

# 2021-2022 Year in Review



Photo from the Dean's Action Table - Equity, Diversity, & Inclusion Forum



Queen's  
UNIVERSITY

HEALTH SCIENCES  
Professional Development  
and Educational Scholarship

Dear Colleagues,

It is with great excitement that I share with you the 2021-22 Year in Review for the Office of Professional Development and Educational Scholarship.

In a year that, once again, saw much change, and many ups and downs, the OPDES Team has once again shown an incredible ability to adapt to the circumstances they face – even through multiple mid-pandemic office moves!

This report highlights for you the many accomplishments of the OPDES Team over the past year. The impact of their work is felt by the many who benefit from the various educational programs and products, and their relentless scholarly pursuit of improvements in education.

Please join me in celebrating another successful OPDES year.

Sincerely,



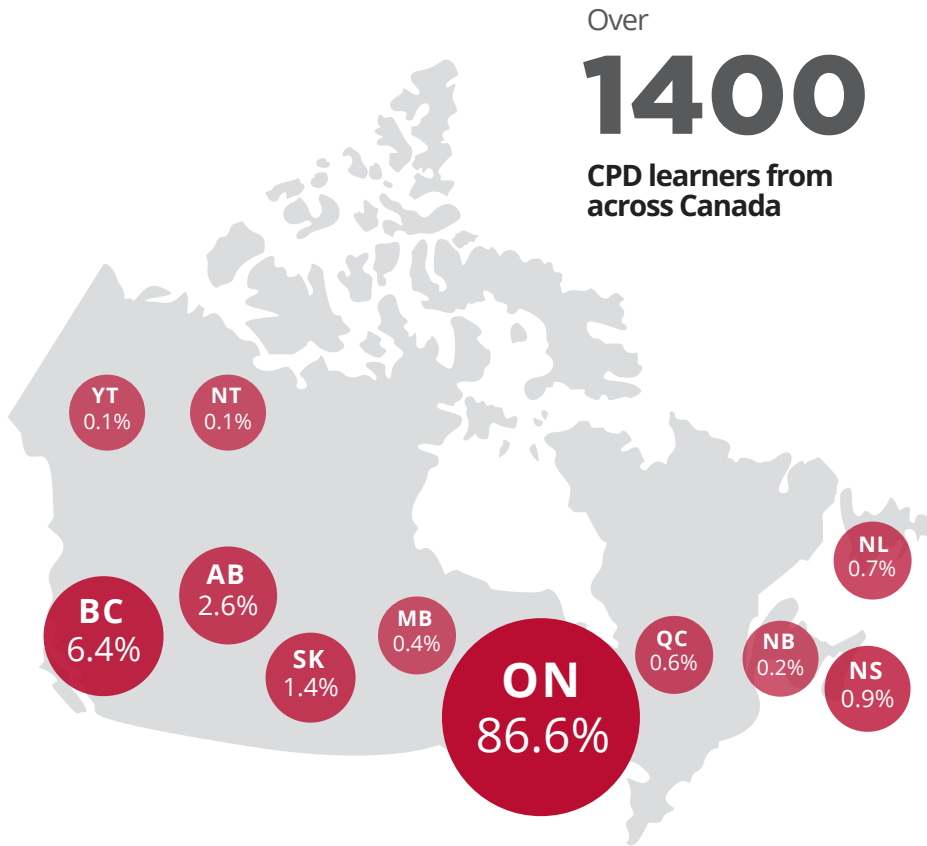
**Richard van Wylick, MD FRCPC**

Vice-Dean, Health Sciences Education,  
Faculty of Health Sciences

Queen's University, Kingston, ON Canada

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# Continuing Professional Development



Additional expansion of Infection Prevention & Control Online Professional Development Course to a total of

**791** learners

Relaunched ECHO Skin and Wound - providing high-quality wound care education to over

**500** learners

Resumed in-person programming for

**7**

CPD Programs

- Piloted the new Association of Faculties of Medicine of Canada (AFMC) curriculum for PGME and CPD
- Developed and launched the LLOYD (Learning Liaison On Your Demand) tool
- Launched the On-Demand Insomnia Interventions professional development program
- Largest certification footprint of MainPro+ programs as the the largest accreditor of CFPC programs for each of the past two years



Department of Medicine Presents: "MythBusters" session on Bias, Reality & Action Care of Diverse Populations

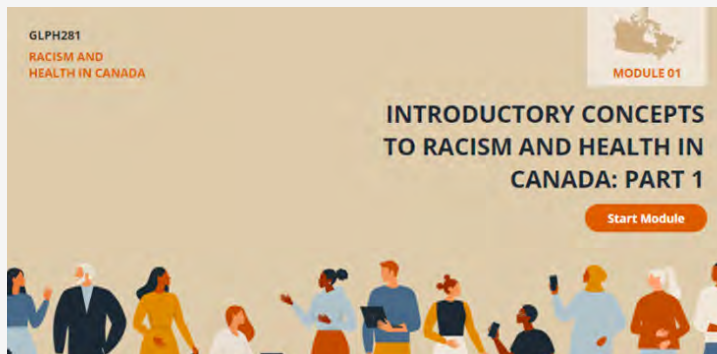
**See Appendix A**

# Course Development

**15**  
completed projects/courses

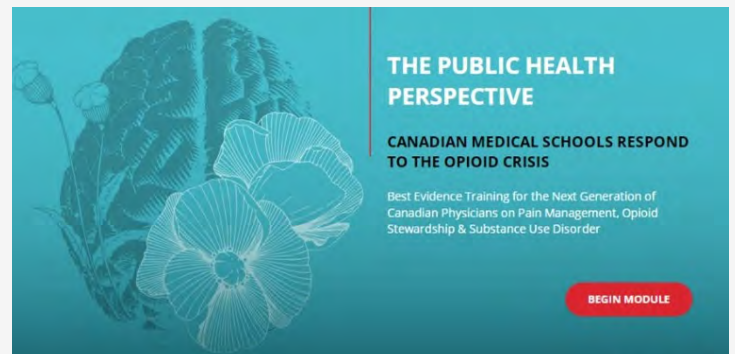
Approximately  
**110**  
existing courses refreshed and reviewed

Over  
**410**  
modules edited



## Racism and Health in Canada Course

Developed and designed GLPH 281: Racism and Health in Canada. Informed by student feedback throughout the development process, the course allows students to explore the effect that racism has had on the health of individuals and communities in Canada.



