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The 2005 AFMC-John Ruedy Award for Innovation in Medical Education to Be Presented to Dr. David Fleiszer at the 2005 Medical Education Conference (Saskatoon)



Dr. David Fleiszer is an Associate Professor of Surgery at McGill, Co-Director of the Cedar's Breast Center of the McGill University Health Center and Director of the McGill Molson Medical Informatics Project. As a clinician and teacher, Dr. Fleiszer has been involved in undergraduate and graduate medical education for over twenty five years. He has also been a proponent of and actively organized initiatives to further both interprofessional practice and education

within academic and clinical settings. As Assistant Dean of Medical Informatics (1992 -1997) Dr. Fleiszer received the first of several grants from the Molson Foundation. As the Director of the McGill Molson Informatics Project (1997-present), his team develops innovative applications that utilize informatics as a tool to further teaching and learning, including a multimedia enhanced electronic curriculum for undergraduate medical students. This work has translated into national initiatives, including the National Digital Health Library and the AFMC Resource Group on Medical Informatics. Dr. Fleiszer is an active proponent of communication, sharing, and cooperative development among healthcare teachers and is a leader in pan-Canadian collaboration in the field of medical informatics.

The 2005 AFMC-AstraZeneca Award for Exemplary Contribution to Faculty Development in Canada to Be Presented to Dr. Helen Batty at the 2005 Medical Education Conference (Saskatoon)



Helen P. Batty is an Associate Professor and a 25 year faculty member of the Department of Family and Community Medicine at the University of Toronto. Currently, she is the Director of Faculty Development and the Graduate Studies MHS (FM) program for the department. In the past, she has been the Vice-chair and Acting Chair of the department, founded the Academic Fellowship Program and co-

founded with Dr. Yves Talbot, the Five Week-end National Fellowship in Family Medicine. Her clinical practice is at the Women's College Campus of



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The 2005 AFMC-AstraZeneca *continued from page...1*

Sunnybrook and Women's College Health Sciences Centre. At this divisional level she has been President of the Medical Staff Association and a Hospital Board Member, Associate Departmental

Chief and Acting Chief. During the past decade she was active in the field of women's health as Founding Director of the WHO Collaborating Centre in Women's Health, Founding Director of the Women's Health Scholars Program and Co-chair of a major international academic conference,

"Teaching to Promote Women's Health (1996)." She was a co-recipient in 1997 of the Jacob's Institute of Women's Health (Washington) Leadership Award. She chaired the Gender and Equity Issues Committee from 1997-1999 for the Association of Canadian

The 2005 AFMC-May Cohen Gender Equity Award to Be Presented to Dr. Barbara Lent at the 2005 Medical Education Conference (Saskatoon)



Dr. Barbara Lent has practised family medicine in London since 1979. After 14 years in private practice, she moved to the academic world of family medicine in 1994 and is presently an Associate Professor in the Department of Family Medicine at the University of Western Ontario (UWO). Dr. Lent has a longstanding interest in gender issues and has been an active participant in various committees at the international, national, provincial and local level that address gender and equity issues. Specifically, she has been a member of the ACMC Special Resource Committee on Gender and Equity Issues since its inception in 1995 and Chair from 1999 to 2004, and a member of the Gender Issues Committee of the Council of Ontario Faculties of Medicine (from its inception in 1993 until December 2002, and beginning again in September 2004) and Chair from 1996 – 2000. Dr. Lent has recently taken on new responsibilities as Associate Dean of Equity and Gender Issues, and Faculty Health, for the Faculty of Medicine and Dentistry at the UWO. She has also played a significant leadership role in the development of a selective for 4th year medical students on Gender and Health. Her special interest in gender issues also led to her involvement on the international arena.

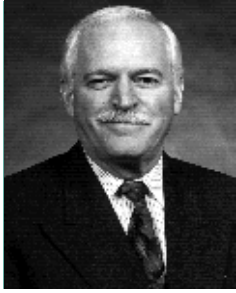
The 2005 AFMC-GlaxoSmithKline Young Educators Award to Be Presented to Dr. Kevin McLaughlin at the 2005 Medical Education Conference (Saskatoon)



Dr. McLaughlin started his academic career in the Faculty of Medicine at the University of Calgary in the Fall of 1999. While carrying a full load of clinical, educational and research responsibilities, he elected to expand his proficiency and effectiveness as an educator by obtaining an MSc in Medical Education and he successfully accomplished this undertaking by November 2003. In undergraduate medical education, Dr. McLaughlin has been a teacher, examiner and Co-chair of the renal undergraduate course, as well as teacher and evaluation coordinator for the clerkship in internal medicine. He is currently the Program Director of the nephrology training program and is preceptor for two postgraduate courses in the Master's program and his contributions to CME are extensive not only in terms of his many excellent presentations, but also because of his research. More impressive than the number and breadth of

Dr. McLaughlin's teaching contributions is their quality. He has received every conceivable faculty award for teaching: eleven undergraduate teaching awards and six postgraduate teaching awards. His research activities have already produced publications in prestigious journals such as *Academic Medicine* and *Medical Education* and he has presented results of his research at both national and international medical education meetings, and was an invited panelist at the 11th International Ottawa Conference on Medical Education in Barcelona.

**Dr. David Hawkins
Honoured**



We are pleased to announce that Dr. David Hawkins, Executive Director of the Association of Faculties of Medicine of Canada has been selected by the Canadian Rheumatology Association to receive the Distinguished Rheumatologist Award for 2005.

