



The AMS
**Phoenix
Project**
A Call to Caring

2013 Invitational Conference
“Building Leaders/Leadership and
Growing a Network”

November 21 - 22, 2013

Sheraton / Crowne Plaza Fallsview
5686 Falls Avenue, Niagara Falls, ON



The 2013 AMS Phoenix Project conference is sponsored by Associated Medical Services and hosted by McMaster University.

McMaster University, Continuing Health Science Education program (CHSE) is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME) to provide CFPC Mainpro and RCPSC Maintenance of Certification (MOC) study credits for Continuing Medical Education.

This program meets the accreditation criteria of **The College of Family Physicians of Canada** and has been accredited by McMaster University, Continuing Health Science Education Program for up to **7 Mainpro-M1 credits**.

This activity is an **Accredited Group Learning Activity (Section 1)** as defined by the Maintenance of Certification program of The Royal College of Physicians and Surgeons of Canada and approved by McMaster University, Continuing Health Science Education Program for up to **7 MOC Section 1 hours**.

Each attendee should only claim the hours they attended.

Disclosure of Conflict of Interest /Ethical Standards Disclosure:

“In keeping with accreditation guidelines, presenters are required to disclose any real or potential conflicts of interest to the audience by including and addressing a slide at the beginning of the presentation, and/or by providing the information in a handout. Disclosures should cover relevant relationships for a period of two years prior to the course. Speakers with no potential conflict of interest should inform the audience of this.” You can read McMaster University’s policy on this at www.fhs.mcmaster.ca/conted



2013 AMS Phoenix Project Conference

Theme: *“Building Leaders/Leadership and Growing a Network”*

Learning Objectives

- Share the learnings emerging from the work of The AMS Phoenix Project.
- Provide a forum for collaboration among the AMS Phoenix Project community.
- Support leadership and development of AMS Phoenix Fellows, AMS Phoenix Call to Caring Grant Recipients (and their respective mentors).
- Explore opportunities to build leaders/leadership across the Project.
- Develop a plan to coalesce regional strengths into a provincial force to advance the goals of the AMS Phoenix Project.



Conference Planning Committee

Helen Caraoulanis

Conference Coordinator, The AMS Phoenix Project

Melanie Goodfellow

Social Media Coordinator, The AMS Phoenix Project

Stan Hamstra, PhD

Member, The AMS Phoenix Project Management Committee
Acting Assistant Dean, Academy for Innovation in Medical Education
Research Director, University of Ottawa Skills and Simulation Centre,
Associate Professor, Departments of Medicine, Surgery and Anesthesia
Faculty of Medicine, University of Ottawa

Janet Lovegrove, BScN, MSc, CPMHN

2012 AMS Phoenix Fellow (McMaster University)

Bev Nickoloff, BA (Hon), BEd, MHSc

Project Consultant, The AMS Phoenix Project

Janet Paci

Administrative Assistant, to Dr. Rob Whyte, McMaster University

Joann Trypuc, PhD

Project Consultant, The AMS Phoenix Project

Rob Whyte, MD, MEd, FRCPC (Chair)

Member, The AMS Phoenix Project Management Committee
Assistant Dean, Undergraduate Medical Education, McMaster University

Joyce Zazulak, MD, MSc, CCFP, FCFP

2012 AMS Phoenix Call to Caring Grant Recipient (McMaster University)



Guest Speakers

Sandra Dalziel, BSc(OT), MBA

In 2008, Sandra Dalziel joined *Patient Destiny*, an organization founded in 2005 by her husband, Kevin Leonard, who had Crohn's disease. Kevin passed away July 15, 2013. Kevin was a passionate patient advocate who believed strongly in the critical role patients play in managing their care in consultation and collaboration with their health providers. *Patient Destiny* promotes the recognition of "patients as partners in their healthcare". Managing Kevin's chronic disease entailed significant and extensive interactions with the healthcare system. As Kevin's caregiver, advocate and care team member, Sandra sought to have the caregiver voice acknowledged and valued by health providers.

