Year in Review 2022-23

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Academic Programs / Master of Health Professions Education (MHPE)

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.

Course Creation

Worked with a talented group from the Course Development team to design/implement online learning courses.

Promotional Achievements

Secured School of Graduate Studies and Postdoctoral Affairs recruitment funding to better attract allied health professionals to program.

Learner Testimonial (Third Cohort)

Nicole Spence
BSN, BHSc, RN

"The MHPE program is one of a kind. I chose this program because the hybrid model allowed me to pursue a graduate degree while continuing to work. Not only has this program helped me to advance towards my academic and professional goals, it has also provided me with the time and flexibility to pursue opportunities in my current career. The interprofessional nature of the program brings together learners with a variety of professional backgrounds, experience and knowledge. I have learned so much from my fellow learners and professors that I apply daily in my career as a Registered Nurse and look forward to applying in my future career as an educator."

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.

Fourth Cohort (2023)

Number of Applicants

105

Number of Learners Accepted

19

Number of Distinct Health Professions Represented by Learners

14

Number of Interdisciplinary Faculty Members

15

Continuing Professional Development

We provide engaging, accessible, and innovative interprofessional educational opportunities to meet the learning needs of healthcare practitioners to promote evidence-informed, cost-effective, collaborative, patient-centred healthcare.

2022 Department of Surgery Day

Number of CPD Learners

3946

Number of Infection Prevention & Control Online Course Learners

763

Number of accreditations and certifications across RC and CFPC

339

CPD offerings include in-person, simulation-based programs, as well as online synchronous series and on-demand courses.

Highlights

- Offered fee-based registration courses and developing a variety of free courses from across healthcare topics through a new, interprofessional, Learning Management System
- Launched Foundations of Health Quality Improvement Online Course
- Three new Long-Term Care Modules freely available to LTC staff and Coroners across Ontario

Strategic Partners

- Alberta College of Pharmacy
- The Association of Faculties of Medicine of Canada
- Canadian Association of MAiD Assessors and Providers
- Office of the Chief Coroner of Ontario
- Pfizer
- Project Echo Ontario Skin and Wound
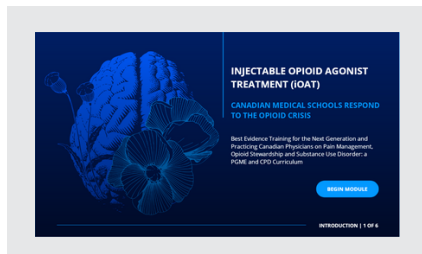
Course Development

19

Completed projects

**148**

Courses refreshed & reviewed

760

Modules edited

Response to the Opioid Crisis Curriculum – Residents and Practicing Physicians

National, bilingual, comprehensive, and competency-based curriculum completed in response to the opioid crisis. In partnership with AFMC, we developed 8 modules for residents and 8 modules for practicing physicians on best practices for chronic pain management and opioid use disorder. The modules are offered in both English and French.
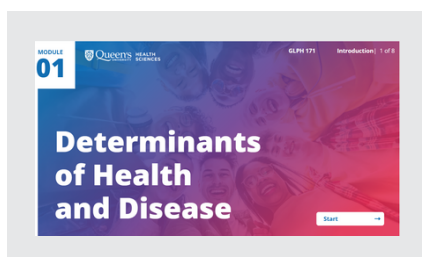
Social and Physical Determinants of Health and Disease

Developed and designed GLPH 171: Social and Physical Determinants of Health and Disease. Enhanced instructional design frameworks by applying critical pedagogy to dismantle oppressive and colonial biases. The course introduces students to factors that impact health such as race, immigration, colonization, sex, gender, and sexuality.

Culture, Ethics, and Safety Training

Developed and designed four self-assessment modules to train healthcare professionals on how to work with Indigenous, international, and marginalized groups in their communities. The program helps to build awareness, interpersonal skills, preparedness for community immersion, and skills for advancing justice before, during, and after immersion in a community. The modules provide effective pre-departure and immersion training that positions learners and practicing professionals for success.
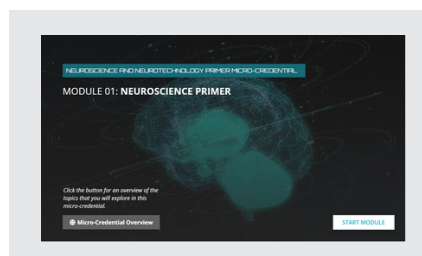
Neurotechnology Microcredentials

Collaborated with Queen's Centre for Neuroscience Studies to create three micro-credential courses on neurotechnology: (1) Neuroscience and Neurotechnology Primer, (2) Neuroelectronic Recording and Processing, and (3) Neuroimaging. The micro-credentials aim to address a gap in the field and provide learners will a diverse knowledge base that will allow them to innovate in the emerging field of neurotechnology.

Diversity and Equity Assessment and Planning (DEAP) Team

Team
- **15** current members and 4 past members

Team Objectives
- Set at least 1 goal in each of the 12 inclusion indicators annually.
- Meet on an ongoing basis to measure progress or tackle initiatives– decide collaboratively on a frequency of meeting with the group or initiative-focused sub-groups.
- Help educate or build competence in EDIIA in OPDES through education, resources, and modelling behaviour.

OPDES Welcome Board

An initiative from the DEAP team to help people feel welcome when they come to the OPDES space.

Indigenous Healthcare Education and Practice: Applying Digital Teaching and Learning Resources to the TRC's Calls to Action Online Modules

Notable Achievements
- Expanded partnerships with Indigenous communities through projects such as the Truth and Reconciliation in Health Care modules funded by eCampus, evaluation projects with the Nishnabe Aski Nation, and hiring an Education Developer in Indigenous Curriculum and Ways of Knowing
- Eight equity trained representatives on our team, who are loaned to other offices in exchange for services – OPDES almost exclusively uses externally trained EE reps on hiring committees to mitigate potential for bias
- Increased diversity of applicants to OPDES roles through a variety of new recruitment processes and a beautiful "join our team" recruitment page with videos from our staff
- EDIIA oriented supports, services and education opportunities featured at all monthly OPDES meetings

See Appendix D

Educational Development

Informed by scholarly approaches, educational learning theories, and Indigenous perspectives, we aim to enhance the work of Queen's Health Sciences, with a focus on teaching and learning.