AFMC Strategic Planning Retreat

Carol Herbert, President, AFMC

The strategic planning session, which took place on February 7th - 8th, went exceptionally well with thirteen deans participating. There was also representation from the four Standing Committees which added excellent perspective to the discussion. The result was the creation of a mission and vision; specified values; and established strategic directions under the five priority areas: a) education innovation, b) leadership in academic medicine (advocacy), c) physician and health scientist workforce, d) research, and e) sustainability/funding. There was also discussion on the succession of David Hawkins, Executive Director of AFMC, and the decision was made to seek a President/CEO model, full-time, accountable to the Board of Directors which will be an advisory not a management board. Thus, one of the deans will then have the role of Chair of the Board, as opposed to the current titleholder of President. AFMC awaits the report from the consulting firm of Strachan Tomlinson and Associates which facilitated the process.

**2005 MEDICAL EDUCATION CONFERENCE (Saskatoon)
AFMC - CAME - CFPC - MCC - RCPSC
INAUGURAL MEETING - April 30 - May 4**

Saskatoon Centennial Convention Centre

For more information visit our website at www.afmc.ca/pages/annual_meetings_2005.html for the latest information on the upcoming 2005 Medical Education Conference (Saskatoon), April 28 - May 4, 2005, including details on abstracts for workshops, R&D presentations and posters.

HOTELS: The cut-off date for the conference rate is March 28th. After this date, reservations will continue to be taken on a space available basis and the applicable rate at that time will be offered. The reservation forms are available on the web-site.

**CONFÉRENCE DE 2005 SUR L'ÉDUCATION MÉDICALE (Saskatoon)
ACÉM - AFMC - CMC - CMFC - CRMCC
SÉANCE INAUGURALE - du 30 avril au 4 mai**

Saskatoon Centennial Convention Centre

Consultez notre site-web www.afmc.ca/pages/fr_assemble_annuelles_2005.html pour la mise-à-jour de notre Conférence de 2005 sur l'éducation médicale incluant les détails sur les résumés des ateliers, des exposés sur la R&D et des affiches.

HÔTELS : La date limite pour obtenir le taux promis aux participants à la conférence sera le 28 mars. Après cette date, il sera encore possible de faire des réservations selon les disponibilités. Le taux applicable sera offert à ce moment-là. Les formulaires de réservation sont disponibles sur le site web.

ANNOUNCEMENTS

ANNONCES

Memorial University of Newfoundland

Dr. Catherine Donovan received the Canadian Public Health Association - Janssen Ortho Inc. Award from the Canadian Public Health Association. This award recognizes individuals who have significantly advanced the cause, legitimized and stressed the responsibility and state of the art of public health.

Dr. Mohamed Ravalia, a family physician at the Notre Dame Bay Memorial Health Centre in Twillingate and a faculty member in the Discipline of Family Medicine, was chosen to receive the 2004 Family Physician of the Year Award by the Newfoundland and Labrador chapter of the College of Family Physicians. He was also honoured at the national level as one of 10 recipients of the Family Physician Award by the College of Family Physicians of Canada.

Other award recipients: **Dr. Lesa Dawson**, Council for Resident Education in Obstetrics and Gynaecology Teaching Award 2004; **Dr. Atamjit Gill**, Association of Professors of Gynaecology and Obstetrics Excellence in Teaching Award 2004; **Dr. Christopher Kovacs**, Janeway Research Foundation Award; **Dr. Craig Stone**, Dr. D.B. Peddle Award for Orthopedic Teaching; **Dr. M.J. Thavanathan**, Dr. C. Heughan Award for General Surgery Teaching.

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Social Accountability

A Vision for Canadian Medical Schools: Update January 2005

David Hawkins, Executive Director, AFMC

While Canada's medical schools have always been engaged in socially responsible activities in their communities, their commitment to social accountability was made more explicit through a document created with the cooperation of Health Canada entitled "Social Accountability: A Vision for Canadian Medical Schools" published in the Fall of 2002. The document was widely distributed, well accepted and gained some prominence at the Romanow Commission.

Over the past three years our faculties of medicine and their partners have been able to translate this vision into a wide array of activities. For the majority of projects that will be described, buy-in has been substantial with most medical schools participating in each project. Two projects were funded through the Primary Health Care Transition Fund, one on the health-care needs of francophone minorities outside Québec and the other around issues of quality and continuing professional development: maintenance of competence. In partnership with the Canadian Hospice Palliative Care Association, AFMC has received funding from Health Canada for a project on educating future physicians in palliative/end-of-life care (EFPPEC). Health

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The Social Accountability Initiative Moves Forward

Anne-Marie MacLellan, Chair, AFMC Steering Committee

In April 2004, the Partners' Forum, an AFMC initiative, with representation from many different stakeholders, including health professional organizations, policy makers, health care managers, academic and community representatives met in Halifax. This Forum focused on how medical schools could better meet the needs of the communities they serve.

Three main areas were identified: Aboriginal health, the convergence of medical care and public health, and the need to have a vision of the health care system in 2025. Several task groups and a steering committee were formed and rapidly got to work.

The Public Health Task Group is chaired by Dr. Thomas Noseworthy (University of Calgary); the members are: Dr. Pierre Durand (Université Laval), Dr. John Feightner (The Canadian Task Force on Preventive Health Care), Dr. Ian Johnson (University of Toronto), Dr. Isra G. Levy (CMA), Dr. David Mowat (Health Canada), Dr. Richard Musto (Calgary Health Region), Dr. Jean Parboosingh (Consultant, Calgary), Joan Sayer (CAC), Dianne Kinnon (Project Manager, Ottawa), met recently in Ottawa (January 23, 24, 2005).

As a group of experts, their mandate was to come up with a list of recommendations concerning learning objectives in public health that could be incorporated in the medical curriculum and to propose strategies for human health resource issues in this field.

