Message from the Director

Dear Friends,

Welcome to the spring 2016 edition of the Centre for Medical Education newsletter. In it, we celebrate our members’ many accomplishments, with a particular focus on the newly inaugurated Assessment and Evaluation (A&E) Unit. Located at Lady Meredith House, most of you have no doubt crossed paths with A&E team members Valérie Dory, Carlos Gomez-Garibello, Ilian Cruz-Panesso, Meredith Derian-Toth, and Maryam Wagner. If you haven’t already, please join me in offering our newest members a warm, deserved welcome.

The A&E inauguration took place at Medical Education Rounds this past March. It was both an intellectual and a celebratory treat. Dr. Annette Majnemer, newly appointed Vice-Dean, Education, introduced Drs. Gomez-Garibello and Dory’s presentations by emphasizing the importance of supportive leadership. Indeed, working together is likely the key to progress in any field, but it is truly of utmost value when the end goal is to shape and contribute to better healthcare services.

Of course, the Centre has also been involved in and linked to other noteworthy activities in the time since our last newsletter. In April, this year’s Canadian Conference on Medical Education (CCME) was held in Montreal. In total, Centre members were responsible for four workshops, ten oral presentations, and six poster presentations. Way to go!!

Also in April, the second edition of Teaching Medical Professionalism: Supporting the Development of a Professional Identity was published by Cambridge University Press. The book was edited by Drs. Richard and Sylvia Cruess and me, and includes stimulating chapters by Core Faculty members Drs. Robert Sternszus, Donald Boudevreau and Linda Snell.

Finally, I would like to inform you of a new course that will be given shortly at the Centre. We received so much positive feedback following Teaching in the Clinical Setting: A Practicum Course, which was offered to faculty members from Gifu University in Japan, that we decided to keep the momentum going and take on another educational project. The upcoming course, entitled Medical Education and all that Jazz: A Focus on Faculty Development in the Health Professions, will be held in July, at the same time as (you guessed it) the Montreal International Jazz Festival. The Centre will be welcoming participants from Canada, the United States, the Netherlands, the United Kingdom, Norway, Israel, Japan, Singapore and Brazil.

Spring and summer will unquestionably be an exciting time for Centre members, and I look forward to celebrating upcoming accomplishments with all of you.

With best wishes,

Yvonne Steinert, Ph.D.
Director, Centre for Medical Education
Richard and Sylvia Cruess Chair in Medical Education
Congratulations to Core Faculty Member Dr. Stuart Lubarsky and Centre Member Dr. Fraser Moore, who are co-recipients of the 2015 Transition to Clinical Practice (TCP) Neurology Teaching Award.

Congratulations to Core Faculty Member Dr. Aliki Thomas and colleagues, who received a grant from the Richard and Edith Strauss Canada Foundation in support of the Knowledge Translation Project in The School of Physical and Occupational Therapy entitled Integrating International Guidelines for Pain Education within Physiotherapy Programs across Canada: Development of a Stakeholder-Generated Implementation. Dr. Thomas and colleagues also received a grant from the Strauss Knowledge Translation Foundation for a project entitled A Multifaceted, Innovative Technology-based Intervention to Move Stroke Rehabilitation Guidelines into Professional Practice: An Exploratory Case Study.

Assess Residents’ Workplace-based Teaching as an Entrustable Professional Activity has received funding from the Royal College of Physicians and Surgeons of Canada.

Congratulations to Centre Member Dr. Elisa Ruano-Cea, who successfully defended her thesis entitled Is there a Role for Pediatric Residents in Teaching Community Health Care Providers? Exploring a Novel Strategy for Continuing Professional Development from the University of Illinois at Chicago.

Congratulations to Core Faculty Member Dr. Beth-Ann Cummings, who was appointed Associate Dean, Undergraduate Medical Education. She succeeds Core Faculty Member Dr. Donald Boudreau, who served as interim Associate Dean.

Congratulations to Core Faculty Member Dr. Susanne Lajoie, who received the Prix Thérèse Gouin-Décarie (Social Sciences) of the Association francophone pour le savoir (ACFAS).

Congratulations to Centre Member Dr. Leonora Lalla, who was appointed to the position of Associate Dean, Continuing Professional Development (CPD), Faculty of Medicine.

Congratulations to Centre Members Drs. Ilana Bank and Miriam Boillat, who are the 2015-2016 recipients of The Class of ’77 MedEd Innovation Grants Program, for their respective projects, Large-Scale Simulation of a CBRNe Disaster: Advancing Safety and Whole-Hospital Learning, and Starting the Teaching Journey: An Innovative Longitudinal Faculty Development Program for New Teachers.