Team Objectives

- **Promote breadth** by working at different levels (individual, program, and institutional).
- **Collaborate** with a variety of partners (students, educators, postdoctoral scholars, administrators, community organizations, and healthcare practitioners).
- **Work in various modalities** (online, blended, and face-to-face settings).
- **Partner** with educators to develop, implement, and evaluate discipline-specific programs that support professional development, research, training, teaching, and learning needs.
- **Support** curricular re-design and renewal.
- **Consult** on teaching, including class organization, evaluation of learners, teaching methods, emerging teaching and learning technologies, feedback strategies, and all aspects of design and delivery.
- Ensure that **Indigenous perspectives and ways of knowing** are represented in all aspects of teaching and learning.
- Contribute to ongoing discussions on **best pedagogical practices** and the scholarship of teaching and learning.

2023 Interprofessional Education (IPE) leadership symposium

One example of the work we contribute to is the annual Interprofessional Leadership Symposium. It brings together, the annual IPE leadership symposium brings together learners from Physical Therapy, Occupational Therapy, Nursing, and Medicine

Number of Student Attendees

350

Number of Interprofessional Panel Members

9

Number of Interprofessional Facilitators

6

Dr. Megan Edgelow
Occupational Therapist & Assistant Professor, School of Rehabilitation Therapy, Queen's University

"Collaborative leadership is vital to the future of our healthcare system, and the development of collaborative practice skills and leadership abilities is a critical task for our health professions education programs. The annual QHS Interprofessional Health Leadership Symposium provides our learners from Medicine, Nursing, Occupational Therapy, and Physical Therapy programs the opportunity to hear from working health professionals about interprofessional collaboration and leadership, and to collaborate with their interprofessional peers to resolve a case study and reflect on team leadership."

Educational Scholarship

> *"I had the very good fortune of working with the team at OPDES on a federally funded public health research and development contract. The collaboration and organization of this team was key to our productivity and success with the project."*
>
> **Dr. Rosemary Wilson**
> School of Nursing

Educational Scholarship Team (Missing from photo: Dr. Oluwatoyosi Kuforiji)

Winner of 2023 Principal's Teaching and Learning Indigenous Education Award (Teams): Indigenous Healthcare Education and Practice: Applying Digital Teaching and Learning Resources to the Truth and Reconciliation's Calls to Action

9
Successful grants/RFPs as co-investigators

18
Research and program evaluation reports

20
Co-authored journal publications

38
Student mentees across QHS

41
Conference presentations and workshops

212
Investigators collaborated with, including:
- **21** International researchers
- **24** Interprofessional teams

Faculty Development

We empower and encourage all faculty to flourish as educators, scholars, leaders, administrators, and colleagues while enriching the quality and breadth of teaching, learning, and educational leadership at Queen's Health Sciences.

8

In-Person/Hybrid Events

- New Faculty Welcome Breakfast
- Essentials of Clinical Teaching
- 9th Annual Celebration of Teaching, Learning, and Scholarship
- Introduction to Simulation
- **Regional Education**
  - Cobourg/Port Hope
  - Belleville/Quinte
  - Humber River Health
  - Lakeridge Health

Artist speaking with attendees

Dean's Action Table on Equity, Diversity and Inclusion hosted on October 6, 2022.

20

Faculty Mentorship Program participants

The objectives of the program are to:

- Cultivate personal and professional growth
- Facilitate reflective thinking
- Foster a collegial and trusting environment

Online Learning

- I**slam 101** self-directed learning module was created as part of the Queen's Health Sciences Faculty Development Essentials Library.

- **QHS Interprofessional Seminar Series** included sessions on Social Determinants of Health and Expanding Team Based Care.

Appendix A - Academic Programs / Master of Health Professions Education

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.
- The 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 the MHPE framework as the following professions have adopted/adapted these competencies: 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.

EDIIA
- Indigenous perspective is woven throughout the program.
  - Brittany Pratt - Educational Developer (Indigenous Curriculum and Ways of Knowing)
- 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
  - Educational Developer (Indigenous Curriculum and Ways of Knowing), Graduate Assistant, and Learning Experience Advisor joined OPDES DEAP Tool committee to better understand environments and climate relating to equity and diversity in Unit.

Interdisciplinary Learners
- 2022 Cohort: education, consultation, massage therapy, medicine, neurology, nursing, paramedics, pediatrics, public health
- 2023 Cohort: anesthesiology, cardiology, dental hygiene, education, family medicine, medicine, midwifery, nursing, pharmacy, physiotherapy, radiation technology, recreation therapy, urogynecology, trauma surgery

Appendix A - Academic Programs / Master of Health Professions Education

Interdisciplinary Faculty
- Instructors from Queen's Health Sciences (OPDES, School of Medicine, School of Nursing, School of Rehabilitation Therapy), Faculty of Education, and Faculty of Law.

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

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)

Guest Speakers

HPE 801:
- Peggy DeJong
- Amber Hastings-Truelove
- Laura Kinderman
- Klodiana Kolomitro
- Jeanne Mulder
- Amanda Ross-White
- Erna Snelgrove-Clarke
- Terry Soleas
- Jessica Trier
- Jennifer Turnnidge
- Sarah Wickett
- Boris Zevin

HPE 802:
- Michelle Gibson
- Faizal Haji

HPE 803:
- Giselle Valarezo
- Allison Brown

HPE 805:
- Jeremy Babcock
- Mitch Doherty
- Daniel Howes
- Lucy Rebelo
- Laura Stephens
- Jane Tyerman

HPE 806:
- Lindsay Brant
- Karen Lawford
- Brittany Pratt\

Facilitated Sessions
- Provided online Information Webinar for prospective learners.
- Met individually with interested applicants.
- Hosted 2 Winter social gatherings (virtual and in-person) with learners, faculty, and staff.
- Facilitated mid-program mentorship check-ins between all leaners, program Co-Directors, Graduate Assistant, and Learning Experience Advisor to discuss capstone projects and learner experience.