Sandra holds a Bachelor of Science in Occupational Therapy from McGill University and an MBA from the University of Ottawa. She has worked as an occupational therapist in clinical and community settings, and has held managerial positions in organizations including the Ontario Telemedicine Network, The Temmy Latner Centre for Palliative Care at Mount Sinai Hospital, the Toronto Central Community Care Access Centre and Cystic Fibrosis Canada. <http://www.patientdestiny.com>

Ronna Bloom, BA, MEd

Ronna Bloom is a writer, psychotherapist, teacher, and author of five books of poetry, most recently, *Cloudy With A Fire in the Basement* (Pedlar Press, 2012). Her poems have been broadcast on CBC, displayed on billboard walls, and recorded by the Canadian National Institute for the Blind.

Ronna has hosted writing workshops across Canada and abroad, and has designed and led workshops for health care professionals at University Health Network, students at the Medical School of University of Toronto, Occupational Therapists, Social Workers, Psychiatrists, Psychotherapists and ICU Nurses, as well as front-line hospital workers at Sunnybrook Health Sciences Centre who were affected by SARS. She brings twenty years of psychotherapy practice to her work as a poet and workshop facilitator.

Ronna is currently Poet in Community at the University of Toronto and Poet in Residence at Mount Sinai Hospital. www.ronnabloom.com



Conference Agenda

Thursday, November 21, 2013

Location: Crowne Plaza Hotel, Brock Room, 1st Floor
(Located near the main hotel registration desk)

- 1:00 p.m. Registration (*Lobby of the Crowne Hotel – outside the Brock Room*)
- 2:00 p.m. Welcome from the AMS and Opening Remarks – *Gail Paech, AMS Chief Executive Officer*
- 2:10 pm Greetings from McMaster University – *Rob Whyte, Assistant Dean, Undergraduate Medical Education, McMaster University, Member of the AMS Phoenix Project Management Committee, Chair 2013 AMS Phoenix Project Invitational Conference*
- 2:20 p.m. Opening Remarks, Objectives and Conference Themes – *Brian Hodges, Lead, AMS Phoenix Project*
- Overview of the Agenda and Process, and Introductions – *Joann Trypuc, Facilitator*
- 2:45 p.m. Progress Advancing the Goals of the AMS Phoenix Project – *Brian Hodges, Lead, AMS Phoenix Project*
- 3:15 p.m. Plenary: Questions and Observations
- 4:00 p.m. Getting to Know You: AMS Phoenix Community Speed Dating
- 5:00 p.m. Reflections
- 5:15 p.m. Adjournment
- 6:00 p.m. Reception (*Crowne Plaza Foyer*)
- 6:30 p.m. Introduction of Guest Speaker – *Rob Whyte*
- 6:40 p.m. ***“A Family Caregiver’s Perspective”*** – Guest Speaker – *Sandra Dalziel, Program Manager, Patient Destiny*
- 7:30 p.m. Dinner (*Brock Room*)
- 9:00 p.m. Adjournment



Friday, November 22, 2013

Location: Crowne Plaza Hotel, Brock Room, 1st Floor
(Located near the main hotel registration desk)

- 8:30 am Overview of the Day – *Joann Trypuc, Facilitator*
- 8:45 am **IDENTIFYING AND SUPPORTING CHAMPIONS: AMS Phoenix Fellows**
- 2013 – AMS Phoenix Fellows “Snapshots”**
- Brief presentations from each of the 2013 AMS Phoenix Fellows
(*Framework for presentations: To advance leadership, what are you doing, why, how and with whom? Time: 3-4 minutes each*)
- 9:20 am **2012 – AMS Phoenix Fellows “Showcase”**
- Brief presentations from each of the 2012 AMS Phoenix Fellows
(*Framework for presentations: What are the highlights of your work and its most significant impact? Time: 5 minutes each*)
- 10:00 am Plenary: Observations on the Fellows and Building Champions and Leaders
- 10:20 am Break: Visit with AMS Phoenix Fellows
- 11:00 am **PROMOTING STRATEGIES: AMS Phoenix Call to Caring Grant Recipients**
- 2013 – AMS Phoenix Call to Caring Grant Recipients “Snapshots”**
- Brief presentations from each of the 2013 AMS Grant Recipients
(*Framework for presentations: What will you be doing, why, how and with whom? Time 3-4 minutes each.*)
- 11:35 am **2012 – AMS Phoenix Call to Caring “Showcase”**
- Brief presentations from each of the 2012 AMS Grant Recipients
(*Framework for presentations: What are the highlights of your project, how has it helped advance the AMS Phoenix Project’s goals, and what is its most significant impact? Time: 5 minutes each*)
- 12:15 pm Plenary: Observations on the Grant Recipients and Creating Strategies
- 12:30 pm Lunch
- 1:30 pm Introduction of Guest Speaker – *Rob Whyte*