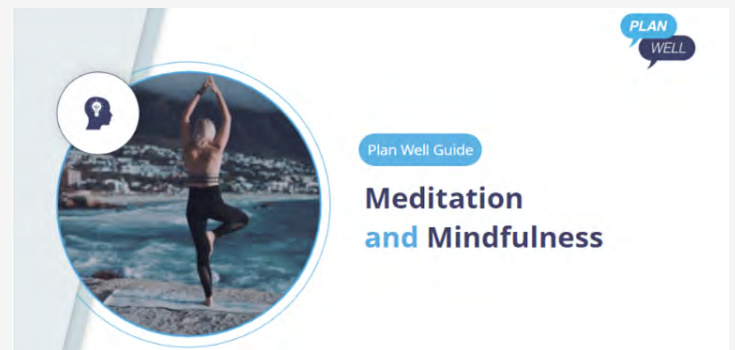
## Response to the Opioid Crisis Curriculum

Curriculum completed in response to the opioid crisis led by the Association of Faculties of Medicine of Canada. Developed 10 modules (in English and French) to be distributed throughout Canadian medical schools on best practices for pain management and opioid use disorder.



## Healthcare Quality, Safety, and Risk

Collaborated with Public Health Sciences to create their first fully online course for the new IPAC stream of the Masters of Public Health Program (EPID 853). This course provides foundational and applied information and activities to support learners' development of quality, risk, and safety principles and practices within public health settings.



## Plan Well Guide

Created 15 modules for the Plan Well Guide, a program to help individuals of all ages with healthy living. The motto of the program is: "To live well, you have to plan well". Through this project, developed an innovative process to link Storyline modules to an external server that collects learner data and presents it as live feedback while completing modules.

**See Appendix B**



# Educational Scholarship

Collaborated with

# 175

investigators, including:

## 26

international  
researchers

## 10

interdisciplinary  
teams

# 41

mentees across QHS

# 20

co-authored journal publications

# 36

conference presentations  
and workshops

# 19

research reports

# 13

successful grants/RFPs  
as co-investigators

# ”

I have had the great fortune to work with the OPDES educational Scholarship team at QHS. I found every conversation I had with members of their team to be intellectually enriching. They 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.

~ **Mohammad Auais, School of Rehabilitation Therapy**



See Appendix C

## Faculty Development



### New module/resource of the month program

- Flipped classroom
- Elentra Assessment
- Additional resources available Fall 2022



### EDIIA Advanced Simulation programming

**44** Simulation Educators and Learners came together on May 18, 2022 for a successful day of learning.

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## Program & Event Support

- **8** Humanity in Health Care webinars, with a total of **616** registrations
- Dean's Action Forum on Equity, Diversity, Inclusion, Indigeneity, & Accessibility (EDIIA), held October 1 & 2, 2021
- **5** Interprofessional Education (IPE) hot topics sessions
- **45** registrants for the Napanee Longitudinal Integrated Clerkship Faculty Development Program held March 4, 2022

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## Faculty Mentorship Program



As a person who is committed to excellence in teaching, research and service, mentorship provides a wonderful opportunity to help faculty members gain skills to advance their work. In turn, mentorship helps me to grow my skills as a mentor and a leader while providing me with an opportunity to foster new collaborations and discover new fields of work.

~ Dr. Kim Sears, Faculty Development Mentor

See Appendix D

# 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. Online learning courses were designed and implemented by a talented group of professionals from the Course Development team.



I would highly recommend the MHPE program at Queen's University to individuals who have a passion for teaching and learning in a collaborative setting. The course content is engaging and there is ample opportunity for application of course content to practice.

~ Victoria Deluca, RN

Despite the continued challenges related to the COVID-19 pandemic, the Master of Health Professions Education (MHPE) team ensured proper support was available to both applicants and learners.

The 2021 Summer Intensive Week courses were suddenly, but successfully, shifted to an online format. Preparations are now underway for the inaugural onsite delivery of the 2022 Summer Intensives.

Support was also provided to applicants who experienced COVID-related issues with paperwork submission.

**22**  
Learners in  
2021 Cohort



**71**  
Applicants  
in 2022

- Launched 2021 cohort with **22** learners (anticipated intake was 12 learners).
- Coordinated 2022 admission/application process for **71** applicants.

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



### Interdisciplinary Faculty & Learners (See Appendix)

- Developed and designed by **15** health professionals and education experts which ensured a diversity of experiences and expertise.
- Learners from **11** distinct health professions are represented between the 2021 & 2022 cohorts

See Appendix E

## Appendix A

### Continuing Professional Development

#### Local/Regional Continuing Professional Development Programs

1. Back-to-School Psychological Considerations - Online Series - Aug 26, Sept 1, Sept 9
2. 5th Annual Allergy Symposium - Online Series - Sept 8, 15, 22, 29
3. 3rd Annual Queen's Department of Family Medicine CPD Program - Online Series - Sept 14, Oct 5, Oct 26, Nov 16, Dec 7
4. 13th International Cognitive Load Theory Conference - Sept 20-22
5. 2021 Pediatrics Update - Online Series - Sept 30, Oct 13, Oct 18
6. On-Demand Module - Is my kid okay?: A review of funny movements and spells in infants
7. On-Demand Module - Virtual Pediatric "Quick Hits" - A quick review of our most common e-Consults
8. 44th Annual Obstetrics & Gynaecology Memorial Program - Online Series - Oct 7, 14, 21, 28, Nov 4
9. Palliative Care in Frontenac, Lennox, and Addington: An Ontario Health Team Perspective - Online Series - Oct 20 & Nov 24
10. National Review Course in Emergency Medicine - Nov 1 - 5
11. Educating Family Physicians in Palliative Care - Nov 4 - 7
12. 5th Annual Primary Care Nephrology - Online Series - Nov 11, 18, 25
13. Winter/Spring 2022 Online CPD Subscription - Jan 18 - June 8
14. Bite-Sized CPD: Timely Topics of Importance to Practice - Online Series - Jan 18 - June 8
15. Bite-Sized CPD - Long COVID: Treating the Complications from non-ICU COVID Patients – Jan 18
16. 7th Annual Update for the Hospitalist - 6-Apr
17. 14th Annual Metamorphosis - A Focus on Women's Health - 16-May
18. 32nd Annual Therapeutics Day – May 25
19. Educating Family Physicians in Palliative Care - April 7 - 10
20. Department of Medicine Presents: "MythBusters"- Common Misconceptions in Medicine – June 1
21. Palliative Care in Practice: A Practical, 2-Day Continuing Professional Development Event for NPs & their MD/PA colleagues - June 16 & 17
22. On-Demand Insomnia Interventions: First-Line Treatment for Insomnia in Primary Care

#### Educational Programs

Launched accreditation information module to make applying for accreditation/certification easier

- New walk-through module.
- Updated online accreditation/certification process that makes applying for accreditation easier for your programs.