Appendix B - Continuing Professional Development

CPD Courses
- Infection Prevention and Control
- On-Demand Insomnia Interventions: First-Line Treatment for Insomnia
- Human Anatomy Dissection Experience
- Foundations of Health Quality Improvement
- Introduction to Health Professions Education
- CPD Refresh

CPD Programs
1. CPD O'Clock- Timely Topics in CPD Series – October 2022- June 2023
2. Department of Medicine Presents: Medical Mysteries- May 31st
3. Educating Family Physicians in Palliative Care 4- Day Program- April 13- 16th
4. 8th Annual Update for the Hospitalist- March 29th
5. CPD Double Feature- 33rd Annual Therapeutics and 15th Metamorphosis Program – March 1st
6. Artificial Intelligence in Healthcare: Foundations, How it Works and Ethics- February 27th, 2023
7. Humanity in Healthcare Series September 2022- May 2023 (4 webinars and 2 workshops
8. An Afternoon of Dermatology- Nov 18th
9. Dermatology- Procedural Skills- Nov 18th
10. Educating Family Physicians in Palliative Care 4- Day Program- Nov 3-6th
11. 6th Annual Allergy Symposium- Nov 22nd, 2023
12. Department of Surgery Day: Surgical Topics and Skills- Oct 26th
13. Pediatrics Update 2022- Oct 19th
14. 45th Annual Obstetrics and Gynecology Memorial CPD Series- Oct 6th 2022
15. 2022 Emergency Medicine National Review Course- Sept 19th

Appendix C - Course Development

Completed Projects/Courses:
1. Opioid Response Curriculum for Postgraduate Medicine – 8 modules - Association of Faculties of Medicine of Canada, bilingual, national program
2. Opioid Response Curriculum for Continuing Professional Development – 8 modules - Association of Faculties of Medicine of Canada, bilingual, national program
3. Social and Physical Determinants of Health and Disease (GLPH 171) - 3.0 unit UGD course
4. Office of the Chief Coroner's Long-Term Care – 3 modules
5. Human Cell Physiology (PHGY 170) Redesign – 3.0 unit UGD course
6. Culture, Ethics, and Safety Training – 4 modules
7. Health Quality Foundations Certificate Program – 6 modules
8. Antibiotic Resistance Lab (MICR 290) Lab Book – 3.0 unit UGD course
9. Neurotech Micro-Credential 01 – 4 modules
10. Neurotech Micro-Credential 02 – 4 modules
11. Neurotech Micro-Credential 03 – 4 modules
12. Introduction to Cadaveric Dissection (ANAT 391) – 3.0 unit UGD course
13. Immunization Partnership Fund – 1 module
14. Maternal Physiology – 1 module – MD Program
15. Foundations of Infection, Prevention, and Control (EPID 852) – 3.0 unit Graduate course
16. Introduction to Health Professions Education Certificate Program – 12 modules
17. Shared Decision-Making – 1 module – Dalhousie University
18. Self-Compassion for Healthcare Communities – 3 modules – NOSM
19. Scholarship in Health Professions Education (MHPE 803) Redesign – 3.0 unit Graduate course

Courses Set up in a Learning Management System:
- Approximately 148 courses in onQ and 23 full courses set up in HSEC 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 125 courses total over the year
- Incorporation of minor edits to existing modules

Awards
- Principal's Indigenous Education Award (March 2023)
  - Team award for the development of a series of seven educational modules entitled Indigenous Healthcare Education and Practice: Applying Digital teaching and Learning Resources to the Truth and Reconciliation's Calls to Action.

Abstracts, Presentations, & Reports:
Graves, L., Dalgarno, N., Mulder, J., Kolomitro, K., Hastings-Truelove, A., Kirby, F., Turnnidge, J., & van Wylick, R. (October 2022) Developing a national online training curriculum for pain management and substance use disorder for postgraduate medical education. Oral presentation at the International Conference on Residency Education Montreal QC.

Soleas, E., & Burger, R. (Oct 2022). Self-Assessment Module Construction: Dual Compliance and Educational Principles. Oral presentation at the 13th National CPD Accreditation Conference.

Appendix C - Course Development

Graves, L., Mulder, J., Hastings-Truelove, A., Dalgarno, N., van Wylick, R., Stephens, L., Kirby, F., & van Hoorn, R. (November 2022) Developing a National, Online Training Curriculum for Pain Management and Substance Use Disorder for Postgraduate Medical Education and Continuing Professional Development. Workshop at the CSAM Scientific Conference Saskatoon SK.

Mulder, J. (Feb 2023). PGME and CPD Pilot. Oral presentation at the AFMC Response to the Opioid Crisis Project Annual Summit.

Graves, L., Mulder, J., Grenier, A., Lemyze, C., Dalgarno, N., Akberzai, S., Turnnidge, J., Van Hoorn, R., Hastings-Truelove, A., & van Wylick, R. (May 2023). The importance of patient-healthcare professional partnerships when developing a national online pain management and substance use disorder curriculum. Canadian Pain Society Annual Meeting, Banff, Alberta.

Sukumar, S., Lim, J., Newhook, R., Horton, W., Sherman, H., Islam, K., & Hodge, R. (June 2023). Navigating the Mental Health Challenges of Building a Curriculum on Medical Assistance in Dying (MAiD). Oral presentation at the Queen's University Educational Support Professional (ESP) Retreat.

Islam, K., Hildebrandt, E., Somji, S., & Profeit, M. (June 2023). Large-Scale Interdisciplinary Collaboration to Develop a Course Introducing Healthcare Professionals to Artificial Intelligence. Oral presentation at the Queen's University Educational Support Professional (ESP) Retreat.

Islam, K., Somji, S., Horton, W., Priddle, H., Hendy, S., & Kehoe, G. (June 2023). Applying Critical Pedagogy to Instructional Design to Dismantle Oppressive and Colonial Biases in Online Learning Modules. Oral presentation at the Queen's University Educational Support Professional (ESP) Retreat.

Burger, R., Hildebrandt, E., Hodge, R., & Sherman, H. (June 2023). Developing Screen Reader-Accessible Modules in Articulate Storyline. Oral presentation at the Queen's University Educational Support Professional (ESP) Retreat.

Turnnidge, J., Dalgarno, N., Sparks, S., Sheth, S., & van Wylick, R. (2023). Program Evaluation (Minor) of the Alberta College of Pharmacy Licensee Education Program. Report. 69 pages.