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Social Accountability *continued from page...5*

Canada has also provided funding for a faculty development program for teachers of internationally educated healthcare professionals. This past year AFMC created a special interest group on professionalism. This came about at the urging of Drs. Richard and Sylvia Cruess who will provide leadership for it.

The 2003 annual meeting of then ACMC had social accountability as its centerpiece and in conjunction with the 2004 annual meeting a Partners' Forum was inaugurated bringing together medical schools, governments, healthcare administrators, policy makers, professional groups and the community.

Members of the Forum identified three projects, national in scope, that should be undertaken while maintaining a focus on medical schools. Two of these projects align well with current government priorities and we have been encouraged to seek funding particularly in the area of health human resources from Health Canada. In order to respond to the wishes of the members of the Forum and to respond equally to government priorities, we are focusing on the areas of aboriginal health, public health and a future leaders' vision for 2024. In the case of the first two projects, namely aboriginal health and public health, the focus will be on enhancing medical school curricula around these subjects and contributing to the development of health human resources, particularly physician resources in the aboriginal and in the public health communities. Two task groups have been established with appropriate representation. The Future Leaders' Vision for 2024 Group is just being constructed. Both the Public Health and

Aboriginal Health Task Groups are meeting in late January. The groups will be charged with bringing recommendations to the deans of medicine at the time of the annual conference in Saskatoon in late April 2005 following their approval and/or modification by AFMC's appropriate standing committees. The Aboriginal Health and Public Health Task Groups will also be asked to begin to formulate proposals for demonstration or pilot projects which could be submitted to the Health Human Resource Strategies Division of Health Canada for funding.

We will be asking the future leaders to develop a vision of a transformed health system in 2024 and an identification of the predisposing, enabling and re-enforcing factors that will bring that future into being.

Organization/Infrastructure

In light of a very substantial increase in activity and funding around social accountability, AFMC has had to increase its in-house human resources. A full-time financial officer has been recruited and a part-time project manager will be employed for a six month period to ensure that the task groups have necessary support for their activities. For the other projects, day-to-day management has been largely distributed to the project leaders in various medical schools.

Project coordination around social accountability has evolved over the past several years. Once the social accountability vision document was published by a Health Canada Steering committee a Working Group on Social Accountability was created by then ACMC with a somewhat different membership. This Group was charged with trans-

lating the vision into tangible outcomes. The Working Group established four subcommittees on inventory, outcomes measurement, communications and academic leadership. The Academic Leadership Group or "champions" for each faculty of medicine has had one face-to-face meeting and will remain in place as an important link between faculties of medicine and centrally coordinated projects. The Inventory Group has made substantial progress and its identification of projects across the country will be available on the AFMC website. To some extent the activities of the Measurement Group have been taken over by the project on quality health care and continuing professional development (CPDiQ project). The Communications Group is still evolving its strategy. The original Working Group was structured in large part to represent the key elements of medical education, namely undergraduate, postgraduate, continuing professional development and research. It also had student and resident representatives. As we have moved to three highly focused activities growing out of the Partners' Forum, the Working Group has been supplanted by a Steering Committee which will oversee the activities of the three task groups and provide support to the project manager. It is hoped that once the task groups begin to bring forward recommendations, and projects around their areas of interest are funded, a second Partners' Forum would be held to again seek consultation and guidance from our partners. The Steering Committee is seen as having a relatively short mandate focused on the task groups. At some point it may be necessary to recreate a structure like the original Working Group to guide our future activities.

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Social Accountability

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With the assistance of the Communications Group we hope to pro-

duce regular newsletters to keep all interested parties up to date on the social accountability project.

Visit www.afmc.ca for more information on these topics.

The Social Accountability

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The Aboriginal Health Task Group also had a similar mandate and has just concluded successfully its first face-to-face meeting in Vancouver (January 30, 21, February 1, 2005). The Aboriginal Health Task Group is co-chaired by Dr. Marcia Anderson (University of Saskatchewan) and Dr. Lindsay Crowshoe (University of Calgary). Its members are: Dr. Evan Adams (University of British Columbia), Dr. James Andrew (University of British Columbia), Dr. Francis Chan (University of Western Ontario), Dr. Lorne Clearsky (University of Manitoba), Ms. Bernice Downey (NAHO), Dr. Dan Hunt (Northern Ontario School of Medicine), Dr. Malcolm King

(University of Alberta), Dr. Barry Lavallee (Aboriginal Health and Wellness Centre), Dr. Alan Neville (McMaster University), Dr. Stanley Volland (Chicoutimi) Dianne Kinnon (Project Manager, Ottawa).

The Young Leaders' Group chaired by Dr. Joseph Mikhael is being set up. Its mandate is to bring to the table a vision of what health care will look like in 2025.

The Social Accountability Initiative Steering Committee is chaired by Dr. Anne-Marie MacLellan. The members are: Dr. Janet Benedict (Dalhousie University), Dr. Paul Grand'Maison (Université de Sherbrooke), Dr. Brian Hennen (Dartmouth), Susan Maskill (AFMC), Dr. James Rourke (Memorial University of New-

foundland), Dr. Robert Shearer (Health Canada), Dr. Robert Woolard (University of British Columbia), Dianne Kinnon (Project Manager, Ottawa).

The mandate of the committee is to provide guidance and direction to the other 3 groups and to provide recommendations to the Council of Deans for their May 2005 meeting in Saskatoon.

The tremendous work already accomplished by these groups could not have advanced rapidly without the expert help of Dianne Kinnon, the projects' manager, with invaluable experience in Aboriginal health and public health and without the expert skills of Susan Maskill, the AFMC Director of Administration.

