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CAME Foundation Wooster Family Grant in Medical Education Winners 2016

The CAME Foundation is happy to announce the successful winners of the CAME Foundation Wooster Family Grant in Medical Education for 2016!

The grant, announced at CCME 2015 was created after a donation was received from the Wooster Family, and the CAME Foundation was tasked with raising matching funds. The Wooster Family felt that there was a need for additional funding as opportunities for peer-reviewed grant support in medical education are limited. Emerging educators and those with new unfunded projects are particularly challenged in attracting support at these critical times.

This award is meant to support new and innovative projects in medical education that are not part of a larger, formalized and funded education research program. In 2016 the grant was open to clinical faculty members' in a Canadian faculty of health sciences/medicine (or equivalent), who are members of CAME, seeking funding for scholarly projects related to medical education.

The CAME Foundation was pleased to accept another donation from the Wooster family in 2016, and to once again raise matching funds to disseminate this award for a second year. The following three individuals and their projects have been selected as the 2016 recipients of the CAME Foundation Wooster Family Grant in Medical Education:



Dr. Robert Sternszus



Dr. Amanda Bell



Dr. Tia Renouf

Congratulations to Dr. Sternszus, Dr. Bell and Dr. Renouf on this wonderful achievement!

Stay tuned to the CAME website for more information in the months to come!

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Dr. Robert Sternszus (MDCM, MA(Ed), FRCPC) is an Assistant Professor in the Department of Pediatrics and Core Faculty at the Centre for Medical Education at McGill University. Since joining the McGill faculty in 2015 after completing a Masters degree in Educational and Counseling Psychology, Dr. Sternszus has been actively involved in undergraduate medical education in his role as director of the Transition to Clerkship Course, as well as in postgraduate medical education through his role in developing the Resident-as-Teacher program and as co-director of the curriculum for the pediatric residency training program. Dr. Sternszus' scholarly work in education has focused on role modeling, professional identity formation, and intellectual curiosity.

This project, entitled 'From Resident-as-Teacher to Resident-as-Role Model: Enriching a Resident Teaching Skills Curriculum,' seeks to implement and evaluate an innovative resident role modeling program at three Canadian Universities (McGill, Dalhousie, and the University of Toronto). By adopting a flipped classroom approach and employing simulation to help residents become more aware and deliberate role models, we hope to improve resident teaching skills and inform the development of a national curriculum in this important area.

Amanda Bell is a graduate of McMaster Medical School and completed a residency in rural Family Medicine at the University of Ottawa. She currently practices as the lead physician at the Port Colborne Family Health Organization as well as working for the Region of Niagara's Sexual Health Program. Amanda currently serves as the Chair of Student Affairs for the Undergraduate Medical Program at the Michael G. DeGroote School of Medicine, McMaster University and the Director of Student Affairs for the Niagara Regional Campus. Amanda is the previous recipient of the John C. Sibley Award for Excellence in Education of a Part Time Faculty from the Faculty of Health Sciences at McMaster University and has been awarded the College of Physicians and Surgeons of Ontario Council Award. She will be pursuing a Masters of Science in Health Science Education at McMaster University beginning in June 2017. Her research into barriers to medical student reporting of mistreatment and abuse will be funded by the CAME Wooster Family Grant and will serve as the topic for her Master's thesis.

Project Title: Barriers to medical student reporting of mistreatment and abuse

Primary Investigator: Amanda Bell, MD, CCFP, FCFP

Co-Investigators: Meredith Vanstone, PhD, Christina Grant, MD, FRCPC



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This project, funded by the CAME Wooster Family Grant, is a qualitative research project that will investigate medical learners' perceptions of barriers to reporting mistreatment and abuse in the learning environment as a first step to improving institutional processes. While a large number of Canadian medical students report experiencing mistreatment or abuse, only a small proportion of student report these concerns to administration. Mistreatment and abuse can have serious consequences for learners, patients and the health care system. We will be interviewing current and past McMaster medical students about their experiences of mistreatment or abuse during their MD education and asking about the barriers they identified in reporting and resolving these issues. It is our hope that results from this study will be used to adapt policies and procedures at our institution to improve ease of reporting for students and encourage faster and more transparent resolution of student concerns.

Tia Renouf MD CCFP FCEP(EM)

Chair, Discipline of Emergency Medicine

Memorial University of Newfoundland, Canada

After several years practicing rural and tertiary-care emergency medicine in North America, I developed a thirst to explore cultural and geographic influences on the practice of medicine. This led me to work on land and at sea, in many of the world's remote, often austere and resource-challenged regions.

My current areas of research include simulation-augmented Health Professions Education, clinical reasoning in the emergency department and communication between rural and urban physicians. I am deputy editor of the *Cureus Journal for Medical Science*, and ad hoc editor for *Medical Education*, *BMJ open* and *Annals of Emergency Medicine*. I serve as Faculty Associate with the Governing Council of the Centre for Collaborative Health Professional Education.

I have recently published works of non-fiction relating to my international practice.

Country Mouse, City Mouse. An Examination of Perceived Communications Barriers between Rural Family Physicians and Urban Consultants in Newfoundland and Labrador.

Our objective was to examine perceived communication barriers between rural family physicians and urban specialists in NL. Online focus groups were allowed physicians to discuss previously identified communication barriers that were identified in the pilot phase of our work, and suggest solutions. A grounded theory approach was used to inform the analysis of the resultant data into main themes.