Publications:
Graves, L., Dalgarno, N., Van Hoorn, R., Hastings-Trulove, A., Mulder, J., Kolomitro, K., Kirby, F., van Wylick, R. (2023). Creating Change: Kotter's Change Management Model in Action. Canadian Medical Education Journal, 14(3), 136–139. https://doi.org/10.36834%2Fcmej.76680

King, N., Linden, B., Cunningham, S., Rivera, D., Rose, J., Wagner, N., Mulder, J., 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, 22(1), 1–515. https://doi.org/10.1186/s12888-022-04139-z

Innovations:
- Fully accessible online learning modules
  - Created fully screen reader friendly modules in Articulate Storyline
- Enhanced language dubbing
  - Produced audio and video files in French using artificial intelligence and voice actors
- E-Learning Store
  - Launched our E-Learning Store in French
  - Users can toggle between English and French depending on their language preference

Appendix D - Diversity and Equity Assessment and Planning (DEAP) Team

1. **Planning Exercises** - The Unit's strategic planning takes equity and diversity into account.
   a. **Goals set:** OPDES will identify 2 changes to program planning committee processes to reflect EDI Values
2. **Policy, Procedures and Practices** - The Unit's policies, procedures and practices take equity and diversity into account.
   a. **Goals Set:** OPDES will create the framework for the OPDES EDI Guidebook for Staff, start to build content
3. **Accessibility** - The Unit actively ensures that it has addressed its gaps in the priority areas identified in the Accessibilities for Ontarians Disability Act (AODA).
   a. **Goals set:** OPDES will review and aim to improve accessibility in 3 core areas: Programs (online and in person), OPDES Office, and digital spaces (website/newsletter)
4. **Indigenization** - The Unit provides timely and accessible information to the Indigenous community on proposed initiatives or decisions that will directly or indirectly impact Indigenous learners/scholars. The Unit listens to any concerns raised by the Indigenous community and engages in a dialogue to determine how to best address these concerns.
   a. **Goals set:** OPDES will identify new opportunities to consult with Indigenous Communities and support Indigenous Faculty with decolonization
5. **Committee Representation** - The Unit takes equity and diversity into account when considering the make-up of hiring committees, working groups and task forces
   a. **Goals set:** OPDES will change the culture of program planning committees, with a goal of increasing diversity and improving inclusion
6. **Recruitment, Hiring and Orientation** - The Unit's staff recruitment and hiring practices are fully compliant with equity-related practices that take I-EDIAA into account.
   a. **Goal Set:** OPDES will Identify 2-3 process changes in the OPDES hiring process that will improve diversity of applicants/hires
7. **Staff Supports** - The Unit actively ensures that staff members have access to support programs and services that meet their diverse needs.
   a. **Goal set:** OPDES will feature EDI supports and services at least quarterly at OPDES staff meetings
8. **Professional Development** - The Unit provides sufficient avenues for staff members to advance their skills. The Unit empowers staff members to utilize the resources available to advance their professional goals.
   a. **Goal Set:** OPDES will improve awareness of OPDES staff's PD rights and opportunities
9. **Promotion and Retention** - The Unit ensures that equity-deserving group members are able to advance their professional careers and outcomes at the same pace as their counterparts.
   a. **Goal Set**: OPDES will identify 2 process changes for OPDES promotions guided by EDI best practices
10. **Training and Education** - The Unit provides staff members with the opportunity to advance their understanding of I-EDIAA-related topics.
    a. **Goals set:** OPDES will identify 2 new processes to increase OPDES staff knowledge of education and training in EDI
11. **Procurement and the Delivery of Goods, Services, and/or Facilities** - The Unit is committed to diversifying its vendor portfolio and actively seeks opportunities to form partnerships with businesses with I-EDIAA as a core priority.
    a. **Goals set:** OPDES will identify 1 process change to improve staff knowledge of procurement rights
12. **Communication and Community Relations** - The Unit ensures equity and diversity are taken into account in all of its communications and community relations activities.
    a. **Goals set:** OPDES will identify 2-3 ways we can improve EDIIA in our digital communications (website, newsletter, images/language)

Appendix E - Educational Scholarship

Published Papers
2023

Acker, A., Leifso, K., Crawford, L., Braund, H., Hawksby, E., Hall, A.K., McEwen, L., Dalgarno, N., & Dagnone, J.D. (2023). Lessons learned and new strategies for success: Evaluating the Implementation of Competency-Based Medical Education in Queen's Pediatrics. Paediatrics & Child Health, pxad021. https://doi.org/10.1093/pch/pxad021

Allen, L., Hall, A.K., Braund, H., & Chaplin, T. (2023). Catalytic effect of multisource feedback for trauma team captains: a mixed-methods prospective study. BMJ Open,13(5), e068732. DOI:10.1136/bmjopen-2022-068732

Auais, M., Cameron, J. Turnnidge, J, Dalgarno, N., Kolomitro, K., & Pelland, L. (2023). GeroCast: Using podcasting to deliver living cases in gerontology education. Health Education Journal, 82, 129-142. DOI: 10.1177/00178969221145351

Braund, H., Dalgarno, N., Ritsma, B., & Appireddy, R. (2023). Exploring virtual care clinical experience from non-physician healthcare providers (VCAPE). SSM. Qualitative research in health, 3, 100289. https://doi.org/10.1016/j.ssmqr.2023.100289

Del Fernandes, R., Relke, N., Soleas, E., Braund, H., Lui, C. J. P. M., & Zevin, B. (2023). A Canadian survey of residency applicants' and interviewers' perceptions of the 2021 CaRMS R1 virtual interviews. BMC medical education, 23(1), 392. https://doi.org/10.1186/s12909-023-04397-9

Gauthier, S., Braund, H., Dalgarno, N., & Taylor, D. (2023). Assessment-Seeking Strategies: Navigating the Decision to Initiate Workplace-Based Assessment. Teaching and Learning in Medicine, 1-10. https://doi.org/10.1080/10401334.2023.2229803

Graves, L., Dalgarno, N., Van Hoorn, R., Hastings-Truelove, A., Mulder, J., Kolomitro, K., Kirby, F., & van Wylick, R. (2023). Creating change: Kotter's Change Management Model in action. Canadian Medical Education Journal, 14(3), 136–139. https://doi.org/10.36834/cmej.76680

Hopkins-Rosseel, D., Yardley, D., Turnnidge, J., Dalgarno, N., & Kolomitro, K. (2023). Developing a National Consensus of the Physiotherapy Entry-Level Business and Practice Management Core Curriculum Competencies: A Delphi Study. Physiotherapy Canada, e20220054. https://doi.org/10.3138/ptc-2022-0054