Come Experience Faculty Development Tools for Teachers of IMGs

2005 Medical Education Conference (Saskatoon), May 4, 2005, 9:00 - 2:00

Allyn Walsh, Steering Committee Member, AFMC Faculty Development Program
for Teachers of Internationally Educated Health Care Professionals

At the 2005 annual conference in Saskatoon, there will be a special session piloting faculty development tools for teachers of IMGs. Internationally educated health care professionals (IEHCPs) are an increasingly important and valuable part of the health care scene and a growing part of the picture in medical education. As we seek to facilitate appropriate Canadian-based training for those who have received their medical education outside of LCME accredited schools, it

has become glaringly apparent that these physicians have unique circumstances which require their teachers to adapt approaches which have been honed through years of working with Canadian-trained learners.

The AFMC's Faculty Development Program for Teachers of Internationally Educated Health Care Professionals has been funded by Health Canada to develop modules which can be used to provide prac-

tical teaching strategies and tools for such teachers. Several of these modules will be piloted and will be of interest to those who teach international medical graduates and other internationally educated health care professionals, and particularly to those who provide faculty development to such teachers.

The modules are self contained, and consist of such topics as: Educating for Cultural Awareness, Ori-

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VISIT THE AFMC WEB-SITE (www.afmc.ca/pages/articles_links.html)
FOR ACCESS TO THE FOLLOWING INFORMATION

- *ACADEMIC MEDICINE, February 2005*

Enhancing Self-Awareness in Medical Students: An Overview of Teaching Approaches

Jochanan Benbassat, The Smokler Centre for Health Policy Research, Jerusalem, Israel and Reuben Baumal, University of Toronto

- *CMAJ, January 2005*

Strategies to Increase the Enrolment of Students of Rural Origin in Medical School: Recommendations From the Society of Rural Physicians of Canada

James Rourke, for the Task Force of the Society of Rural Physicians of Canada

- *MEDICAL EDUCATION, January 2005*

Before the White Coat: Perceptions of Professional Lapses in the Pre-clerkship

Shiphra Ginsburg, Natasha Kachan and Lorelei Lingard, University of Toronto

Achievement of Non-cognitive Goals of Undergraduate Medical Education: Perceptions of Medical Students, Residents, Faculty and Other Health Professionals

Karen V. Mann, John Ruedy, Noreen Millar and Patelis Andreou, Dalhousie University

What Every Teacher Needs to Know About Clinical Reasoning

Kevin W. Eva, McMaster University

The Value of Basic Science in Clinical Diagnosis: Creating Coherence Among Signs and Symptoms

Nicole N. Woods, Lee R. Brooks and Geoffrey R. Norman, McMaster University

Come Experience

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enting Teachers to the World of the Internationally Educated Health Care Professional, Assessing Clinical Competencies, Assessing Learner Needs, Providing Effective Feedback, and Teaching Patient-Centred Care and Communication Skills. Several of the modules, in particular Educating for Cultural Awareness, are applicable to all health professions, while the con-

tent of others focus on physicians while lending themselves to future adaptations by other professions.

Each module has been developed according to a similar template and consists of an outline of key concepts, suggested teaching and learning strategies for teachers, ideas for helpful faculty development activities, teaching and learning resources

such as PowerPoint presentations, narratives of IMGs' own stories, scripted role plays, worksheets, and suggested readings and references.

Registration for this session is required, although there is no additional cost beyond the general meeting registration. Please contact ejuneau@afmc.ca for more information or to register, prior to *April 15th, 2005*.

One of Two Concurrent Plenary Sessions: Promoting Scholarship in Education

2005 Medical Education Conference (Saskatoon)

Tuesday, May 3, 2005, 13:30 - 16:30

David Blackmore, Director, Evaluation, Medical Council of Canada

Medical education matters: So how do we maximize the benefits that can be derived from scholarly activities centered on education? Do great doctors become “great” in spite of their education or because of it? Medical schools around the world are trying to maximize both monetary and manpower resources without jeopardizing patient care. They are doing this by taking a close look at student outcomes and relating those outcomes to the educational process that provided the instruction to those students. If medical education matters, then scholarship in medical education

matters. Do we know enough about scholarship in medical education in order to make a difference?

This plenary session is going to explore the issue using three different formats. **Dr. John Bligh**, the Editor in Chief of *Medical Education*, is going to deliver a keynote address outlining the need for congruence between medical education, and therefore medical education research, with modern health care needs and practice; introduce four of Boyer's scholarship areas and relate them to medical education as a proto

discipline; discuss the need for quality and relevance in medical education research using examples from *Medical Education*, and review developing clinical academic career pathways in medical education.

Dr. Bligh's keynote address will be followed by two concurrent breakout sessions looking at two specific topics: **Evidence-Based Education** (session to be facilitated by **Dr. Tom Elmslie**) and **Education as an Academic Pursuit** (session to be facilitated by **Dr. Yvonne Steinert**.)

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One of Two Concurrent Plenary Sessions: Reflective Practice: Broadening Our Perspectives

2005 Medical Education Conference (Saskatoon), Tuesday, May 3, 2005, 13:30 - 16:30

Meridith Marks, University of Ottawa, Member of the 2005 Medical Education Conference Program Committee

Are you looking for a symposium that will help you think “outside the box” about your practice as a physician and as an educator? A session that will make you stop for a moment to reflect on your personal practices? Then you will want to attend this plenary session.

The speakers at this plenary will take you to relatively unexplored areas of cultural competency, health advocacy and alternative ways of knowing. They will use the principles of reflective practice to guide you in understanding how attention to these issues can enhance your practice as a physician and educator. In the process you will experience how leaving yourself open to new ideas can enhance your ongoing

learning and personal development.