Association of Faculties of Medicine of Canada's (AFMC) Response to Opioid Crisis Project

- Completed the Postgraduate Medical Education and Continuing Professional Development curriculum and modules and made it available across Canada in the pilot.

Infection Prevention and Control Online Professional Development Course

- Full-cohorts for the 15th consecutive year.
- Increased the number of seats in the online course from 120 per year to 1000 to meet the unprecedented surge in demand for the course learning.
- Supported our 791 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.
- Changes made to the program this year have prepared us to accommodate future cohorts of 500 learners twice per year.
- Future expansion of this program include offering a foundational version of the program for frontline healthcare providers to help them prevent infections and control outbreaks as they encounter them in practice.

Sustained the Alberta College of Pharmacy Licensee Education Program and Proprietor Self-Assessment to over 1900 learners



# Appendix B

## Course Development

### Completed Courses/Projects:

- Introductory Pharmacology (PHAR 100) Redesign – 3.0 unit UGD course
- Evolutionary Biology of Cancer (CANC 380) Redesign – 3.0 unit UGD course
- Functional Histology (ANAT 309) – 3.0 unit UGD course
- Human Embryology (ANAT 471) - 3.0 unit UGD course
- Advanced Global and Population Health (GLPH 471) redesign – 3.0 unit UGD course
- Racism and Health in Canada (GLPH 281) - 3.0 unit UGD course
- Clinical Biochemistry (PATH 381) - 3.0 unit UGD course
- QuARMS modules – 2 modules – MD program
- Simulation (HPE 805) – 3.0 unit Grad course
- Indigenous Health Professions Education (HPE 806) – 3.0 unit Grad course
- Leadership in Health Professions Education (HPE 807) – 3.0 unit Grad course
- Healthcare Quality, Safety, and Risk (EPID 853) – 3.0 unit Grad course
- eCampus Ontario: TRC digital collection – 7 modules – Queen's Health Sciences
- Interprofessional Education - 5 modules – Queen's Health Sciences
- Plan Well Guide – 15 modules – Dr Daren Heyland, "To live well, you have to plan well"
- Opioid Response Curriculum for Undergraduate Medicine – 14 modules - Association of Faculties of Medicine of Canada, bilingual, national program

### Course Set up in a Learning Management System:

- Approximately 110 courses total over the year
- 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 55 courses total over the year
- Incorporation of minor edits to existing modules

### Abstracts:

Baldassarre, T; Wagner, N.; Chan, E.; Campbell, R.; Mulder, J. (June 2022). Interactive Laboratory Manuals: An Immersive Solution for Remote Teaching and Beyond. Oral presentation at the Society for Teaching and Learning in Higher Education (STLHE) Annual Conference, Ottawa, ON.

Wagner, N., Sheth, S., Hodge, R., Philbrook, N., Adams, M., Mulder, J. (June 2022). A Process-Based Approach to Enhancing Accessibility in Remote Learning Environments. Oral presentation at the Society for Teaching and Learning in Higher Education (STLHE) Annual Conference, Ottawa, ON.

Stephens, L., Hodge, R., Krezonoski, K., Sheth, S. (June 2022). Plan Well Guide: The Successes and Challenges of Creating a Customized Learning Experience. Oral presentation at the Queen's University Educational Support Professional (ESP) Retreat.

Stephens, L., Hodge, R., Sherman, H., Somji, S., Lim, J., Newhook, R. (June 2022). Large-scale Collaboration to Develop a National, Bilingual, Competency-Based Curriculum in Response to Canada's Opioid Crisis. Oral presentation at the Queen's University Educational Support Professional (ESP) Retreat.

Graves, L., Mulder, J., Kolomitro, K., Hastings-Truelove, A., Dalgarno, N., Turnnidge, N., Kirby, F., Soleas, E., van Wylick, R (May 2022). Evaluating a national, online training curriculum for pain management and substance use disorder for continuing professional development [oral abstract]. AFMC CPD Virtual Research Symposium.

Velickovic, A., Profeit, M., Wagner, N., Brant, L., Barr, L., Mulder, J., Adams, M., & Carpenter, J. (Oct, 2021). A ribbon that runs through: Establishing a decolonization & Indigenization process in higher education. Paper presentation at the International Society for the Scholarship of Teaching & Learning (ISSOTL) Conference. Perth, Australia (online).

Profeit, M., Velickovic, A., Wagner, N., Brant, L., Barr, L., Mulder, J., Adams, M., & Carpenter, J. (Oct, 2021). Exploring the impact of an undergraduate global health course on knowledge, attitudes, and behaviours. Paper presentation at the International Society for the Scholarship of Teaching & Learning (ISSOTL) Conference. Perth, Australia (online).

Burger, R., Velickovic, A., Wagner, N., Soleas, E., Stockley, D., Zoutman, D., & Mulder, J. (Oct, 2021). Creating sustainable online courses through immersive auto-graded assessments. Paper presentation at the International Society for the Scholarship of Teaching & Learning (ISSOTL) Conference. Perth, Australia (online).

Graves, L., Kirby, F., Kolomitro, K., Van Wylick, R., Mulder, J., Dalgarno, N. Developing Medical Education for the Next Generation of Canadian Physicians on Pain Management and Substance Use (workshop) October 21 2021 Canadian Society of Addiction Medicine virtual October 21-23 2021

Graves, L., Kirby, F., Kolomitro, K., Van Wylick, R., Mulder, J., Dalgarno, N. Tackling the opioid crisis by developing a curriculum for postgraduate medical education and continuing professional development on pain management and substance use disorder in Canada virtual poster September 25 2021. METAPHI Conference Virtual September 24-25 2021

Graves, L., Kirby, F., vanWylick, R., Mulder, J., Kolomitro, K. Curriculum Development to Address a Crisis: a Case Study (poster). AMEE conference August 27-30, 2021 Virtual

### **Publications:**

Linden B, King N, Cunningham S, Daniel R, Rose J, Wagner N, Mulder JE, Adams M, Baxter R, Duffy A (2022). The feasibility and effectiveness of a novel online mental health literacy course in supporting university student mental health: A pilot study. BMC Psychiatry. In Press.