1:35 pm ***“The Journey is Not Without Passengers: Moving Forward with Compassionate Health Care”*** – Guest Speaker – *Ronna Bloom, Poet in Residence, Mount Sinai Hospital*

2:30 pm **BUILDING LEADERS/LEADERSHIP AND GROWING A NETWORK**

Small Group Discussion:

- Tactics to build leaders/leadership and grow the network regionally
- Ideas on how to coalesce regional strengths into a provincial force
- Small group discussions to 3:30 pm
- Break: 3:30-3:45 pm
- Report back and plenary discussion

4:20 pm Closing Remarks and Confirmation of Next Steps – *Brian Hodges, Lead, AMS Phoenix Project*

4:30 pm Adjournment



AMS Phoenix Fellowship Awards

The AMS Phoenix Fellowship is a key cornerstone of the AMS Phoenix Project. The Fellowship is a prestigious award that provides financial support to health care professionals in recognition of their leadership in advancing compassionate health care.

The Fellowship is open to all health professionals involved in education, clinical practice or research. AMS Phoenix Fellows are selected on the basis of their strong leadership abilities and their potential to build a cohesive network of supporters within their regions to advance compassion and restore the human dimension that lies at the core of what it means to provide good health care.

The intent of the AMS Phoenix Fellowship is to provide support to individuals to allow them to devote time to engage in leadership activities that will influence how health professionals develop and sustain their communication skills, empathy, and professional values in learning and practice environments. Fellows build capacity in their home institution and across the province to enable more humane and supportive teaching and practice.

2012 AMS Phoenix Fellowship Awards (1st Cohort)

Shannon Arntfield, MD, FRCSC, MSc, AMS Phoenix Fellow

Western University

“Narrative Medicine Initiative (NMI) at Western University”

Narrative Medicine, which uses stories to help teach and learn about the experience of being ill, can help bridge the gap between patients and those who care for them. By using the NMI, this Fellowship is raising awareness that *how* care is delivered (the process) is just as important as *what* care is delivered (the content). By incorporating Narrative Medicine into medical education, the NMI seeks to improve how care is given and received, thereby improving the process for both patients and providers.

Expected Outcomes:

1. Increase visibility and uptake of narrative medicine at Western University as a key tool for learning compassion, caring and reflection at the UME, PGE and CPD levels.
2. Local development of interdisciplinary faculty who can participate in collaborative narrative-based education and research initiatives and who can role-model patient-centred care and reflective practice.
3. Development of transferrable undergraduate and postgraduate narrative-based curricula and an evaluation tool (OSCE stations) for Intrinsic CanMEDS competency training.
4. Submission of three manuscripts regarding the use of narrative medicine and reflective writing in medical education to peer-reviewed journals and national conferences.



Lisa Graves MD, FCFP, AMS Phoenix Fellow

Northern Ontario School of Medicine

“CeLT - Compassion in e-Learning and Teaching”

This Fellowship is investigating the experiences of learners and teachers using e-health technologies with a focus on identifying approaches to caring that can be fostered and taught regarding the use of these technologies.

Janet Lovegrove, BScN, MSc, AMS Phoenix Fellow

McMaster University

“Understanding Self-Care in Nursing: Implications for health, well-being, and performance”

The academic and social responsibility of preparing students to become compassionate, caring, and competent professionals often begins at a university or college level. While educational efforts focus largely on helping students develop their academic and clinical skills, the central aim of this project is to bring a sound and practical program of self-care to health science undergraduate students and faculty, so that they are better able to provide sustained and compassionate person-centred care. Starting with the School of Nursing at McMaster University, both faculty and students are being invited to participate in an innovative and practical approach to self-care education. The program that is being used to achieve these deliverables is called Life Process Transformation™ -- an in-depth process of self-exploration and personal growth in the context of transformative thinking.