Professor James (Súkėj) Youngblood Henderson, an Aboriginal advocate and international human rights lawyer, will guide you in “alternative ways of knowing” related to indigenous knowledge and aboriginal healing. **Dr. Joseph Betancourt**, an expert in the area of multicultural and minority health care, will discuss cultural competency and your practices. **Dr. Sarita Verma**, an advocate for health care and education, will help you identify how you have been an effective advocate in the past and how your input as an advocate will enhance your day-to-day practice in the future. Finally, **Dr. Brian Hodges**, an

award winning educator, will take you on a journey of life-long learning, highlighting the elements of surprise, being open to new ideas and continuous learning.

If this description does not excite you, then all the more reason for you to explore these new territories. It's time to open your mind to new ideas and experiences. Explore a path where you rarely venture. Come join us for an afternoon of reflection and insight. You will grow as an individual and as a member of your profession.

Promoting Scholarship
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The breakout sessions will be followed by a panel discussion with **Drs. Louise Nasmith, Bernard Charlin, Jim Brien and Sharon Straus**. The panelists will respond to the issues/questions posed by the breakout sessions and will provide examples of good practice in medical education scholarship along with clearly articulated take-home messages.

Dr. John Bligh will then provide a summary of the afternoon plenary session on Promoting Scholarship in Education.

Does scholarship in medical education matter to you or the physicians of the future? If you are interested in scholarship in medical education, then this plenary session is where you can both express your views as well as hear those views of experts in the field. See you there!

Round-Table Organized by the MCC
Wednesday, May 4th, 8:00 - 12:00
2005 Medical Education Conference (Saskatoon)

Objectives: A Panacea or a Curse? A Global Perspective on the Use of Objectives to Link Core Learning Expectations to Assessment

Henry Mandin, Program Director,
Division of Nephrology, University of Calgary

For many years, national qualifying examinations for the medical profession have certified a standard of medical care that was consistent with the expectations and needs of the citizens of many countries across the world. In turn, these examinations became de facto definitions of what was expected of a doctor at the end of undergraduate medical education. It was not until 1992 that an examination board, the Medical Council of Canada (MCC), created and published a set of objectives that were more than a listing of professional requirements.

MCC's "Objectives for the Qualifying Examination" were a specific guide for candidates seeking licensure in Canada as well as for test

committees developing examination items. Subsequent editions included objectives (legal, ethical and organizational) that identify attributes physicians should possess at graduation beyond medical expertise. The publication of these objectives expressed the preference of the MCC that learners and examiners be equally aware of expectations from the outset rather than having them defined indirectly by examination questions. Although a number of other countries have followed the lead of the MCC and have published national objectives for undergraduate medical education (e.g. the Netherlands, Australia), others have become interested in establishing

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25 Years of Service



In the Fall of 2004 a most valued member of our staff, Dale Yeatman, marked 25 years of service to AFMC-our employee with the longest record in our organization. Dale works in the Office of Research and Information Services but does, from time-to-time, every job in the house. We are very fortunate to have her on board!

David Hawkins
Executive Director
AFMC

Round-Table

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global standards for medical students. Why an interest in global standards while most countries still define expectations by means of examination questions?

Part of the answer to the question of global medical educational standards lies in the unquestionable globalization of political and economic environments. Another part is the ever increasing mobility of populations along with the more general interconnectedness of human affairs. Along with potential benefits, globalization has underscored a number of potential hazards and excesses. First among these is 'uniformity'. This concern was first raised during a debate at the 2000 Ottawa conference in South Africa between Max Price and Jordan Cohen. Other concerns arose. Do standards impede innovation? Who would set the standards? Would such standards deal with process or outcomes?

Such questions were further discussed at the 2001 AMEE meeting in the panel '**Global standards in a time of change**', and again at a consensus conference in Copenhagen in 2003. These discussions provided much needed clarification. First, the World Federation for Medical Education selected institutional standards as its area of interest, leaving individual competencies to be the focus of the Institute for International Medical Education. There was substantial agreement that while there should be a minimum set of learning objectives that were to be considered essential for all students, institutional ambitions and curricular plans could be utilized to ensure a very considerable degree of local diversity.

At the 2005 Medical Education Conference in Saskatoon, four hours will be set aside on Wednesday, May 4 for a round-table organized by the MCC. The speakers for this session will seek the assistance of the audience in considering a

number of fundamental tenets in medicine that can be considered global (e.g. the scientific base underpinning all of medicine, fundamentals of clinical reasoning, ethical responsibilities, etc.). More importantly, it will consider very pragmatically the feasibility and viability of global objectives. What type of objectives could be considered ideal? Since uniformity is undesirable, can key educational outcomes be identified that are the same all over the globe while at the same time responsive to local needs? Can these be linked to assessment?

Although the interest in global standards is relatively recent, a borderless virus such as SARS has called attention to the need for global standards sooner rather than later. As Jordan Cohen has stated, "Medical scientists of every nationality are part of a global medical work-force expected to serve a global public in accordance with universally held beliefs and practices".

Interprofessional Education: Grounding Action in Theory

May 26 - 27, 2005

University of Toronto Conference Centre
Toronto, Ontario

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Faculty of Medicine, University of Toronto
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e-mail: ce.med@utoronto.ca
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University of Toronto

Professor Bruce Ballon and **John Teshima**, a Lecturer in Psychiatry, are winners of Junior Faculty Development Awards of the Association for Academic Psychiatry given in recognition of promising junior faculty.