Kolomitro K, Graves L, Kirby F, Turnnidge J, Hastings-Truelove A, Dalgarno N, van Wylick R, Stockley D, and Mulder JE. (2022). Developing a curriculum for addressing the opioid crisis: A national collaborative process. Journal of Medical Education and Curricular Development, 9. <https://doi.org/10.1177/23821205221082913>

### **Innovations:**

- Updated companion guides for modules
  - Incorporated learner feedback so they are more user-friendly while still meeting all accessibility standards
- Linking modules to an external database (Plan Well Guide)
  - Worked with external client coders to embed code directly in modules to link to an external database to provide live survey results with highest, average, and lowest scores for all learners going through modules
- Qualtrics surveys in iframes
  - Embedded short Qualtrics surveys within modules, so that they open in-screen and learners can see live data
- Enhanced analytics
  - Implemented a new learning management system with enhanced analytics
- E-Learning store
  - Launched an innovative eLearning store that in cohesion with our new Learning Management System, Health Sci Ed Connect (HSEC)
- Created an animated video
  - Collaborated with University Health Network in Toronto to create an 8-minute instructional animated video

## Appendix C

### Educational Scholarship

#### Published Papers

##### 2022

- Chaplin, T., Braund, H., Szulewski, A., Dalgarno, N., Egan, R., & Thoma, B. (2022). Multi-source feedback following simulated resuscitation scenarios: a qualitative study. *Canadian Medical Education Journal*, 13(2), 18-30. <https://doi.org/10.36834/cmej.72387>
- Chung, A., Kwan, B., Wagner, N., Braund, H., Hanmore, T., Hall, A.K., McEwan, L., Dalgarno, N., & Dagnone, J.D. (2022). An adaptation-focused evaluation of Canada's first competency-based medical education implementation in radiology. *European Journal of Radiology*, 147, 110109. <https://doi.org/10.1016/j.ejrad.2021.110109>
- Cofie, N., Braund, H., & Dalgarno, N. (2022). Eight ways to get a grip on intercoder reliability using qualitative-based measures. *Canadian Medical Education Journal (CMEJ)*, 13(2), 73–76. <https://doi.org/10.36834/cmej.72504>
- Finak, P., Hastings-Truelove, A., Fecica, A., & Batorowicz, B. (2022). Therapy services for children and youth living in rural areas of high-income countries: a scoping review. *Disability and Rehabilitation*, 1–23. <https://doi.org/10.1080/09638288.2022.2074552>
- Gilic, F., Dalgarno, N., & Simpson, M.T. (2022). Applying constructive alignment and cognitive load in teaching: Case study involving a foundational family medicine medical school course. *Canadian Family Physician*, 68(4), 308-310. <https://doi.org/10.46747/cfp.6804308>
- Hastings-Truelove, A., Ghahari, S., Coderre-Ball, A., Kessler, D., Turnnidge, J., Lester, B., Auais, M., Dalgarno, N., DePaul, V., Donnelly, C., Finlayson, M., Hopkins-Rosseel, D., Kolomitro, K., Norman, K., Lawson, T. L., Stockley, D., Van Wylick, R., & Woo, K. (2022). Barriers and facilitators to older adults' engagement in healthy aging initiatives. *Journal of Gerontology and Geriatrics*, 1-10. <https://doi.org/10.36150/2499-6564-n407>
- Johnston, A., Malhi, R., Cofie, N., Jokic, R., Goertzen, J., Smith-Windsor, T., Makwarimba, E., Girouard, M-H., Badcock, S., & Bell, A. (2022). Currencies of recognition: What rewards and recognition do Canadian distributed medical education preceptors value? *MedEdPublish*, 12:12. <https://doi.org/10.12688/mep.17540.1>
- Kolomitro, K., Graves, L. Kirby, F., Turnnidge, J., Hastings Truelove, A., Dalgarno, N. Mulder, J., Stockley, D., & van Wylick, R. (2022). Developing a curriculum for addressing the opioid crisis: A national collaborative process. *Journal of Medical Education and Curricular Development*, 9. <https://doi.org/10.1177/23821205221082913>
- LeBlanc, S., MacDonald, S., Martin, M., Dalgarno, N., & Schultz, K. (2022). Development of learning objectives for a medical assistance in dying curriculum for Family Medicine Residency. *BMC Medical Education*, 22(1), 1-5 <https://doi.org/10.1370/afm.20.s1.2923>
- Zevin, B., Morkem, R., Soleas, E., Dalgarno, N., & Barber, D. (2022). Using Administrative data in primary care to evaluate the effectiveness of a continuing professional development program focused on the management of patients living with obesity. *Journal of Continuing Education in the Health Professions*, 10-1097. doi: [10.1097/CEH.0000000000000445](https://doi.org/10.1097/CEH.0000000000000445)
- Zevin, B., Sivapalan, N., Chan, L., Cofie, N., Dalgarno, N., & Barber, D. (2022). Factors influencing primary care provider referral for bariatric surgery: Systematic review. *Canadian Family Physician*, 68(3), e107-e117. doi: <https://doi.org/10.46747/cfp.6803e107>

##### 2021

- Egan, R., Baumhour, J., Mullin, M., Wilkinson, A., Awad, S., Murphy, J., Dalgarno, N., Coderre-Ball, A., & Digby, G. (2021). Resident and Attending Physician Perceptions of a Quality and Safety Curriculum. *Canadian Journal of General Internal Medicine*, 16(3), e62-e73. <https://doi.org/10.22374/cjim.v16i3.495doi.org>