Leclair, R., Ho, J. S. S., Braund, H., Kouzmina, E., Bruzzese, S., Awad, S., Mann, S., & Zevin, B. (2023). Exploring the Quality of Narrative Feedback Provided to Residents During Ambulatory Patient Care in Medicine and Surgery. Journal of medical education and curricular development, 10, 23821205231175734. https://doi.org/10.1177/23821205231175734

Martin, M. I., Ha, V., Fasola, L., Dalgarno, N., & Zevin, B. (2023). Self-withdrawal from scheduled bariatric surgery: Qualitative study exploring patient and healthcare provider perspectives. Clinical Obesity, 13(1), e12558. https://doi.org/10.1111/cob.12558

McGraw, R., Newbigging, J., Blackmore, E., Stacey, M., Mercer, C., Lam, W., Braund, H., & Gilic, F. (2023). Using cognitive load theory to develop an emergency airway management curriculum: the Queen's University Mastery Airway Course (QUMAC). CJEM, 25(5), 378–381. https://doi.org/10.1007/s43678-023-00495-1

Appendix E - Educational Scholarship

Schultz, K., Cofie, N., Braund, H., Joneja, M., Watson, S., Drover, J., MacMillan-Jones, L., & Dalgarno, N. (2023). The hidden curriculum across medical disciplines: an examination of scope, impact, and context. Canadian Medical Education Journal. https://doi.org/10.36834/cmej.75207

Szulewski, A., Braund, H., Dagnone, D. J., McEwen, L., Dalgarno, N., Schultz, K. W., & Hall, A. K. (2023). The Assessment Burden in Competency-Based Medical Education: How Programs Are Adapting. Academic Medicine, 10-1097. DOI: 10.1097/ACM.0000000000005305

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Baxter, S., Braund, H. Hanmore, T., & Dalgarno, N. (2022). Using a Rapid-Cycle Approach to Evaluate Implementation of Competency-Based Medical Education in Ophthalmology. Canadian Journal of Ophthalmology. https://doi.org/10.1016/j.jcjo.2022.10.011

Braund, H., Hanmore, T., Dalgarno, N., & Baxter, S. (2022). Using a rapid-cycle approach to evaluate implementation of competency-based medical education in ophthalmology, S0008-4182(22)00326-X. https://doi.org/10.1016/j.jcjo.2022.10.011

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. DOI: https://doi.org/10.36834/cmej.72387

Ho, J. S. S., Leclair, R., Braund, H., Bunn, J., Kouzmina, E., Bruzzese, S., Awad, S., Mann, S., Appireddy, R., & Zevin, B. (2022). Transitioning to virtual ambulatory care during the COVID-19 pandemic: a qualitative study of faculty and resident physician perspectives. CMAJ open, 10(3), E762–E771. https://doi.org/10.9778/cmajo.20210199

Hoffman, B., Braund, H., McKeown, S., Dalgarno, N., Godfrey, C., & Appireddy, R. (2022). Telemedicine and medical education: a mixed methods systematic review protocol. JBI evidence synthesis, 20(12), 3045–3057. https://doi.org/10.11124/JBIES-21-00481

Martin, M. I., Ha, V., Fasola, L., Dalgarno, N., & Zevin, B. (2022). Self-withdrawal from scheduled bariatric surgery: Qualitative study exploring patient and healthcare provider perspectives. Clinical Obesity, 13(1), e12558. https://doi.org/10.1111/cob.12558

Soleas, E., Relke, N., Fernandes, R.D., Braund, H., Zevin, B., & Lui, J. (2022). Going virtual advances justice in expected and unexpected ways. Canadian Medical Education Journal. 13(6):103-5. https://doi.org/10.36834/cmej.75111

Presentations and Workshops
2023

Askari, S., Turnnidge, J., Dalgarno, N., Hoekstra, M., & Polak, R. (October 2022). Remote culinary coaching in spinal cord injury: A pilot study. Lifestyle Medicine 2022 Annual Conference. Orlando, FL. Research Abstracts published in the American Journal of Lifestyle Medicine. 2023;17(1_suppl):1S-97S. https://doi.org/10.1177/15598276221128370 (Poster)

Braund, H., Dalgarno, N., Turnnidge, J., Skinner, R., Ibrahim, T., Coderre-Ball, A., Cofie, N., Soleas, E., Kolomitro, K., Railer, J., & van Wylick, R. (April 2023). Education fulfilling the public inquiry into the safety and security of residents in the Long-Term Care homes system: A needs assessment. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Appendix E - Educational Scholarship

Braund, H., Tomiak, A., Hammad, N., Dalgarno, N. Van Melle, E., Alasaaed, S., Basi, S., De Angelis, F., Dionne, J-L, Grenier, D., Henning, J., Hsu, T., Jang, R., Jeyakumar, Al, Koski, S., Lim, H., Mukherjee, S., Ptovin, K., Shenkier, T., Song, X., & Tang, P. (April 2023). Developing priority indicators of CBD implementation using a group consensus approach. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Cofie, N., Dalgarno, N., Van Hoorn, R., Graves, L., & van Wylick, R. (May 2023). Association of Faculties of Medicine. Virtual CPD Research Symposium. AFMC CPD Research Symposium. Canada. May 12, 2023. (Oral)

Dagnone, D., Braund, H., Dalgarno, N., McEwen, L., Schultz, K., & Hall, A. (April 2023). Assessment burden in competency-based medical education: How are programs adapting? International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Dalgarno, N. (February 2023). Patient and healthcare subject matter experts. Developing a national pain management and substance use disorder curriculum. Association of Faculties of Medicine of Canada (AFMC) Summit. Ottawa, Ontario, CA. (Oral)

Dalgarno, N. Panjwani, A., Graham, C., Green, S., Gubitz, G., Hunt, K., Shapiro, G., Stevens, S., Thevasahayam, S., & Li, M. (April 2023). Medical assistance in dying assessors and providers in Canada: A mixed methods needs assessment. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Dalgarno, N., Braund, H., Turnnidge, J., Cofie, N., Greco, S., & Kuforiji, O. (May 2023). The scholarship of teaching and learning in Queen's Health Sciences. Celebration of Teaching and Learning, Queen's University, Kingston, Ontario, CA. (Poster)