Professor Daniel Cattran of Medicine has been awarded the Kidney Foundation of Canada's Medal for Research Excellence given annually to a Canadian researcher whose work is recognized by his or her peers to have significantly advanced the treatment of kidney disease and related conditions.

President Emeritus John Evans, Professor Emeritus of Medicine, is this year's recipient of the Canadian Institutes of Health Research Distinguished Leadership Award. The award was established in 2002 to recognize outstanding efforts to individuals with a special interest in health research who have made contributions of both significance and influence with respect to Canada's health research enterprise.

Professor Sergio Grinstein of Biochemistry was awarded the Canadian Institutes of Health Research Michael Smith Award in Health Research established in honour of Smith, co-winner of the Nobel Prize for chemistry in 1993.

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CAME-ACÉM News

Marcel D'Eon, President, CAME-ACÉM

First, on behalf of the Canadian Association for Medical Education (CAME-ACÉM) - L'Association canadienne pour l'éducation médicale), may I extend to you a warm welcome to the 2005 Medical Education Conference, April 30th - May 4th, in Saskatoon, "Learning from Each Other". It promises to be an excellent meeting and we hope you can make it.

CAME-ACÉM has introduced a number of innovations to past meetings (facilitated poster sessions and the CAME Certificates of Merit to name two) and we will be making some further enhancements this year as well. First, we have added for the first time two 'post-conference' workshops. These longer workshop formats allow participants to engage in a subject in more depth. This year the post-conference workshops, scheduled for May 4th, include "The Two-day TIPS Course: A Fresh Look at Content, Process and Other Elements" and "The ABC Education Primer - A Model of Faculty Development for Clinical Faculty". Second we will be offering awards for research and evaluation studies given as posters or R&D presentations to highlight quality in these areas. Those who wish can have their work judged for this competition with a presentation to be made at the meeting.

At this time I would also like to announce the recipients of our most prestigious awards. The CAME-Ian Hart Award for Distinguished Contribution to Medical Education will be presented to Dr. Dave Davis, the Associate Dean for Continuing Learning, University of Toronto. Dr. Davis is a recognized

leader in continuing professional learning in North America and indeed around the world. He has been President of the Alliance for CME and the Society for Academic CME and has been a busy speaker/presenter in the area for many years. We are proud to acknowledge Dr. Davis with this important award. The recipient of the CAME-Junior Award for Distinguished Contribution to Medical Education is Dr. Pippa Hall of the University of Ottawa. We wish to thank the nominators for the time and effort they took to bring forward a name and to congratulate all of the candidates for their excellent work in medical education. The decisions were quite difficult, a testimony to the strength of the Canadian medical education community.

CAME-ACÉM is very pleased to announce a mutually beneficial agreement with the Association for Medical Education in Europe (AMEE). For some time we have been searching for a way to officially connect our members and our Association with a high quality and reasonably priced journal. We feel we can achieve this with our new relationship with AMEE and Medical Teacher.

AMEE is a progressive, dynamic and growing organization. The annual conference on medical education is known throughout the world as an important learning opportunity and has been well attended by many Canadians. In fact many of us have been involved as workshop leaders and speakers. This new feature will allow members of CAME,

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Professor Alejandro Jadad of Anaesthesia is the winner of a Canadian Latin American Achievement Award given in recognition of his contribution to the development of a strong relationship between Canada and the Hispanic world.

Professor Nicola Jones of Pediatrics is the recipient of the Canadian Association of Gastroenterology's 2005 Young Investigator Award recognizing outstanding contributions to gastroenterology through basic and/or clinical research by a young investigator.

Professor Larry Librach of Family and Community Medicine was recognized for his long-term contributions to palliative medicine at the annual conference of the Science and Art of Pain and Symptom Management. He is a member of the board and executive of the Canadian Hospice Palliative Care Association.

Professor Anthony Pawson of Medical Genetics and Microbiology is the co-recipient of Columbia University's 2004 Louisa Gross Horwitz Prize. The award acknowledges exceptional accomplishments in biological and biochemical research.

Professor Hugh Scully of Surgery has been named a founding fellow of the FIA Institute for Motorsport Safety. The institute was established in

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CAME-ACÉM News *continued from page...12*

will also become members of AMEE, to attend the conference at the member rate. The journal Medical Teacher is making an important contribution to medical education in Europe and world wide through its promotion of research and knowledge exchange. In particular (the feature that attracted us most) is the emphasis on improving one's practice as a teacher. We are pleased that through this agreement we can make these strengths more accessible to our members.

CAME-ACÉM has been continually looking for ways to strengthen medical education in

Canada. To that end we have started a dialogue on the future direction of CAME-ACÉM using our new web-based bulletin board discussion manager. What do you think CAME-ACÉM should be doing and should look like in 10 years? Members of CAME-ACÉM will have some opportunity to participate in such a discussion both on-line and in face-to-face meetings. We hope that you will join us in that conversation so that together we can help make advances in medical education in Canada.

Jean Gray Honoured



On February 8, 2005, her Excellency the Right Honourable Adrienne Clarkson, Governor General of Canada, announced 74 new appointments to the Order of Canada. Among these, Dr. Jean Gray has been appointed Member of the Order of Canada. Professor Emeritus of Medical Education, Medicine and Pharmacology at Dalhousie University, Jean Gray is a gifted leader, exceptional teacher and role model. One of Canada's outstanding medical educators, she has developed tools to better evaluate residents in training and has championed mentoring programs for women medical students. Her determined leadership has benefited numerous organizations, including the Canadian Association for Medical Education, the Institute of Gender and Health at the Canadian Institutes of Health Research and the Atlantic Centre of Excellence for Women's Health.