- Fleming, M., Vautour, D., McMullen, M., Cofie, N., Dalgarno, N., Phelan, R., & Mizubuti, G. B. (2021). Examining the accuracy of residents' self-assessments and faculty assessment behaviours in anesthesiology. *Canadian Medical Education Journal*, 12(4), 17. DOI: <https://doi.org/10.36834/cmej.70697>
- Gyawali, B., Jalink, M., Effing, S.M.A., Dalgarno, N., Kolomitro, K., Thana, N., Poudval, B.S., & Berry, S. (2021). Oncology training programmes for general practitioners: A scoping review. *ecancer*, 15:1241. <https://doi.org/10.3332/ecancer.2021.1241>
- Karim, S., Sunderji, Z., Jalink, M., Mohamed, S., Mallick, I., Msadabwe-Chikuni, S. C., Dalgarno, N.J., Hammad, N., & Berry, S. (2021). Oncology training and education initiatives in low and middle income countries: a scoping review. *ecancer medical science*, 15. <https://doi.org/10.3332/ecancer.2021.1296>
- Katz, N.J., Neary, E., Tang, N., Braund, H., Cofie, N., & Zevin, B. (2021) Undergraduate medical education interventions aimed at managing patients with obesity: A systematic review of educational effectiveness. *Obesity Reviews*, 22(10):e13329. <https://doi.org/10.1111/obr.13329>
- Kwan, B.Y., Mbanwi, A., Cofie, N., Rogoza, C., Islam, O., Chung, A.D., Dalgarno, N., Dagnone, D., Wang, X., & Mussari, B. (2021). Creating a competency-based medical education curriculum for Canadian diagnostic radiology residency (Queen's fundamental innovations in residency education)—Part 1: transition to discipline and foundation of discipline stages. *Canadian Association of Radiologists Journal*, 72(3), 372-80. <https://doi.org/10.1177/0846537119894723>
- Mishra, S., Chung, A., Rogoza, C., Islam, O., Mussari, B., Wang, X., Dagnone, D., Cofie, N., & Kwan, B.Y. (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*, 72(4), 678-685. <https://doi.org/10.1177/0846537121993058>
- Morra, M., Braund, H., Hall, AK., & Szulewski, A. (2021). Cognitive load and processes during chest radiograph interpretation in the emergency department across the spectrum of expertise. *Academic Emergency Medicine Education and Training*, 5(4):e10693. <https://doi.org/10.1002/aet2.10693>
- Zadeh, M., Braund, H., & Chaplin, T. (2021). The assessment rationale of postgraduate medical trainees with incongruent self and faculty assigned entrustment scores. *Cureus* 13(7): e16666. DOI [10.7759/cureus.16666](https://doi.org/10.7759/cureus.16666)

## Successful Grants and RFPs

### 2022

- Askari, S.**, Turnnidge, J., Ross-White, A., Dalgarno, N., & Akberzai, S. (June 2022). An exploration of lifestyle medicine programs for undergraduate medical education: A scoping review. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.
- Chung, W.**, Zevin, B., DeJong, P., & Hastings-Truelove, A. (June 2022). Decolonization and Indigenization of a surgical curriculum: Exploring the perceived impact of a medicine wheel rubric on learner wellness. Southeastern Ontario Medical Association (SEAMO) Endowed Scholarship and Education Fund.
- Collier, A.**, Hammad, N., Joneja, M., Haji, F., Dalgarno, N., Kolomitro, K., & Cofie, N. (June 2022). Untangling the equity, diversity, and inclusion (EDI) dimensions of the 2015 CanMEDS competency framework: Implications for medical teaching, learning, and practice. Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.
- Islam, O.**, Cofie, N., Hammad, N., Dalgarno, N., Nayongo, G., Onyambu, C., & Castro, D. (May 2022). 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 (Part II). Department of Diagnostic Radiology Internal Grant.



- Mulder, J.**, Dalgarno, N., Soleas, E.K., Kittner, K., & **van Wylick, R.** (April 2022). National MAiD Curriculum Development Project. Canadian Association of MAiD Assessors and Providers (CAMAP).
- Nanji, S.**, Merchant, S., Haji, F., Doiron, C., Hamad, N., Berry, S., Hanna, T., Dalgarno, N., Kolomitro, K., & Cofie, N. (April 2022). Collaborative development of a competency-based surgical oncology fellowship program in West Africa. Special SEAMO Global Health Grant.
- Ritsma, B.**, Appireddy, R., Braund, H., & Dalgarno, N. (June 2022) Healthcare providers' perspectives on providing virtual care to patients with amyotrophic lateral sclerosis (ALS): A qualitative study. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.
- Saleh, D.**, Zuijdwijk, C., Baxter, C., Somerville, S., Acker, A., Soleas, E., Cofie, N., & Dalgarno, N. (June 2022). An online case-based "hypothetical patient" exercise for teaching residents skills in the management of patients with type 1 diabetes. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.
- Soleas, E.**, Dalgarno, N., van Wylick, R., Hasting-Truelove, A., Cofie, N., & Turnridge, J. (February 2022). Project Echo Skin and Wound Care program evaluation. WoundPedia.
- Trier, J.**, Turnridge, J., Dalgarno, N., & Richardson, D. (June 2022). Exploring academic advisors' coaching behaviours in postgraduate medical education. Southeastern Ontario Academic Medical Organization (SEAMO) Endowed Scholarship and Education Fund.

## 2021

- 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.
- Saleh, D.**, Zuijdwijk, C., Baxter, C., Somerville, S., Acker, A., Soleas, E., Cofie, N., & Dalgarno, N. (September 2021). An online case-based "hypothetical patient" exercise for teaching residents skills in the management of patients with type 1 diabetes. Pediatric Research at Queen's (PRAQ) fund.
- Wilson, R.**, van Wylick, R., Barber, D., Wolfrom, B., Roy, A., Buttermer, S., Greening, T., Juudi-Hope, D. A., Philpott, J., Ross-White, A., Kolomitro, K., Mulder, J., Hastings-Truelove, A., Stockley, D., & Dalgarno, N. (August 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.