Dalgarno, N., Cofie N., Graves, L., Hastings-Truelove,A., Akberzai,S. , Turnnidge,J., Van Hoorn, R., & Van Wylick,R. (April 2023). Evaluation of a National Pain Management and Substance Use Disorder Curriculum for Postgraduate Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Dalgarno, N., Cofie N., Graves, L., Hastings-Truelove,A., Akberzai,S. , Turnnidge, J., Van Hoorn, R., Van Wylick, R. & Soleas, E. (April 2023). Evaluation of a National Pain Management and Substance Use Disorder Curriculum for Continuing Professional Development. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Dalgarno, N., MacLeod, B., Akberzai, S, Graves, L., Turnnidge, J., Van Hoorn, R., Van Wylick,R., Hastings-Truelove, A., & Greco, S. (April 2023). Patient and Healthcare Subject Matter Expert Collaborations: Developing a National Pain Management and Substance Use Disorder Curriculum. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Dalgarno, N., Turnnidge, J., Brant, L., & Brumwell, C. (May 2023). Indigenous healthcare education and practice: Applying digital teaching and e-learning resources to the truth and reconciliation's calls to action. Celebration of Teaching and Learning, Queen's University, Kingston, Ontario, CA. (Oral)

Dalgarno, N., Turnnidge, J., Kolomitro, K., Brant, B., Brant, L., Barton, S., Funnell, S., Hill, J., McGregor, L., & Pennington, J. (April 2023). Indigenous healthcare education and practice: Applying digital teaching and learning resources to the Truth and Reconciliation Commission of Canada's Calls to Action. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Appendix E - Educational Scholarship

Graves, L., Jackson, M., Balounaick-Arowas, V., Descoteaux, A., Hastings-Truelove, A., Dalgarno, N., Turnnidge,J., & Van Wylick,R. (April 2023). Patient Partnership in Medical Education: A Case Study for Co-Designing Curriculum. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Graves, L., Mulder, J., Grenier, A-D., Lemyze, C., Dalgarno, N., Akberzai, S., Turnnidge, J., Van Hoorn, R., Hastings-Truelove, A., & van Wylick, R. (May 2023). The importance of patient-healthcare professional partnerships when developing a national online pain management and substance use disorder curriculum. Canadian Pain Society (CPS) Annual Scientific Meeting. Banff, Alberta, CA. (Poster)

Graves, L., Mulder, J., Kolomitro, K., Hastings-Truelove, A., Dalgarno, N., Turnnidge, J. Kirby, F., Soleas, E., & van Wylick, R. (May 2023). Evaluating a National, Online Training Curriculum for Pain Management and Substance Use Disorder for Continuing Professional Development. AFMC CPD Virtual Research Symposium. (e-oral)

Joneja, M., Turnnidge, J., Valzero, G., McDonald, S., Dalgarno, N., Flynn, L., & Philpott, J. (April 2023). Exploring identity, belonging and marginalization in a faculty of health sciences at a Canadian University. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Joneja, M., Turnnidge, J., Valzero, G., McDonald, S., Dalgarno, N., Flynn, L., & Philpott, J. (April 2023). A deep exploration into the remote work and learning experiences at a Canadian medical school: Implications for future planning. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Nichol, H., Turnnidge, J., Dalgarno, N., & Trier, J. (May 2023). A qualitative study of resident experiences of vulnerability in postgraduate medical education. Canadian Association of Physical Medicine and Rehabilitation Annual Scientific Meeting, Charlottetown, Canada. (Poster)

Ritsma, B., Braund, H., Dalgarno, N., Bergman, H., & Appireddy, R. (April 2023). Virtual care providers experience (VCape) in supporting patients with amyotrophic lateral sclerosis (ALS): A needs assessment. Medical Education. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Schultz, K., Cofie, N., Joneja, M., Watson, S., Drover, J., MacMillan-Jones, L., Braund, H., & Dalgarno, N. (April 2023). Examining the Differential Impact of the Hidden Curriculum among Physician Faculty and Medical Learners. International Congress on Academic Medicine (ICAM), Quebec City, QC. (Oral)

Sibbald, G., Smith, K., Dalgarno, N. Soleas, E., Jaimangal, R., Xiu, Z., van Wylick, R., Heil, J., Rajhathy, E., Coutts, P., Goodman, L., & Mohan, A. (May 2023). Project ECHO skin and wound introductory series on lower extremity (leg & foot) ulcer management. Nurses Specialized in Wound, Ostomy, and Continence Canada (NSWOCC) 42nd National Conference, Ottawa, Ontario, CA. (Oral)

Soleas, E., Braund, H., Dalgarno, N., Greco, S., Lui, M., Panjwani, A., Shapiro, G., Stevens, S., Li, C., & Green, S. (May 2023). A national medical assistance in dying training program: Preliminary findings from a pilot study. Association of Faculties of Medicine Virtual CPD Research Symposium. (Oral)

Appendix E - Educational Scholarship

Turnnidge, J., Dalgarno, N., Kolomitro, K., Barton, S., Brant, B., Brant, L., Burger, R., Cofie, N., Crowson, H., 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., Valarezo, G., van Wylick, R., Verma, S., Wickett, S., & Wanakamik, Y. (April 2023). Indigenous Healthcare Education and Practice: Applying Digital Teaching and Learning Resources to the TRC's Calls to Action. Teaching and Learning Celebration, Queen's University, Kingston, Ontario, CA. (Oral)

Wilson, R., Turnnidge, J., & Dalgarno, N. (July 2023). Developing a community-based COVID-19 education, promotion and outreach program in the Kingston, Frontenac, Lennox and Addington (KFL&A) region. International Council of Nurses Congress, Montreal, Quebec, CA. (Poster)

2022
Braund, H., Taylor, D., Dalgarno, N., & O'Dell, R. (August 2022). Making assessment a team sport: A novel approach to capturing the elusive narrative. Association of Medical Education in Europe (AMEE). (Oral)

Graves, L., Coderre-Ball, A., Hastings-Truelove, A., Dalgarno, N., Turnnidge, J., Lester, B., Kirby, F., & van Wylick, R. (November 2022). Gaps and Recommendations for Canadian Continuing Professional Development Pain Management and Substance Use Disorder Programs. North American Conference of the Primary Care Group (NAPCRG), Phoenix, Arizona. (Oral)