Find out more by consulting: www.mcgill.ca/medicinefaedev

The McGill Centre for Medical Education

Promoting excellence and innovation in health sciences education and practice through research and scholarship.
Announcements

Welcome to Meredith Derian-Toth, who was appointed as an Academic Associate in the A&E Unit as of January 11.

Welcome to Dr. Leron Lewis, Postdoc Fellow in Medical Education. Her research will focus on faculty development, culture, and the professional identity formation of faculty members.

Welcome to Dr. Timothy Dubé, who was appointed as Assistant Professor, Curriculum Design and Alignment, in the Department of Medicine and will work in collaboration with Postgraduate Medical Education.

Welcome to Maryam Wagner, who was appointed as Assistant Professor in the Department of Medicine as of May 1. Maryam is also a member of the A&E Unit.

Centre Member Spotlight

Interview with Drs. Valérie Dory & Carlos Gomez-Garibello
By Melissa Como

We are delighted to have inaugurated the Assessment and Evaluation Unit at Medical Education Rounds on March 17. In the following interview, Dr. Valérie Dory, A&E lead in Undergraduate Medical Education, and Dr. Carlos Gomez-Garibello, A&E lead in Postgraduate Medical Education, tell us more about the unit.

In your own words, can you tell me exactly what the A&E Unit is, and why the need for it?

CGG: It is a unit that is focused on helping teachers in deciding assessment methods based primarily on our knowledge and expertise in educational assessment. This focus on assessment is particularly important now, given the transition to competency-based medical education that emphasizes creating authentic and meaningful pieces of assessment to trace the learning of both medical students and residents.

VD: The unit is supposed to be a centre where there are people with special expertise in assessment and evaluation, to help implement best practices. We know that assessment has a really important impact on how students learn and what they decide to learn. It also has an impact when they’re actually going through examinations, and then through the feedback they receive. So it’s actually a really important ingredient in the educational curriculum. And it should be done well. A lot of people feel that they don’t have the expertise in specific aspects of assessment, so we help them do that. And the other side is the evaluation; trying to make sure that when we do anything new in a curriculum, whether it’s a big, whole change of the curriculum, or a specific intervention, a specific course, that we’re actually going through data to see if it works, so that we’re not just trying new things all the time, but actually end up getting evidence about what works and why.

What are the Unit’s goals?

CGG: I will answer that question using two different levels. The first is service. The goal is to enhance the assessment methods that we are using throughout the Faculty of Medicine. The second level of these goals relates to scholarly projects. We want to generate some knowledge in terms of creating innovations, creating new perspectives on addressing situations and challenges that teachers and students are facing when it comes to assessment. The two levels complement each other.

VD: Well, I guess the big goal is, ultimately, to improve the training of health professionals, right? To contribute to that by making sure that curricula are better, and that includes the assessment part of those curricula. I also think there’s a goal of scholarship, making sure that whatever lessons we learn here can be implemented anywhere.

Valérie, what does being the lead in A&E in Undergraduate Medical Education mean to you?
VD: I guess as an ex-medical student myself, it’s really fun to be on the other side and to try to make things better for future medical students. That’s how I got into medical education.

Carlos, how do you think that the A&E Unit can help residents, specifically?

CGG: Residents deal directly with patients, and the decisions they make are not just going to affect their performance on a test; they can have a positive or negative impact on the life of a patient. The more we work hand-in-hand with the teachers, with the site supervisor, with the program director, in terms of streamlining their assessment methods and focusing on what is important for the residents to be assessing, I think that will result in getting a better picture of the residents.

How would you link your position within the A&E Unit to the work you do at the Centre?
CGG: As Core Members of the Centre, we often have discussions with members from different backgrounds – different contexts, I would say. It’s a great scenario in which to have different perspectives on the same phenomena.
VD: What I’m trying to do is to make sure that I strategically pick projects that I’m involved in for service purposes and see what the research opportunities are, and to conduct research in the best scholarly way that I can. Trying to turn service projects into service and research projects is what being at the Centre means to me.
**Recent Publications**

**In Medical Education**


Sun NZ, Gan R, Snell L, Dolmans D. Use of a night float system to comply with resident duty hours restrictions: perceptions of workplace changes and their effects on professionalism. Acad Med. 2016; 91(3):401-408.