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2004 by the FIA Foundation and the Fédération Internationale de l'Automobile as an independent, non-profit organization to focus on specialist motorsport safety research and to enhance the safety of motorsports worldwide.

Professor David Wolfe of Psychiatry has been selected to receive the Canadian Psychological Association's Donald O. Hebb Award, the association's most prestigious scientific award given in appreciation for his many contributions to psychology in Canada.

University of Western Ontario

Dr. Moira Stewart, holder of the Dr. Brian W. Gilbert Research Chair and Director of the Centre for Studies in Family Medicine of the Department of Family Medicine, was awarded the James Mackenzie Medal and delivered the James Mackenzie Lecture at the Annual Meeting of the Royal College of General Practitioners in London, UK. Stewart is the first Canadian to be so honoured. Her lecture entitled "Reflections of Patient-Doctor Relationships from Evidence and Experience" will be published by the British Journal of General Practice.

University of British Columbia

Dr. Bernard Bressler was re-appointed Vice-president Research, Vancouver Coastal Health and Executive Director of Vancouver Coastal Health

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The 2005 CAME-Ian Hart Award for Distinguished Contribution to Medical Education to Be Presented to Dr. Dave Davis at the 2005 Medical Education Conference (Saskatoon)

Jean Gray, Past-president, CAME



By any criteria, Dr. Dave Davis is the international "guru" of continuing medical education. He has served as the Assistant/Associate Dean of Continuing Medical Education at two Canadian universities (McMaster and Toronto), served as President of the Alliance for CME (1990-92) and of the Society for Academic CME (1997-98) in the United States, and was Chair of the Standing Committee of CME of the Association of Canadian Medical Colleges from 1982-84. In addition, he has served in a variety of positions on provincial, national, and international CME organizations and conferences, including the Committee on Accreditation of Continuing Medical Education, and has been in great demand as an educational consultant, both within Canada and in the US.

Dr. Davis developed a passionate interest in continuing medical education early in his career as a family physician. After completing a BA and an MD degree at the University of Western Ontario, a rotating internship at the Toronto Western Hospital and two years of Pathology residency in Toronto, he entered general practice in Burlington, ON, in 1970, received CFPC certification in 1976 and was admitted to Fellowship in the CFPC in 1990. By the early 1970s, he was already very involved in interprofessional

health education within his own hospital and in 1977 became a member of the Continuing Health Sciences Post-Professional Education Committee at McMaster. His role as a continuing health professional educator at McMaster evolved in the 1980s and in 1994 he was recruited to the University of Toronto as the Associate Dean of CME. During this time, he served on a variety of CME-related committees, including the Royal College of Physicians and Surgeons of Canada, the Canadian Medical Association, the College of Family Physicians of Canada, the Council of Ontario Faculties of Medicine, the Research in Medical Education Committee of the Association of American Medical Colleges, as well as organizing and/or chairing a number of major national and international educational conferences, including the World Congress of CME that took place in Toronto in May of 2004.

However, it is his scholarly work that has commanded the greatest international attention. He is either the lead author or senior author of some of the most frequently cited papers on the efficacy of continuing medical education practices. Together with other individuals involved in the Cochrane Collaboration, he has evaluated a variety of educational techniques to determine both the validity of the studies as well as the impact of the technique in influencing physician behaviour. In recent years, he has become very

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Research Institute (VCHRI), and Assistant Dean, Research, Faculty of Medicine. He is also Co-chair of the Standing Committee of Vice Presidents Research/Directors of Research Institutes of the Association of Canadian Academic Healthcare Organizations.

Dr. Christian Naus has been appointed Head, Department of Cellular and Physiological Sciences, which is the consolidation of the Department of Anatomy and Cell Biology and the Department of Physiology. Dr. Naus was appointed Assistant Professor in the Department of Anatomy at the University of Western Ontario in 1987, having been awarded an MRC Scholarship and an Ontario Ministry of Health Career Scientist Award. He was recruited to UBC as Head of Anatomy and Cell Biology in 2002 and has also served as Head of Physiology since 2003. Dr. Naus is a prominent investigator in the field of gap junctional intercellular communication and holds a Canada Research Chair in Gap Junctions and Disease.

The 2005 CAME-Ian Hart

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interested in the development of practice guidelines and the role they play in shaping the practise of medicine. Together with colleagues in both Canada and the US, he is either principal investigator or co-investigator on multiple peer-reviewed grants that are examining the processes of health professional development following completion of formal educational programs. This work has resulted in 75 papers in high impact journals, such as JAMA, the BMJ, CMAJ, and Academic Medicine as well as a variety of book chapters, printed presentations, and other publications. This body of work has been recognized by a variety of awards from both the Alliance for Continuing Medical Education and the Society for Academic CME (previously known as the Society of Medical College Directors of CME), as well as a number of named lectureships, ranging from the Charles Sherman Lectureship of the California Medical Association to the Coppelson Oration at the Australasian Post-graduate Medical Federation.

Dr. Davis casts a long and very influential shadow over all of the continuing medical education developments in North America. His

systematic reviews of interventions to change professional behaviour have illuminated the limited impact of traditional CE and catalyzed the adoption of new and more effective methods to improve health care through modification of professionals' behaviour. He currently heads the Knowledge Translation Program at the University of Toronto, chairs the Guidelines Advisory Committee (jointly developed by the Ontario Medical Association and the Ontario Ministry of Health), and oversees the Research and Development Resource Base for CME (RDRB), an electronic database of over 12,000 articles that make it possible to others to locate pertinent CME literature with ease.

