested in Med Ed or learning more about it - I guarantee that they will develop both as researchers and as future educators."

Dr. Melinda Fleming

"After years of trying to establish my path towards educational research and scholarship on my own, with the help of the OPDES I finally became connected to a community of like-minded individuals interested in furthering a better understanding of medical education. They provide workshops and journal clubs for foundational knowledge. However, it is their research support and connectivity that finally broke the research completion and publication barrier for me. Without their support; specifically with the contributions of Dr. Nicholas Cofie an essential member of our team, our original educational research would not have been published."

Dr. Mirna Attalla, PGY4 Respiriology

"I am ever so grateful to the Medical Education Scholarship team, especially Heather Braund, for the valuable guidance and support for the educational research and initiatives I've been involved in. I have learned so much about proper research methodology, as well as practical project planning. Heather has been so patient and accommodating with me, often making time last minute or out of hours in response to my unpredictable resident schedule. We are all very lucky to have such a wonderful team here at Queen's University"

Mohammad Auais, SRT

"I have had the great fortune to work with the OPDES educational Scholarship team at FHS. I found every conversation I had with members of their team to be intellectually enriching. Members of the educational Scholarship team are organized, easy to work with, and highly knowledgeable. I highly appreciate the time and opinions that they share with their partners, and I look forward to working with them again in the future."

APPENDIX D

FACULTY DEVELOPMENT

Programming

1. Anti Racism Summer Reads Program; July 9, 2020
2. Creating Inclusive Teaching and Learning Spaces; September 23, 2020
3. Coping with stress and uncertainty; October 14, 2020
4. 2020 New Faculty Welcome; October 21, 2020
5. Strategies for Fostering Inclusion and Academic Spaces; October 28, 2020
6. Clinical Teaching in the Era of Patient Safety; November 11, 2020
7. Active Learning in an online environment; November 25, 2020
8. Narrative Practice; December 9, 2020
9. Weaving Indigenous knowledge systems in our healthcare practice; January 6, 2021
10. ePortfolios in Teaching & Learning; January 20, 2021
11. Quality Improvement; February 17, 2021
12. When and how to use group work online; March 3, 2021
13. Coaching & Mentoring; March 17, 2021
14. Feedback Models; April 28, 2021
15. Preparing your teaching dossier; May 19, 2021
16. The path to promotion and tenure; June 1, 2021

Mentorship Program

- Second year of the program that engaged new and returning participants
- 28 participants from all three schools; 14 mentors and 14 mentees

Awards and Grants

- Successful eCampus grant - Indigenous Healthcare Education and Practice: A Community Led and Community Informed Collaborative Initiative

- Successful grant - Kolomitro, K. "Models for Developing the Developers: Exploring Strategies that Educational Developers Use to Engage in Continuing Professional Development," Educational Developer's Caucus
- Team award (Principal's Technology Award collaboration of SRT and OPDES)

Support Services

- Facilitated military retreat
- Provided teaching dossier consultations
- Provided teaching observations
- Facilitated curriculum retreats

Publications

Kolomitro, K., Hamilton, J., Leslie, K., Hazelton, L., Veerapen, K., Kelly-Turner, K., Keegan, D. (2021). Viewing faculty development through an organizational lens: Sharing lessons learned, *Medical Teacher*, doi: DOI: 10.1080/0142159X.2021.193107

Gyawali, B., Jalink, M., Effing S.M.A, Dalgarno, N., Kolomitro, K., Thapa, N., Sharma, P.B., Berry, S. (2021). Oncology training programmes for general practitioners: a scoping review. *ecancer*, 15, 1241

Kolomitro, K., Kenny, N., & Sheffield, S.L. (2021). Taking an integrated approach to fostering workplace wellbeing in academia. Chapter in *Wellbeing in Higher Education*, SEDA Special 45

Kolomitro, K., Kenny, N., & Sheffield, S.L. (2020). A call to action: Exploring and responding to educational developers' workplace burnout and well-being in higher education. *International Journal for Academic Development* 25(1), 5-18