## Presentations, Workshops, Webinars

### 2022

- Collier, A., Parlow, J., Berry, S., Cofie, N., Dalgarno, N., Carson, L., Klar, G., Jaeger, M., & Hammad, N. (April 2022). *The implementation of a three-way medical education partnership in a resource-constrained environment: Progress and challenges*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 77. <https://doi.org/10.36834/cmej.75002>. (Oral)
- Fernandes, R.D., Relke, N., Soleas, E., Braund, H., Lui, C.L.P., & Zevin, B. (April 2022). *A national survey of CaRMS applicants and interviewer perceptions of the virtual interviews during the COVID-19 pandemic*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 133. <https://doi.org/10.36834/cmej.75002>. (Oral)
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- Flynn, L., Braund, H., Lester, B., & Dalgarno, N. (April 2022). *Evaluating the Queen's University Accelerated Route to Medical School (QuARMS)*. Canadian Conference on Medical Education Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 132. <https://doi.org/10.36834/cmej.75002>. (Oral)
- Graves, L., Turnnidge, J., Hastings-Truelove, A., Dalgarno, N., Lester, B., Kirby, F., & van Wylick, R. (May 2022). *Evaluation of a national pain management and substance use curriculum for undergraduate medical education*. Annual Scientific Meeting Canadian Pain Society, Montreal QC. (Poster)
- Graves, L., Turnnidge, J., Hastings-Truelove, A., Dalgarno, N., Kirby, F., & van Wylick, R. (April 2022). *Piloting a national pain management and substance use curriculum for undergraduate medical education*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 16. <https://doi.org/10.36834/cmej.75002>. (Oral)
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- LeBlanc, S., MacDonald, S., Dalgarno, N. Martin, M., Smith, K., Taylor, D., Walker, R., van Wylick, R., Egan, R., & Schultz, K., (April 2022). *Development of learning objectives for medical assistance in dying (MAiD) residency curriculum*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 72. <https://doi.org/10.36834/cmej.75002>. (Oral)
- McGregor, T., Martin, M., Schultz, K., Wolfrom, B., Walsh, A., & Dalgarno, N. (April 2022). *Resident and preceptor perceptions of assessment: A qualitative study*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 30. <https://doi.org/10.36834/cmej.75002>. (Oral)
- Schultz, K., Cofie, N., Joneja, M., Watson, S., Drover, J., MacMillan-Jones, L., Braund, H., & Dalgarno, N. (April 2022). *Hidden curriculum of bias across medical disciplines: An exploration validation of a newly developed survey*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 87. <https://doi.org/10.36834/cmej>. (Oral)
- Sibbald, G., Soleas, E., Hastings-Truelove, A., Elliott, J., Dalgarno, N., Jaimangal, R., Coderre-Ball, A., Hill, S., Cofie, C., van Wylick, R., & Smith, K. (March 2022). *Project Echo Ontario Skin and Wound: An effective model for interprofessional education in skin and wound care*. World Union of Wound Healing Societies. Abu Dhabi, Dubi. (Oral)
- Sibbald, G., Soleas, E., Hastings-Truelove, A., Elliott, J., Dalgarno, N., Jaimangal, R., Coderre-Ball, A., Hill, S., Cofie, C., van Wylick, R., & Smith, K. (March 2022). *Teaching Skills Development Online: Project Echo Ontario Skin and Wound adapting to Covid-19*. World Union of Wound Healing Societies. Abu Dhabi, Dubi, March 1-5, p.81. (Oral)
- Soleas, E., Sibbald, G., Hastings-Truelove, A., Elliott, J., Dalgarno, N., Jaimangal, R., Coderre-Ball, A., Hill, S., Cofie, N., van Wylick, R., & Smith, K. (April 2022). *Teaching skills development online: Project ECHO skin and wound care adapting to COVID-19*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 91. <https://doi.org/10.36834/cmej.75002>. (Oral)
- Soleas, E., Cofie, N., Dalgarno N., Stuart H., & Flynn, L. (March 2022). *Evaluation of a mental health leadership intervention: A 12-month post-secondary cohort study*. The American Educational Research Association. (Oral)

Stockley, D., Hastings-Truelove, A., Dalgarno, N., Auais, M., Coderre-Ball, A., DePaul, V., Donnelly, C., Finlayson, M., Ghahari, S., Kolomitro, K., Lawson, T., Lester, B., Hopkins-Rosseel, D., Soleas, E., Turnnidge, J., van Wylick, R., & Woo, K. (April 2022). *Engaging patients with early signs of cardiovascular diseases in healthy aging interventions: An online education initiative for healthcare providers*. Canadian Conference on Medical Education (CCME), Calgary, Alberta, CA. Canadian Conference on Medical Education (CMEJ), p. 83. <https://doi.org/10.36834/cmej.75002>. (Oral)

Turnnidge, J., Cofie, N., Hastings-Truelove, A., & Dalgarno, N. (June 2022). *Indigenous healthcare education and practice: applying digital teaching and learning resources to the TRC's Calls to Action*. Educational Support Professionals Retreat, Kingston, Ontario, CA. (Oral)

## 2021

Berry, S. Cofie, N., Carlson, L., Dalgarno, N., Mutebi, M., & Hammad, N. (November 2021). Faculty Development Workshop among African Oncologists. African Organization for Research and Training in Cancer Conference. (Virtual Workshop).

Berry, S., Mutebi, M., Dalgarno, N., Cofie, N., Kolomitro, K., Olapade-Olaopa, O., Jalink, M., Coderre-Ball, A., Vanderpuye, V., Rubagumya, F., & Hammad, N. (August 2021). *Faculty development among African Oncologists: Examining satisfaction levels and barriers?* International Association for Health Professions Education (AMEE). (Oral)

Braund, H., & Dalgarno, N. (November 2021). *Coding Qualitative Research Data*. Queen's Health Sciences, Queen's University. Kingston, ON, CA. (Virtual Workshop).

Braund, H., Dalgarno, N., Haji, F., Digby, G., & Appireddy, R. (August 2021). Exploring *patient advisors' and patients' experiences with virtual care across Canada*. International Association for Health Professions Education (AMEE). (Oral)

Dalgarno, N. & Turnnidge, J. (July 2021). *DAT-EDI data analysis workshop*. Dean's Action Table Working Groups, Queen's Health Sciences, Queen's University. (Virtual Workshop)

Dalgarno, N. & Turnnidge, J. (October 2021). *DAT-EDI: How to publish your work*. Dean's Action Table Working Groups, Queen's Health Sciences, Queen's University. (Virtual Workshop).

Graves, L., Kirby, F., van Wylick, R., Dalgarno, N., Kolomitro, K., & Mulder, J. (November 2021). *Tackling the opioid crisis by developing a curriculum for postgraduate medical education and continuing professional development on pain management and substance use disorder in Canada*. Canadian Centre on Substance Use and Addiction Virtual Conference (Issues of Substance). (Oral)

Graves, L. Kirby, F., Kolomitro, K., van Wylick, R., Mulder, J., & Dalgarno, N. (October 2021). *Developing medical education for the next generation of Canadian physicians on pain management and substance use*. Canadian Society of Addiction Medicine virtual. (Virtual Workshop)

Hammad, N., Collier, A., Berry, S., Klar, G. Hammad, N., Jaeger, M., Cofie, N., Carson, L., Dalgarno, N., & Parlow, J. (November 2021). *The Implementation of a three-way Medical Education Partnership in a Resource-Constrained Environment: Progress and challenges*. 27th Canadian Conference on Global Health (Oral).