Graves, L., Dalgarno, N., Mulder, J., Kolomitro, K., Hastings-Truelove, A., Kirby, F., Turnnidge, J., & van Wylick, R. (October 2022). Developing a national online training curriculum for pain management and substance use disorder for postgraduate medical education. International Conference on Residency Education (ICRE). Montreal, Quebec. (Oral)

Graves, L., Hastings-Truelove, Turnnidge, J., Kolomitro, K., Dalgarno, N., Kirby, F., & van Wylick, R. (October 2022). Developing a national, online training curriculum for pain management and substance use disorder for postgraduate medical education. International Conference on Residency Education (ICRE).(Top 5 What Works Papers). Canadian Medical Education Journal, 13(6), 110-156. (Oral)

Graves, L., Mulder, J., Hastings-Truelove, A., Dalgarno, N., van Wylick, R., Stephens, L., Kirby, F., & van Hoorn, R. (November 2022). Developing a National, Online Training Curriculum for Pain Management and Substance Use Disorder for Postgraduate Medical Education and Continuing Professional Development. CSAM Scientific Conference, Saskatoon, Saskatchewan. (Workshop)

Graves, L., Mulder, J., Kolomitro, K., Hastings-Truelove, A., Dalgarno, N., Turnnidge, J. 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. 2022 AFMC CPD Virtual Research Symposium. (e-oral presentation)

Graves, L., Turnnidge, J., Hastings-Truelove, A., Dalgarno, N., Kirby, F., & van Wylick, R. (May 2022). Canadian Pain Society's Annual Scientific Meeting (CPS), Montreal, Quebec, CA. (Oral)

Hastings-Truelove,A., Graves, L., Turnnidge, J.,Coderre-Ball, A., Dalgarno,N., & Lester, B. (November 2022). Gaps and Recommendations for Canadian Continuing Professional Development Pain Management and Substance Use Disorder Programs. North American Primary Care Research Group (NAPCRG). Phoenix, Arizona. (Poster)

Appendix E - Educational Scholarship

Hastings-Truelove, A., Turnnidge, J., Coderre-Ball, A., Lester, B., Dalgarno, N., Kolomitro, K., Kessler, D., Auais, M., DePaul, V., Donnelly, C., Finlayson, Hopkins-Rosseel, D., Norman, K., Lawson, T., Stockley, D., Woo, K., & van Wylick, R. (August 2022). An online education initiative for healthcare providers: How to engage patients with early signs of cardiovascular diseases in healthy aging interventions. Association of Medical Education in Europe (AMEE), Lyon, France. (ePoster)

Kolomitro, K., Turnnidge, J., Dalgarno, N., Pennington, J.J., Wanakamik, Y., & Stockley, D. (August 2022). Development of a digital collection on Indigenous Healthcare education and Practice: A community led and informed collaborative initiative. Association of Medical Education in Europe (AMEE), Lyon, France. (ePoster)

MacDonald, S., Martin, M., LeBlanc, S., Walker, R., Taylor, D., Smith, K., Van Wylick, R., Egan, R., Schultz, K., & Dalgarno, N. (October 2022). Informing a medical assistance in dying curriculum in specialty residency training programs. International Conference on Residency Education (ICRE). Montreal, Quebec. Canadian Medical Education Journal, 13(6), 110-156. (Oral)

McGregor T, Martin M, Walsh A, Dalgarno N, Schultz K, & Wolfrom B. (October 2022). Resident and preceptor perceptions of assessment: A qualitative study. International Conference on Residency Education (ICRE). Montreal, Quebec. Canadian Medical Education Journal, 13(6), 110-156. (Poster)

Schultz, P., Cofie, N., Braund, H., Dalgarno, N., Drover, J., Joneja, M., MacMillian-Jones, L., & Watson, S. (August 2022). Hidden curriculum of bias across medical disciplines: Validation results from a newly developed survey. Association of Medical Education in Europe (AMEE), Lyon, France. (Poster)

Schultz, K., Cofie, N., Joneja, M., Watson, S., Drover, J., MacMillan-Jones, L., Braund, H., & Dalgarno, N. (August 2022). Hidden curriculum of bias across medical disciplines: Validation results from a newly developed survey. Association of Medical Education in Europe (AMEE). (Oral)

Timanson, P., Dalgarno, N., Turnnidge, J., Cofie, N., & van Wylick, R. (October 2022). Making an Impact: Evaluation of Alberta College of Pharmacy's Online Licensee Educational Program. International Conference on Residency Education (ICRE). Canadian Medical Education Journal, 13(6), 110-156. (Poster)

Turnnidge, J., Kolomitro, K., Dalgarno, N., Stockley, D., Pennington, J., & Wanakamik, Y. (August 2022). Development of a digital collection on Indigenous healthcare education and practice: A community let and community informed collaborative initiative. Association of Medical Education in Europe (AMEE). (e-Poster)

Reports
2023
Braund H., Turnnidge, J., & Dalgarno, N. (February 2023). Program evaluation report of the New Coroner Course. Office of the Chief Coroner (OCC). 50 pages.

Braund, H., Greco, S., Kuforiji, O., Bruce-Lepage, C., Giroux, C., & Dalgarno, N. (June 2023). Evaluation Report of the Canadian Association of MAiD Assessors and Providers Topic 5: Providing MAiD. Canadian Association of MAiD Assessors and Providers (CAMAP). 85 Pages.

Braund, H., Greco, S., Kuforiji, O., & Dalgarno, N. (February 2023). Evaluation Report of the Canadian Association of MAiD Assessors and Providers Topic 1: Foundations of MAiD in Canada. Canadian Association of MAiD Assessors and Providers (CAMAP). 67 pages.

Appendix E - Educational Scholarship

Braund, H., Greco, S., Kuforiji, O., & Dalgarno, N. (June 2023). Evaluation Report of the Canadian Association of MAiD Assessors and Providers Train the Trainer Session 1. Canadian Association of MAiD Assessors and Providers (CAMAP). 51 Pages.

Braund, H., Greco, S., Kuforiji, O., & Dalgarno, N. (May 2023). Evaluation Report of the Canadian Association of Maid Assessors and Providers Topic 3: Basic MAiD Assessment. Canadian Association of MAiD Assessors and Providers (CAMAP). 89 Pages.

Cofie, N., & Dalgarno, N. (February 2023). Evaluation of Project ECHO Educational Training Sessions: Results from four Diabetic Training Sessions. ECHO Skin and Wound Care. 14 pages.