Kolomitro, K., Mackenzie, L.W, Lockridge, M., Clohosey, D. (2020). Problem-solving strategies used in anatomical multiple-choice questions. *Health Science Reports*, 3(4), e209

Kolomitro, K., Laverty, C., & Lee, E. (2020). Making learning visible: Research methods to uncover learning process. Chapter in *Critical Reflections on Research in Teaching and Learning*, Brill Publishers, Netherlands

Normandeau, M., Kolomitro, K., & Maher, P. T. (2020). Joining a Scholarly Conversation: Publishing Your SoTL Work. *Canadian Journal for the Scholarship of Teaching and Learning*, 11(2), Article 2

APPENDIX E

INTERPROFESSIONAL EDUCATION

Virtual Interprofessional Education Symposium – March 26, 2021

- The Interprofessional Education Committee hosted the faculty's largest virtual program for the Interprofessional Education Symposium.
- The event consisted of a panel presentation from an interdisciplinary team from Kingston Health Sciences Center and a custom case study that 277 FHS students worked on in 40 interprofessional break-out rooms.

- The objectives of symposium were:
 - Utilize principles of effective interprofessional team building
 - Enable shared decision-making
 - Apply leadership principles that support a collaborative practice model

IPE 'Hot Topics' lecture Series

- Nov 16, 2020: Interprofessional Care of the Critically Ill Patient
- January 18, 2021: Indigenous Professional Primary Care
- February 8, 2021: (In)Equity in Health Systems
- June 1, 2021: The Path to Promotion and Tenure

Publication

- Winthrop, A., Pulling, C., Lysaght, R., Wilson, R., Law, M., Suart, N. T., Flynn, L., **Kolomitro, K.** (2020).HYPERLINK "<https://icollaborative.aamc.org/resource/5109/>" Virtual Interprofessional Learning Activity Association of American Medical Colleges

APPENDIX F

MASTER OF HEALTH PROFESSIONS EDUCATION

Interdisciplinary Faculty

- Instructors from the Faculty of Health Sciences (School of Medicine, School of Nursing, OPDES, School of Rehabilitation Therapy), Faculty of Education, Faculty of Law

Interdisciplinary Learners

- First Cohort – clinical perfusion, dentistry, education, massage therapy, medicine, nursing, pharmacy, physiotherapy, quality improvement, surgery, ultrasound technology
- Second Cohort - education, massage therapy, medicine, neurology, nursing, paramedics, physiotherapy, simulation

Staff

- Administrative Coordinator: Allyson James
- Co-Directors: Leslie Flynn & Denise Stockley
- Educational Developer, Indigenous Curriculum and Ways of Knowing, Centre for Teaching and Learning: Lindsay Brant
- Graduate Assistant: Jennifer Fowler
- Learning Experience Advisor: Mikaila Da Silva
- Manager of OPDES: Kate Kittner

Courses

HPE 801: Introduction to Health Professions Education (Onsite)
HPE 802: Health Professions Education Curriculum and Design (Online)
HPE 803: Scholarship in Health Professions Education (Online)
HPE 804: Teaching & Learning in Collaborative Practice (Online)
HPE 805: Simulation (Onsite)
HPE 806: Indigenous Health Professional Education (Online)
HPE 807: Leadership in Health Professions Education (Online)
HPE 898: Project - Health Professions Education (Capstone Experience/Individualized)

Course Creation - Design/Implementation Team

- Course Development Team
- Educational Developer - Indigenous Curriculum and Ways of Knowing
- Faculty/Instructors
- Graduate Assistant
- Learning Experience Advisor
- Manager of OPDES
- Program Co-Directors
- University Librarian

Facilitated Sessions

Hosted:

- 3 Online Information Webinars provided to prospective learners
- Over a dozen individual meetings with interested applicants
- Mid-program mentorship check-ins between all learners, program Co-Directors, and Graduate Assistant to discuss capstone projects and learner experience

Learner Testimonials from 1st Cohort

Ashley Fraser – RN, BScN

“The MHPE program is a supportive and intimate learning community that fits perfectly alongside my professional responsibilities. The knowledge and experience from this program will help to reach my goal of being an effective teacher within my profession.