Hastings-Truelove, A., & Turnnidge, J. (November 2021). *Designing and conducting interviews and focus groups*. Queen's Health Sciences, Queen's University. Kingston, ON, CA. (Virtual Workshop).

Hastings-Truelove, A., Dalgarno, N., Graves, L., van Wylick, R., Lester, B., Hill, S., & Coderre-Ball, A. (November 2021). *Development of a national PGME pain and substance use curriculum: Using an environmental scan to identify existing gaps*. North American Primary Care Research Group (NAPCRG) Virtual Conference. The Annals of Family Medicine, 20(Supplement 1), p. 2953. <https://doi.org/10.1370/afm.20.s1.2953>.(Oral)

Hungler, P., Rodenburg, D., Howes, D., Szulewski, A., Ruberto, A., Braund, H., Etemad, A., Wilson, D., Harrison, G., McLellan, J., Hamgini, B., Bhatti, A., Mamud, Z., Angkanr, P. (Sept 2021). *Developing intelligent, adaptive simulation and operational support to augment trauma response readiness*. International Cognitive Load Theory Conference, Kingston, ON. (Oral).

- McGraw, B., Blackmore, E., Newbigging, J., Stacey, M., Braund, H., Novakovic, M., Gilic, F. (Sept 2021). *4C ID and the quest for airway mastery*. International Cognitive Load Theory Conference, Kingston, ON. (Oral)
- Mutebi, M., Berry, S., Dalgarno, N., Cofie, N., Carson, L., & Hammad, N. (November 2021). Faculty Development of African Oncologists: An International Collaboration. 27th Canadian Conference on Global Health. (Poster).
- Mutebi, M., Berry, S., Dalgarno, N., Kolomitro, K., Cofie, N., Olapade-Olaopa, O., Jalink, Coderre-Ball, A., Vanderpuye, V.D., Rubagumya, F., & Hammad, N. (November 2021). *Faculty development: What do we know about barriers, enablers, and satisfaction levels among African oncology faculty?* *Journal of Clinical Oncology* 39, no. 15\_suppl (May 20, 2021) 11023-11023. DOI: 10.1200/JCO.2021.39.15\_suppl.11023
- Wu, W., Hall, A., Braund, H., Bell, C., & Szulewski, A. (August 2021). *Visual expertise in ECG interpretation: An eye-tracking augmented re situ interview approach*. European Association for Research in Instruction and Learning. Virtual Conference. (Oral).

### Invited Speaker Presentations

- Braund, H., & Appireddy, R. (March 2022). *Virtual care experiences from non-physician health care providers*. Canada Health Infoway.
- Braund, H. (Feb 2022). Conducting Systematic Reviews. Neurology Research Day. Queen's University, Kingston, ON.

### Reports

#### 2022

- Berry, S. Cofie, N., Carlson, L., N. Dalgarno, Mutebi, M., & Hammad, N. (2022). *An evaluation of a Faculty Development Workshop among African Oncologists*. International Development, Aid, and Collaboration (IDAC) Project Team. 18 pages.
- Braund, H. & Dalgarno, N. (2022). *CAMAP needs assessment survey analysis: Final report*. Canadian Association of MAiD Assessors and Providers (CAMAP). 118 pages.
- Braund, H. & Dalgarno, N. (2022). *CAMAP Needs Assessment Preliminary Survey Analysis Report*. Canadian Association of MAiD Assessors and Providers (CAMAP). 63 pages.
- Braund, H., Coderre-Ball, A., Turnnidge, J., Dalgarno, N., Cofie, N., Soleas, E., Kolomitro, K., Railer, J., & van Wylick, R. (2022). *Education fulfilling the public inquiry into the safety and security of residents in the long-term care homes system: The needs assessment and environmental scan final report*. Office of the Chief Coroner of Ontario. 63 pages.
- Cofie, N., Soleas, E., A., Dalgarno, N., & van Wylick, R. (2022). *Workplace mental health leadership certificate program evaluation*. Morneau Shepell. 18 pages.
- Flynn, L., Dance, E., Gérin-Lajoie, C., Hastings-Truelove, A., Sen, M. Simon, C., & Smith, S. (2022). *Creating A Culture of Wellness in Medicine: Recommendations from the Royal College Physician Wellness Task Force*. Royal College of Physicians and Surgeons of Canada. 16 pages. Website: <https://www.royalcollege.ca/rcsite/canmeds/physician-wellness-e>
- Jalink, D., Jones, S., Robertson, D., Turnnidge, J., Lester, B., Braund, H., Hall, A. K., McEwen, L., Dalgarno, N., & Dagnone, D. (2022). *Queen's General Surgery CBME Program Evaluation. Technical Report - Three Years Post-CBME Implementation*. 42 pages.
- Hastings Truelove, A., Dalgarno, N., & van Wylick, R. (2022) *Project ECHO Ontario Skin and Wound Introductory Series on Lower Extremity Ulcer Management: Summary Report*. Project ECHO Ontario Skin and Wound Care. 23 pages.



Kolomitro, K., Barton, S., Brant, B., Brant, L., Burger, R., Cofie, N., Crowson, H., Dalgarno, N., Da Silva, M., Flynn, L., Funnell, S., Graham, N., Hallam, B., Hill, J., Hoffman, B., Horton, W., Kalun, P., Kehoe, G., Kelly, S., Kenealy, L., Krezonoski, M., Leblanc, J., Lim, J., McGregor, L., Mena, T., Moher, J., Mulder, J., Pennington, J., Phillips, W., Smiley, D., Smith, M., Sparks, S., Stockley, D., Stodola, J., Turnnidge, J., Valarezo, G., van Wylick, R., Verma, S., Wickett, S., & Wanakamik, Y. (2022). *Indigenous Healthcare Education and Practice: Applying Digital Teaching and Learning Resources to the TRC's Calls to Action*. eCampus Ontario. Website: <https://healthsci.queensu.ca/opdes/about-us/project-showcase/indigenous-healthcare-education-and-practice>

Phillips, T., Payne, D., Turnnidge, J., Braund, H., Hall, A. K., Szuleweski, A., McEwan, L., Dalgarno, N., & Dagnone, D. (2022). *Queen's Surgical Foundations CBME Program Evaluation. Technical Report - Three Years Post-CBME Implementation*. 33 pages.