Expected Outcomes:

1. Continue to introduce interested faculty and students to the importance of meaningful self-care through the provision of one-day workshops that are designed to help participants become aware of their own self-care needs in body, mind, and spirit.
2. Continue to engage interested faculty and students in an in-depth 12-week program/course that focuses on incorporating meaningful self-care into their personal and professional lives.
3. Continue to collaborate with interested faculty members and students from nursing and other caring professions to develop innovative strategies and provide recommendations so that meaningful and sustained self-care can be integrated into their undergraduate program curricula.
4. Continue to conduct research and publish findings regarding faculties' and undergraduate students' responses related to their decisions and abilities to incorporate meaningful self-care into their academic and practice environments.
5. Continue to explore collaborative relationships and future funding opportunities with other community partners who recognize the need to integrate self-care in their own practice settings.



Mala Joneja MD, MEd, FRCPC, AMS Phoenix Fellow

Queen's University

"From the Ground Up: Using critical incident narratives during residency training to promote the development of compassionate physicians"

This Fellowship is promoting the development of compassionate physicians through educational activities for physicians in residency training. The project gives residents the opportunity to reflect on and learn from their own day-to-day experiences through writing a short narrative about a critical incident that occurred during their training related to either patient-centred care, compassion or their training environment. Analysis of these narratives will guide reflection on key issues in residency training, with the goal of promoting compassionate, patient-centred care.

Expected Outcomes:

1. Continued engagement of residency programs involved in the project and extension to other programs.
2. Ongoing collection and analysis of narratives.
3. Submission of manuscripts for publication.
4. Presentation at International Conference of Residency Education 2014 (ICRE), Canadian Conference of Medical Education 2013 (CCME).
5. Presentation of results to Queen's University Residency Program Directors and the Postgraduate Dean.
6. Facilitate connections between the project and Kingston General Hospital through involvement in the hospitals priority to "maximize human contact and bring patients/families into routine care."



Ayelet Kuper, MD, DPhil, FRCPC, AMS Phoenix Fellow

University of Toronto

“Teaching the Non-Medical Expert CanMEDS Roles: Broadening the curriculum beyond bioscience”

The standard education that medical students and residents receive in medical school is focused almost entirely on biomedical science. Over the past three decades Canada has led the way in identifying many non-scientific areas in which physicians and other health professionals need to be competent in order to practice effectively and be responsive to the needs of patients. These non-scientific areas include communicating effectively with patients, establishing good working relationships with other health professionals, and advocating for patients’ needs. This project is identifying the forms of knowledge beyond bioscience (from the social sciences and humanities) that need to be in the medical curriculum to best support the development of physicians who are fully competent in all the CanMEDS Roles.

Expected Outcomes:

1. Integration of the results of this work into medical education programs across the country with a focus on broadening the social science and humanities contents in undergraduate and postgraduate medical education.
2. Translation of findings into other programs focused on education and training of other health care professionals.
3. Advocacy for incorporating findings into national policy documents (as well as highlighting their utility for meeting current accreditation requirements).

Tara Tucker, MD, FRCPC, MEd; and Maryse Bouvette, RN, BScN, MEd, CON(C), CHPCN(C), AMS Phoenix Fellow(s) (joint fellowship)

University of Ottawa

“The Emotional Toll of Professional Caring: Mitigating and managing compassion fatigue (CF)”

To provide the best quality care, and the best compassionate care, healthcare providers must be given the resources and skills to do what often does not come naturally to them – the permission and ability to more fully care for themselves. In this way, burnout and compassion fatigue can be mitigated and health professionals can better care for those whom they serve. This Fellowship is focused on understanding the prevalence of compassion fatigue (CF) in nursing and medical students through the design and implementation of standardized training workshops (Phase 1) to better understand how to mitigate and manage CF pro-actively. Phase 2 will develop a dissemination strategy to broaden access to the workshop – locally, nationally and internationally and to continue to develop the Social Media coaching support and resources initiated in Phase 1.



Expected Outcomes:

1. Completed on-line training module in both Official languages, applicable to physicians, nurses and other allied health professionals.
2. Results of pilot testing of the module to ensure that the integrity and effectiveness of the on-line version is equivalent to the face-to-face workshop.

Cynthia Whitehead, MD, PhD, CCFP, FCFP, AMS Phoenix Fellow

University of Toronto

“The Caring Doctor: Understanding the discourses and advancing the practices of compassionate care in family medicine”

All healthcare professionals aspire to teach and practice compassionate, person-centred care, however creating structures to sustain and support this goal is not simple. Formal accreditation and curricular standards powerfully influence what is valued and taught, so a first step is to examine the discourses of *compassionate care* in formal documents. The focus of this Fellowship is to embed the values of compassionate care in the University of Toronto family medicine teaching and clinical settings and then to extend the learnings to other settings. The project involves a critical discourse analysis of discourses of compassionate care in formal Canadian family medicine postgraduate training documents. Ensuring alignment of accreditation standards with core values is an essential component in developing a cohesive programmatic approach that embeds the values of caring in Family Medicine educational programs.