Dr. Davis has changed the way that CME professionals, practising physicians, and the pharmaceutical industry think about CME. In addition, he has created strong academic CME units in two of Canada's medical schools and advised, visited, or enhanced the work of numerous other schools. It is appropriate that CAME recognizes his many contributions with the 2005 CAME-Ian Hart Award for Distinguished Contribution to Medical Education.

FORUM Newsletter is now available on our website at
www.afmc.ca/publications_forum.html

Contributions to FORUM in either English or French are welcomed.
Les contributions à cette publication sont les bienvenues et peuvent être rédigées en français ou en anglais.

COMING EVENTS

À VENIR

University of Saskatchewan

April 8, 2005

Neonatal Resuscitation Program (NRP)
Instructor Course and Re-registration
Regina, Saskatchewan

April 16, 2005

25th Annual Saskatchewan Psychiatric Association
Continuing Education Conference
Royal University Hospital
Saskatoon, Saskatchewan

April 22 & 23, 2005

Oncology & Palliative Care Conference*
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April 23, 2005

Neonatal Resuscitation Program (NRP)
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Saskatoon, Saskatchewan

May 13 & 14, 2005

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The 2005 CAME-Junior Award for Distinguished Contribution to Medical Education to Be Presented to Dr. Pippa Hall at the 2005 Medical Education Conference (Saskatoon)



Dr. Hall has practised family medicine since 1985 after completing her family medicine residency at the University of Ottawa. She is currently a Program Director in the Palliative Medicine Residency/Fellowship Program and an Assistant Professor in the Department of Family Medicine at the University of Ottawa.

One of the programs she has developed is "Death Made Visible" which is an undergraduate interdisciplinary course for medicine, nursing and theology students. In this highly acclaimed course, literature is used to explore issues with students from these three disciplines.

Dr. Hall's scholarship in health professional education is remark-

able, particularly as she has come to academic educational endeavors after many years in clinical practice. Her colleagues attest to her creativity, team skills, and productivity. One writes "Dr. Hall's career exemplifies what we strive to teach all young physicians – that a medical career includes a commitment to continuous life-long learning". Another states "Pippa is a non-conforming scientist - she works along the proven methods of community development to bring life to her fantastic ideas. She dreams big yet takes methodical, small steps to make the dreams a reality".

Dr. Hall is an exemplar. Her achievements are many and her contributions to education span all levels of the educational continuum. It is appropriate that CAME recognizes Dr. Pippa Hall's contributions with the 2005 CAME Junior Award for Distinguished Contribution to Medical Education.

Association for Hospital Medical Education (AHME) - Association of Osteopathic Directors and Medical Educators (AODME) 2005 Spring Educational Institute

May 11-14, 2005**Hilton Tucson El Conquistador, Tucson, Arizona**

Further information is available online at www.ahme.org or by calling AHME Headquarters, 724-864-7321.

MEDICAL INFORMATICS: AN OPEN FORUM ON INFORMATICS AND MEDICAL TEACHING

Presented by the AFMC Resource Group on Medical Informatics
2005 Medical Education Conference (Saskatoon), Saturday, April 30, 2005, 8:30 to 11:30

Please join us as representatives from Canadian faculties of medicine offer brief podium presentations highlighting current innovative projects and the potential for pan-Canadian collaboration.

Presentations will include:

- Medical Informatics: A Retrospective *University of Toronto*
- Ontario's Collaborative Curriculum Project in Gender and Health *Council of Ontario Faculties of Medicine*
- Administration of Medical Education Through Database Integration *University of Western Ontario*
- On-line Case Simulations *McGill University*
- On the Path Towards Open-Source e-Learning Solutions *Queen's University*
- The Common Currency Project *Dalhousie University*
- On-line Curriculum Repository *University of British Columbia*
- The National Digital Health Library *McGill University*

And More!

All conference attendees are welcome.



**DALHOUSIE UNIVERSITY
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The Division of Medical Education at Dalhousie University seeks a qualified person with expertise in communication skills and educational research for a tenure stream position at the Associate Professor level. As Director of the Communication Skills Program, major responsibilities include Communication Skills activities and program development in the Faculty of Medicine, as well as research and development in various areas. In addition, the incumbent will provide consultation and guidance to faculty members and medical students, clerks and residents, and groups with various educational responsibilities across the medical education curriculum.

Founded in 1995, the Division of Medical Education conducts educational research and development across the continuum of medical education, provides a broad range of Faculty-wide professional development activities, and houses an excellent communications skills program that spans the continuum of medical education for teachers, learners, practicing physicians, medical students, clerks and residents. The Division also provides an academic home and collegial community for faculty members heavily involved in medical education, and has an affiliation with both Medical Informatics and Medical Humanities. The Division currently has three full-time faculty members and is expanding. Further information on Communication Skills in the Division of Medical Education may be found at the Communication Skills web site: <http://medcomm.medicine.dal.ca/program/>

Qualifications include a PhD or EdD in Education or the Social Sciences (or a related field). The successful candidate will have at least six years' experience in medical and/or health professions education or a related field, and will have demonstrated an ability to conduct and publish independent research in education. The candidate should have demonstrated leadership experience, and experience in communication skills: in program development, delivery and evaluation. The Division of Medical Education is a collegial work environment, with a small staff who work closely together; interpersonal skills are also required.

This position becomes available July 1, 2005. Applications will be accepted until the position is filled.

Please send curriculum vitae, along with a letter of application and the names and addresses of three referees to:

Dr. Blye W. Frank
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Division of Medical Education
Dalhousie University, Faculty of Medicine
Room C-115A, Clinical Research Centre
5849 University Avenue
Halifax, NS B3H 4H7

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This publication is available on AFMC's web-site www.afmc.ca.

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