I chose the MHPE program as it will help me to reach my goal of becoming an educator to aspiring health professionals. The program’s flexible design allows me to continue my professional commitments, while studying to expand my role within my profession.”

Amy Hickey - RMT

“The MHPE experience at Queen’s has been better than I could have hoped for or imagined after a 20-year hiatus from a University learning environment. The content is incredibly relevant to my work as a health practitioner as well as to my teaching role at an Ontario College. My diverse group of peers are a joy to work with and learn from. The faculty are exceptionally qualified, supportive, and invested in our learning.”

Mandy Patterson – RDH, CDA II

“Overall, the program has exceeded my expectations in many ways. What I didn’t expect to occur so early in this program was to develop close relationships with some of the wonderful people. Having such diverse backgrounds, I was not anticipating this, but I feel very fortunate to have connected with many of our classmates. I look forward to building more relationships as time goes on.”

Britton Sprules – Physician Assistant

“The MHPE program at Queen's University has exceeded my expectations. While I expected to learn a wealth of knowledge about Health Professions Education, I was not expecting to learn it all as quickly as I have. The courses are relevant and very applicable to real world scenarios and help the learners develop a teaching dossier for practical use upon graduation. I was not expecting to make such wonderful connections with classmates and course directors across Canada which has been a pleasant surprise considering the classes have all been online. The program has been incredibly supportive to our busy clinical schedules and timely feedback and support has been provided when needed. I highly recommend this program for anyone interested in teaching within a healthcare setting.”

Guest Speakers

19 guest speakers during first three courses

- HPE 801:
 - Lauren Anstey
 - Damon Dagnone
 - Rylan Egan
 - Andrew Hall
 - Amber Hastings-Truelove
 - Klodiana Kolomitro
 - Kim Sears
 - Mary Smith
 - Terry Soleas
 - Adam Szulewski
 - Rosemary Wilson
 - Boris Zevin
- HPE 802:
 - Damon Dagnone
 - Natalie Graham
 - Lynsee Stephens
 - Walter Tavares (University of Toronto)
 - Aleksandra Velickovic
- HPE 803:
 - Aleksandra Bergier
 - Wendy Philips

EDI

- Indigenous perspective is woven throughout the program

- Lindsay Brant - Educational Developer, Indigenous Curriculum and Ways of Knowing from the Centre for Teaching and Learning
- HPE 806 – Indigenous Health Professions Education course specifically addresses the Truth and Reconciliation report
 - Designed to provide health profession educators with an overview of teaching from an Indigenous perspective and specific training in curriculum in this area
- Positive Space – Graduate Assistant attended online information session (celebrating sexual and gender diversity at Queen's)

Unique Program Structure

- Program Structure - 24-month, cohort-based, part-time professional master's program with eight (8) blended courses allows health-care professionals the flexibility to continue working to meet their professional obligations.
- Final course, a Capstone Experience, is designed to meet individual needs.
- Each course integrates the following **core components** (signature of program).
 - Geared towards all Health Professions.
 - Blended format creates opportunities for face-to face and online engagement.
 - Curriculum mapped/aligned to ensure the learners are introduced, reinforced, and master throughout program key concepts and application of knowledge within respective health professions.
 - Designed based on adult learning principles.
 - Mapped onto competencies within the different health profession fields.
 - Team-taught by a health professional and education specialist.
 - Course specifically addressing the Truth and Reconciliation report (team taught by an Indigenous Health Professional and Allied Pedagogue – both with specific training in curriculum in this area).
 - Focus on Collaborative Practice.

Curriculum Adapted from CanMEDs Framework

- Selected the Royal College of Physicians and Surgeons CanMEDs Framework as MHPE framework as the following professions have adopted/adapted these competencies including: the Canadian Interprofessional Health Collaborative (CIHC); the Association of Canadian Faculties of Dentistry; the National Association of Pharmacy Regulatory Authorities; and the Canadian Association of Occupational Therapists. Further, we reviewed the Framework for the Practice of Registered Nurses, and the Competency Profile for Physiotherapists in Canada, to ensure that all competencies are aligned with the CanMEDs competencies.