Expected Outcomes:

1. Engagement of colleagues across health disciplines both provincially and nationally around the complex issue of how best to ensure that formal standards do not under-emphasize complex social constructs and values such as compassionate care.
2. Disseminating findings at relevant conferences, meetings and invited presentations.



2013 AMS Phoenix Fellowship Awards (2nd Cohort)

Kerry Boyd, MD, FRCPC, AMS Phoenix Fellow

McMaster University

"A Curriculum of Caring"

Communication barriers combined with complex needs can be challenging for health care providers and those in need of care. This Fellowship is bringing together people affected by developmental disabilities to participate in a Curriculum of Caring aimed at providing health care learners with experiences and expertise to promote compassionate, person-centred care.

Marion C.E. Briggs, BScPT, MA, DMan, AMS Phoenix Fellow

Northern Ontario School of Medicine (NOSM)

"The Social Nature of Practice: A neglected conversation in person-centred care and interprofessional collaboration"

This Fellowship is focused on designing mechanisms through which clinicians can explore and understand the social dimensions of healthcare practices as a key component of compassionate, interprofessional person-centred care.

K. Michael Hartwick, MD, FRCPC, AMS Phoenix Fellow

University of Ottawa

"Fostering Rapport and Ethical Therapeutic Relationships in Acute Care"

The communication skill of health care providers is highly valued by patients and families as a key component of quality humane, compassionate, person-centred care. Increasingly, patients are receiving highly technological therapies in acute care environments. Healthcare providers who are practicing in these environments require tools and strategies aimed at developing and supporting communication competencies. This Fellowship will support a series of projects and initiatives aimed at enabling health care providers to establish rapport and ethical therapeutic relationships with patients and their families.



Kathryn Parker, PhD, AMS Phoenix Fellow

Holland Bloorview Kids Rehabilitation Hospital

“Compassionate and Relational Approaches to Leading Change and Evaluating Educational Programming within Complex Systems”

This Fellowship is evaluating a new program evaluation model that explores how emergent processes within educational programming (such as the hidden curricula) influence the development of simulation-based education in client and family-centred care. The project is also focused on implementing and exploring the value of using an emerging leadership practice (strengths-based and compassionate leadership approach) to lead system change in healthcare education.

Trisha Parsons, BScPT, RPT, PhD, AMS Phoenix Fellow

Queen’s University

“The Personal Health Care Story as a Catalyst for Person-Centered Care”

This Fellowship is being advanced through a collaboration with a patient partner who is living with both chronic kidney and cardiac disease, and will be guided by Transformative Learning Theory and an evidence-based framework. The results of this case study will be used to inform the development of a global theory on the use of personal stories as an effective tool to influence health professionals’ development of communication skills, empathy and person-centered care in learning and practice environments.

Paula Rowland, PhD, AMS Phoenix Fellow

University Health Network

“Patients as Partners: Exploring the way forward”

This Fellowship involves a scholarly and reflective inquiry into how we talk about, think about, and know about “patients as partners.” Designed as a research and leadership exercise, this project attempts to make context specific tensions visible in all of their ambiguity. The intended impact is to move closer to true partnerships and more effective ways to include patient voices in education and clinical practice.



AMS Phoenix Call to Caring Grants

Background

The AMS Phoenix Project Call to Caring Grants competition seeks to catalyze change in health care and education by making strategic investments that will help to engage educators, nurses and other health professionals, their workplaces and their partners in activities that will enrich understanding about what is needed to balance human compassion and technical expertise.

2012 AMS Phoenix Call to Caring Grant Recipients (1ST Cohort)

Carol Fancott, BScPT, MSc; and G. Ross Baker, PhD

University of Toronto

“Letting Stories Breathe”: Using patient stories for organizational learning and improvement”

This project focused on exploring and examining the use of patient stories in the context of both individual and organizational learning, and how stories, as a mechanism of patient and staff engagement, provide a catalyst for humanistic care that is delivered within person-centred healthcare organizations. The study was guided by three main research questions:

- How are patient stories used in deliberate and systematic ways by individuals and teams within the context of their everyday practice?
- What are the facilitators and barriers of learning from patient stories by individuals and teams within the organization?
- What are the elements of the story that resonate with the audience to move learning to action?