Cofie, N., & Dalgarno, N. (2023). (March 2023). Evaluation of the AFMC's curriculum on opioid use among international medical graduates: Results from a pilot study. Association of Faculties of Medicine of Canada (AFMC). 10 Pages.

Connelly, B., Turnnidge, J., McGuire, C., Akberzai, S., Dalgarno, N., Soleas, E., & Stockley, D. (January 2023). Developing the Health Leadership and Business Management Program: A needs assessment. Southeastern Ontario Academic Medical Organization (SEAMO). 51 pages.

Dalgarno, N., Turnnidge, J, Calderon, A., & Stockley, D. (March 2023). Mapping the Opioid Use Disorder Landscape in NAN through a Review of Literature and Document Analysis: Preliminary Phase 1 Report. Nishnawbe Aski Nation (NAN). 44 pages.

Greco, S., Braund, H., Kuforiji, O., Bruce-Lepage, C., Giroux, C., & Dalgarno, N. (June 2023). Evaluation Report of the Canadian Association of MAiD Assessors and Providers Topic 2: Clinical Conversations. Canadian Association of MAiD Assessors and Providers (CAMAP). 88 pages.

Greco, S., Cofie, N., & Dalgarno, N. (March 2023). Assessing the Impact of ECHO Educational Training among Cohort A participants: Results from Pre- and Post- Evaluation Surveys. ECHO Skin and Wound Care. 34 pages.

Office of Professional Development and Educational Scholarship (OPDES). (March 2023). Social crisis forum report. Nishnawbe Aski Nation (NAN). 22 pages.

Ospina, M., Serrano-Lomelin, J., James, A., Bradburn, K., Crawford, S., Baka, J., Colquhoun, A., Hicks, A., Hicks, M., Kumar, M., Rosychuk, R., Osornio-Vargas, A., Cofie, N., Dalgarno, N., & Chari, R. (June 2023). Understanding Health and Well-being Trajectories of Metis Children in Alberta: A Population-Based Retrospective Cohort Study. 93 Pages.

Wilson, R., Turnnidge, J., & Dalgarno, N. (April 2023). Developing a community-based COVID-19 education, promotion, and outreach program in the Kingston, Frontenac, Lennox, and Addington Region. Public Health Agency of Canada (PHAC) and the Immunization Partnership Fund. 15 pages.

2022
Cenkowski, M., Turnnidge, J., Braund, H., Hall, A. K., McEwen, L., Dalgarno, N., Dagnone, D., & Szulewski, A. (October 2022). Queen's Anesthesiology and Perioperative Medicine CBME Program Evaluation. Technical Report - Five Years Post-CBME Implementation. Queen's University. 33 pages.

Appendix E - Educational Scholarship

Hastings-Truelove, A., Cofie, N., Akberzai, S., Turnnidge, J., Dalgarno, N., & van Wylick, R. (September 2022). Program evaluation report for the pilot of the AFMC CPD pain management and substance/opioid use disorder curriculum. Association of Faculties of Medicine of Canada (AFMC). 161 pages.

Hastings-Truelove, A., Cofie, N., Akberzai, S., Turnnidge, J., Dalgarno, N., & van Wylick, R. (September 2022). Program evaluation report for the pilot of the AFMC PGME pain management and substance/opioid use disorder curriculum. Association of Faculties of Medicine of Canada (AFMC). 127 pages.

Office of Professional Development and Educational Scholarship (OPDES). (September 2022). Social crisis response outcome harvest. Nishnawbe Aski Nation (NAN). 14 pages.

Successful Grants and RFPs
2023
Mulder, J., Dalgarno, N., Soleas, E.K., Kittner, K., & van Wylick, R. (June 2023). National Medical Assistance in Dying (MAiD) Curriculum Development Project (Amendment). Canadian Association of MAiD Assessors and Providers (CAMAP).

Soleas, E.K, Guerin, A., Walia, J., Nevay, D.L., Sears, K., Mulder, J., Braund, H.L.A., Dalgarno, N., Stockley, D., & van Wylick, R.C. (February 2023). Advancing Optimal Patient Care and Collaborative Practice Through a Multidisciplinary Team Approach to Recombinant Adeno-Associated Virus (rAAV) Gene Therapy for Rare Disease. Pfizer Global Medical Education Grants.

Soleas, E.K., Kelley, M.D., Wang, P., Soleas, J.P., Sedarous, M., Jogendran, M., Kandel, R., Hookey, L., Zevin, B., Lowe, C., van Wylick, R.C., Braund, H.L.A., & Dalgarno, N. Self-Assessment of Clinical Practice for Early Diagnosis, Treatment, and Management of NASH in At-Risk Populations. Pfizer Global Medical Education Grant.

Soleas, E.K., Satkunam, N., Wheaton, L., Dyba, J., Parulekar, W., Sears, K., Kushner, A., Marlin, S., Mulder, J., Braund, H.L.A., Dalgarno, N., Stockley, D., & van Wylick, R.C. (November 2022). A case-based approach addressing knowledge and practice gaps for healthcare providers in pediatric, adolescent, and adult Aplastic Anemia. Pfizer Global Medical Education Grants.

Stockley, D., Dalgarno, N., & van Wylick, R. (2023). Addressing the opioid crisis. Nishnawbe Aski Nation (NAN).

Tomiak, A., Hammad, N., Linford, G., Cofie, N., Braund, H., & Dalgarno, N. (2023). Part 2: Resident perceptions of training and preparedness for practice after the implementation of CBME. Queen's University Department of Oncology Medical Education Grant.

2022
Islam, O., Mwango, G., Kwamboka Onyambu, C., Castro, D., Cofie, N., & Dalgarno, N. (2022). 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. Drs. Jabs and McCallum Endowment Research Grant.

Appendix E - Educational Scholarship

Soleas, E.K., Dalgarno, N., & van Wylick, R. (2022). Project ECHO skin and wound care. WoundPedia.

Van Wylick, Soleas, E.K., Dalgarno, N., & Mulder, J. (2022). The public inquiry into the safety and security of residents in long-term care homes system (Amendment). Office of the Chief Coroner, Ontario Forensic Pathology Service.

Awards

Winners of 2023 Principal's Teaching and Learning Indigenous Education Award (Teams): Indigenous Healthcare Education and Practice: Applying Digital Teaching and Learning Resources to the Truth and Reconciliation's Calls to Action.