Ropeleski, M., Turnnidge, J., Braund, H., Lester, B., Wagner, N., Szuleweski, A., Hall, A. K., McEwan, L., Dalgarno, N., & Dagnone, D. (2022). *Queen's Gastroenterology CBME Program Evaluation. Technical Report - Three Years Post-CBME Implementation*. 34 pages.

## 2021

Bardana, D., Turnnidge, J., Braund, H., Hall, A. K., McEwan, L., Dalgarno, N., & Dagnone, D. (2021). *Queen's Division of Orthopedic Surgery CBME Program Evaluation*. 46 pages.

Braund, H., Lester, B., & Dalgarno, N. (2021). *Queen's University Accelerated Route to Medical School (QuARMS) Program Evaluation*. 45 pages.

Chamberlain, S., Turnnidge, J., Braund, H., Lester, B., Hall, A. K., McEwan, L., Dalgarno, N., Dare, J., & Dagnone, D. (2021). *Queen's General Obstetrics and Gynecology CBME Program Evaluation. Technical Report - Three Years Post-CBME Implementation*. 45 pages.

Coderre-Ball, A., Hill, S., Lester, B., & Dalgarno, N. (2021). *ECHO Rheumatology Literature Review*. Report for ECHO Rheumatology. 27 pages.

Hastings-Truelove, A., Dalgarno, N., Coderre-Ball, A., Hill, S., Cofie, N., & van Wylick, R. (2021). *Project ECHO Skin and Wound Care Final Educational Program Evaluation Report*. Project ECHO, Ontario Ministry of Health and Long-Term Care. 50 pages.

Hastings-Truelove, A., Dalgarno, N., Coderre-Ball, A., Hill, S., Cofie, N., & van Wylick, R. (2021). *Project ECHO Skin and Wound Care boot camp evaluation report*. Ontario Ministry of Health and Long-Term Care. 78 pages.

Stockley, D., Hastings Truelove, A., Dalgarno, N., Auais, M., Coderre-Ball, A., DePaul, V., Donnelly, C., Finlayson, M., Ghahari, S., Hopkins-Rosseel, D., Kessler, D., Kolomitro, K., Lawson, T., Lester, B., Norman, K., Soleas, T., Turnnidge, J., van Wylick, R., & Woo, K. (2021). *Engaging patients with early signs of cardiovascular diseases in healthy aging interventions: An online education initiative for healthcare providers*. Pfizer Educational Development Fund. 22 pages.

Turnnidge, J., Cofie, N., Hill, S., Dalgarno, N., deVries, I., & van Wylick, R. (2021). *Alberta College of Pharmacy's Licensee Education Program: One year evaluation report*. Alberta College of Pharmacy (ACP). 93 pages.

# Appendix D

## Faculty Development

### Programming

- New module of the month program
  - Flipped classroom
  - Elentra Assessment
  - Systematic Review Series upcoming
  - Educational research series upcoming
- Recording of the TRC Reading
- Napanee LIC program
- EDIIA Advanced Simulation programming
  - Held May 18th – 44 Simulation Educators and Learners came together for the initial offering, wildly successful and the start of more simulation education in Fac Dev

### Humanity in Health Care Series

1. Getting Comfortable Being Uncomfortable – Oct 20
2. Partnering with Patients: Is there really any other way? – Nov 24
3. Leading Through Change – Dec 15
4. Reflections and Lessons from the Margins – Jan 19
5. The Privilege of Caring & Learning from Others – My Career Journey – Feb 9
6. Involuntarily in Costume: Stigma in Healthcare – Mar 23
7. Transformative Learning: Healthful Relationships Between Academics & Students – Apr 20
8. Travelling Backward to Go Forward – May 11

### Mentorship Program

- 15 interprofessional mentorship pairs
- 6 meetings over the year + end of year in-person coffee/pastry networking

### Support Services

- Consultations- The Faculty Development office offers customized, needs-based consultations.
- Teaching Dossier- A teaching dossier is your evolution as an educator. We can help you prepare one.
- Course and Curriculum Design- For help with course (re)design or curriculum design, please reach out to our office!
- Accreditation and Quality Assurance- We provide support with your Accreditation and Quality Assurance Processes

### Interprofessional Education

1. Bringing Together Diverse Perspectives in the Interest of Change: The Transition from Homelessness Study - Sept 20
2. Aging Well in the Community: It takes a Village – Oct 18
3. MAID in Canada: Evolution of the Right to Die – Nov 15
4. Working together to support children/youth, and their families, living with disabilities – Jan 17
5. Leadership Symposium – Mar 25

# Appendix E

## 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

- 2021 Cohort - education, massage therapy, medicine, neurology, nursing, paramedics, physiotherapy, simulation
- 2022 Cohort - education, consultation, massage therapy, medicine, neurology, nursing, paramedics, pediatrics, public health

### 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
- Met individually with a dozen 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 2nd Cohort

"I would highly recommend the MHPE program at Queens University to individuals who have a passion for teaching and learning in a collaborative setting. The course content is engaging and there is ample opportunity for application of course content to practice. The workload of the courses is manageable for a working professional and having a specific day of the week for synchronous sessions has made scheduling issues inexistent. I feel privileged to learn from such incredible faculty members who are extremely supportive both during and outside of the synchronous zoom sessions. Overall, the program has exceeded my expectations and I would recommend it highly." ~ Victoria Deluca- Registered Nurse

### Guest Speakers

- HPE 801:
  - Lauren Anstey
  - Heather Braund
  - Courtney Clark
  - Nicholas Cofie
  - Peggy DeJong

- Rylan Egan
- Marian Luctkar-Flude
- Kim Sears
- Jessica Trier
- Jennifer Turnnidge
- Rosemary Wilson
- Boris Zevin
  
- HPE 803:
  - Colleen Davison
  - Wendy Phillips
  
- HPE 805:
  - Jeremy Babcock
  - Mitch Doherty
  - Celine Dunn
  - Daniel Howes
  - Lucy Rebelo
  - Kate Rombough
  - Jane Tyerman
  
- HPE 806:
  - Lindsay Brant
  - Thomas Dymond
  - Karen Lawford

## 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
- Diversity and Equity Assessment and Planning (DEAP) Tool
  - Graduate Assistant joined OPDES DEAP Tool committee to better understand environments and climate relating to equity and diversity in Unit.

## 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.