Cheryl Cline, PhD

Queen’s University

“Exploring the Relationship Between the Hidden Curriculum and Patient-Centred Care”

The provision of patient-centered care is a core value in medical training. However, there is some evidence that the hidden curriculum can marginalize the learning and practice of patient-centered care. The “hidden curriculum” refers to teaching influences expressed in daily routines, the ways people treat one another, the often unspoken values they share, and how decisions actually get made and communicated in the learning environment. Unlike the formal curriculum, these understandings tend to be hidden rather than explicit. Collecting student stories about their informal learning experiences is one effective way of making features of the hidden curriculum visible. The purpose of the project was to develop a framework that describes the relationship between the informal learning environment and high quality patient-centred care. This narrative study was designed to actively solicit supportive experiences that could be augmented, as well as negative experiences that might require remediation. In turn, the themes that emerge will inform the development of a preliminary theoretical framework that can be used to explore and assess future informal learning experiences.



Gail Lindsay, RN, PhD

University of Ontario Institute of Technology

“Experiences of Caring: A narrative approach to exploring compassionate person-centred Practices”

This project focused on exploring how person-centred care is constructed and lived by students and nurses in mental health nursing education and practice using narrative and arts-informed inquiry. The project was designed to respond to concerns about the institutional and curricular deconditioning of students, nurses, and patients that can be ameliorated by learning auto/biographically about the meaning and practice of person-centred care. The narratives of caregivers shape the care offered, the actions taken, and both can be transformed through reflective creative inquiry. The team includes co-principal investigators Jasna Schwind RN PhD, Ryerson University, and Sue Coffey RN PhD, UOIT, with co-investigators Debbie Morrison RN MScN, Durham College and Barb Mildon RN PhD, Ontario Shores Centre for Mental Health Sciences.

Kenneth Locke, MD, MSc

University of Toronto

“A Pathway to Caring: Introducing a multiple narrative approach to the undergraduate medical curriculum”

The aim of this project was to determine how a coordinated program, involving different types of narrative, can contribute to the undergraduate medical curricular goal of developing caring and compassionate physicians. A key focus of the project was to determine ways in which students interact with different narrative forms [artistic; informal and personally constructed (or co-constructed); and "mandated"] through the following lines of investigation:

- What do students value in working with these types of narratives in relation to developing a personal conception of caring through reflective practice?
- How do students perceive the relative and different contributions of these types of narratives, at various stages in their undergraduate medical training, to their development as doctors?
- What personal and program-related factors influence the perceived value of these interventions for students?



Kari Osmar MRT(T), BSc, MEd

Sunnybrook Odette Cancer Centre

“Stories at Work: Writing to learn, care and collaborate in radiation therapy”

This project offered a course in experiential narrative writing to three groups: practicing radiation therapists, radiation therapists and advanced oncology nurses together, and radiation therapy students. The course was complemented by an evaluative research project which itself used narrative techniques to (1) describe and conceptualize the process of this course and (2) begin to articulate how the course might (or might not) foster ongoing learning, caring, and collaboration in a practice setting largely constituted by technology. The goal of the project was to create an environment that encourages professionals to recognize, provide, and continually seek to understand care: care of patients, of colleagues, and of themselves. Collaborators include Gail Williams, Marnie Peacock, Ariela Damelin, and Sarah Whyte.

Michelle Spadoni, RN, DNP; Patricia Sevean RN, MA(N), EdD; and Karen Poole, RN, MA(N) MEd

Lakehead University School of Nursing

“Na daw he way win - How to best bring indigenous knowledge of human ways of caring to light in nursing curriculum”

In Ojibwa there is no word for ‘caring’ or ‘care’ but it is understood in the word ‘healing’. The word that encompasses ‘a way of healing’ is Na daw he way win. A key goal of this project was to explore how to respectfully showcase the history and accomplishments of Indigenous nurses within curriculum by:

- Collaborating with Indigenous Elders, nurses, academic colleagues to develop curriculum strategies to increase awareness and appreciation of Indigenous knowledge of human caring and Indigenous realities;
- Exploring ‘caring’ with nursing students using artful ways of knowing (narratives, art, music, poetry, dance).

Joyce Zazulak, MD, MSc, CCFP, FCFP

McMaster University

“A Multifaceted, Arts-based Approach to the Medical Training Curriculum: Developing reflective, caring, healthy physicians”

The focus of this project was to contribute to the development of an arts-based curriculum at McMaster with the goals of:

- Developing a more comprehensive curriculum that exposes residents to art and artistic impression as a way to enhance resident competency in reflection, observation, non-verbal communication, and mindfulness (The Art of Medicine program).
- Delivering a multi-faceted range of reflective, art appreciation activities to both Family Medicine and Obstetrics and Gynaecology (OB/GYN) residents as a first step in nourishing the development of empathetic physicians across the medical specialties (The Art of Seeing program).



2013 AMS Phoenix Project Call to Caring Grant Recipients (2nd Cohort)

Sacha Agrawal, MD, MSc, FRCPC
Centre for Addiction & Mental Health

« From surviving to advising: A study pairing mental health service users as advisors to psychiatry residents »

Building a recovery-focused and person-centered mental health system requires changes in professional practice that are best achieved early in professional development. To give future psychiatrists an opportunity to learn more deeply about the lived experience of mental health service users, to diminish residents' prejudicial attitudes and to empower service users, this project will develop and test a novel training model that pairs past and current service users as advisors to psychiatry residents. The pairs will meet monthly over a six-month period. The experience of participants will be explored using in-depth interviews and written reflections.

Anne Kawamura, MD, FRCP(C)
Holland Bloorview Kids Rehabilitation Hospital

« My child has autism? » Teaching developmental pediatrics residents to explore patient and family perspectives through a novel family facilitator standardized patient educational model »

In this project, parents of children who have a diagnosis of autism spectrum disorder will be actively involved in the creation and facilitation of a simulated learning encounter alongside standardized patients for teaching subspecialty medical residents. The project will explore how this educational model changes residents' understanding of patient and family perspectives as well as how it may reduce the burden on family members involved in the teaching experience.

Jennifer L. Lapum, PhD, RN; Terrence M. Yau, MSc, MD; Kathryn Church, PhD, MA; and Linda Liu, BScN, BSc, RN
Ryerson University

“Arts-informed approaches to person-centred care: a creative education and knowledge translation initiative”

In a narrative study about patients' experiences of heart surgery and recovery, our team employed a novel dissemination method to signify the importance of humanistic approaches to person-centred care (PCC) – inspiration emerged from one participant whose statement echoed the need of many others: “I may be the 7,024th patient that you have, but I need that personal touch. It's not just your body in trouble, it can be your mind and spirit.” Building around the theme of humanistic approaches to PCC, our team designed an art installation (titled “The 7,024th Patient”), constructed of Baltic birch with



photographic images and poetry imprinted on hanging textiles, to allow viewers to follow the path of patients' journeys. To extend this work, a narrative study will be conducted to evaluate how this arts-informed dissemination method and educational strategy influences cardiovascular practitioners' delivery of patient care and promotes practitioners' understanding of humanistic approaches to PCC. This research will contribute to the growing body of creative educational strategies and the way that they can be used to advance the translation of PCC knowledge into practice.

Sandra Moll, PhD, OT Reg (Ont); Patty Solomon, PhD; Elisse Zack, MMgt, MEd; Fiona Wilson, MSc, CPRP; and Bonny Jung, PhD, OT Reg (Ont.)

McMaster University

"Contact-based education about HIV and mental illness: an inter-professional community collaboration initiative"

The purpose of this project is to develop, implement and evaluate an inter-professional, contact-based learning opportunity for healthcare students regarding mental illness and HIV. Both mental illness and HIV may be experienced as chronic, episodic conditions; they may be experienced concurrently, and are associated with a high degree of stigma and inconsistent quality of care. This pilot study will involve training six individuals with mental illness and/or HIV as health mentors (HMs) to share their experiences over a three month period with small, inter-professional groups of students from medicine, nursing, occupational therapy, physiotherapy, and the physician assistant program. Outcome evaluation will include tracking changes in the knowledge, skill and attitudes of participants.

Stacey Ritz, PhD

Northern Ontario School of Medicine

« Practicing Medicine through a Positional Lens: Using critical discourse analysis to enhance reflexivity in medical learners »

This project will use critical discourse analysis (CDA) as a pedagogical tool, in which first-year medical students are mentored in the use of CDA techniques to identify expressions of power and privilege in the writings of others, building to using these same approaches to examine their own discourses. The goal of this work is to create a foundation for the development of curricular interventions that will help medical students enhance their awareness of privilege and transform their practice to more effectively serve the needs of marginalized populations.



Dr. Paula Rowland, PhD

University Health Network

“Patients as Partners”: Exploring the way forward as a call to caring”

This project involves a scholarly and reflective inquiry into how we talk about, think about, and know about “patients as partners.” Designed as a research and leadership exercise, this project attempts to make context specific tensions visible in all of their ambiguity. The intended impact is to move closer to true partnerships and more effective ways to include patient voices in education and clinical practice.

Michelle Spadoni, RN, DNP; Patricia Sevean, RN, MA(N), EdD; Karen Poole RN, MA(N), MEd
Lakehead University

“On the Fringe: Understanding compassion in the “liminal space “of homelessness in a Northwestern Ontario shelter house”

Not all people accessing health and social services experience ‘compassion’. People who live on the fringe of society—homeless people, all too often find themselves in the shadow of less than compassionate help experiences. This project is focused on creating an understanding of the meaning of compassion as experienced (or not) by individuals who are homeless. The goal of the project is to better understand ‘compassion’ in the delivery of health and social service care to homeless persons in a shelter house setting.

Sannie Tang, PhD; and Gail Mitchell, RN, PhD

York University

“Awakening compassion among nurses: Integrating social justice education into clinical practice”

This one-year study is an innovative educational research initiative that aims to improve patient-centred care by promoting compassionate nursing practice. Specifically, this study will engage nurses in an on-line, social justice educational experience to foster their understanding of social suffering as experienced by patients from marginalized backgrounds. As well as assessing the impacts of the educational strategy on nurses’ capacity to show empathic understanding and compassion towards others, this study will also support nurses as champions for compassionate care on their clinical units. It is expected that this project will make an important contribution to nursing education and practice, by advancing knowledge in how to teach and support compassionate clinical practice in a diverse and complex health care environment.



Deborah Tregunno, RN, PhD

Queen's University

"The Courage to Nurse: A program of personal and professional engagement for new nurses"

A strong, stable nursing workforce is integral for providing and sustaining safe, compassionate, person-centred care. However, nurses transitioning into professional practice at a young age are vulnerable to early-career burnout, and the process of burnout can start during nursing education, interfering with learning and contributing to poorer health at graduation and one year into practice. Employee engagement, which is characterized as the opposite of burnout, emphasizes a person's relationship with their work, and is consistent with high levels of energy and mental resilience, dedication and a sense of meaning and pride in one's work. In this project, we will develop and pilot test a program to facilitate professional engagement and the development of leadership skills required for the delivery of compassionate, person-centred care for newly graduated nurses as they transition into early career professionals.

Elaine Van Melle, PhD

Queen's University

"Developing a Call to Care: Understanding how family medicine residents' values shape their practice of patient-centered care"

Being responsive to patient attitudes, preferences and experiences is a central element of family practice. However, ensuring that learners enter practice well prepared to practice patient-centered care remains elusive. What seems to be missing is the recognition that patient-centered care is not just a method to be taught and measured, it is a mindset steeped in values. The purpose of this study is to explore how family medicine residents' values shape their evolving expertise and their readiness to practice patient-centered care.



AMS Phoenix Project Management Committee

The AMS Phoenix Project Management Committee (PMC) is responsible for advancing the goals of the AMS Phoenix Project. The PMC provides direction and oversees all of the activities related to the Project.

Terms of Reference

- Provide advice and direction on strategies, broad directions, policy and practice implications, and other issues relevant to the Project.
- Establish sub-committees, as needed, to support the Project.
- Adjudicate competitions sponsored by the Project and make recommendations for funding to the AMS Board.
- Develop an implementation and evaluation plan for the Project to guide and monitor progress.
- Account to the Board, through the Project Lead, and to the wider community for the execution of the Project.
- Consult, as needed, with external experts to meet any of the functions of the PMC.

The Committee reports to the AMS Board through its Chair, Dr. Brian Hodges, Project Lead.



Membership