

IN THIS ISSUE

In this issue, we are pleased to feature 10 articles drawn from our retired submission sections, bringing forward valuable scholarship as we transition to our streamlined journal structure.

Brief Reports

The study, [Experienced or witnessed racism and microaggressions during medical education: an exploratory survey of medical learners at a large Canadian medical school](#) by Adler et al., surveyed learners about their experiences with racism, discrimination and microaggressions during their time in medical school. Respondents suggested solutions such as anonymous reporting systems and targeted education to help address these issues.

Beatrice Preti's report, [As the lipstick rubs off: an autoethnography of impression management in a medical education conference](#), shared her personal experiences trying to manage impressions at a conference. She noted that impression management is an underexplored element of medical education that can be counterproductive to learning.

[Equity, Diversity, and Inclusion in admissions: a critical qualitative inquiry on faculty leaders' perspectives on barriers and facilitators at a Canadian health sciences institution](#) by Xie et al. studied viewpoints of Canadian health sciences faculty leaders on Equity, Diversity, and Inclusion reforms in admissions. They found that although leaders recognize bias in traditional metrics such as the GPA and the MCAT, they still prefer them and find it difficult to implement equity-focused changes.

[How are we preparing doctors for their roles as patient educators? Exploring undergraduate and postgraduate curricula in Canadian medical schools](#) by Cohen and co-authors explored how Canadian undergraduate and postgraduate education teach patient education (PE). They found that it was inconsistently included. They proposed a longitudinal curriculum that frames PE as a communication skill.

Black Ice

[Seven ways to get a grip on using participant observation in medical education research](#) by Eady and Moreau offered practical recommendations for planning and conducting participant observation in medical education research, highlighting how this method can provide unique insights into behaviours and learning environments.

[Five ways to get a grip on embedding Equity, Diversity, Inclusion, and Accessibility into survey design for non-equity related health professions education research topics](#) by Lekuti and colleagues presented practical guidelines for including Equity, Diversity, Inclusion, and Accessibility (EDIA) principles into survey designs to make surveys more inclusive, and respondent-centred.

Canadiana

Press and Haworth's [Connecting in clerkship: reflections on community, geography, and growing a new profession](#) described the isolation faced by students in Dalhousie's new Master of Physician Assistant Studies program. They created a simple initiative where the students participate in monthly virtual check-ins to talk, share experiences, and support each other.

Works-in-Progress

[Learning patient collaboration: how do primary care doctors learn to empower patients in decision-making?](#) by Chia and co-authors aim to study how doctors develop the skills to move beyond purely technical expertise to relational and collaborative practice with patients as partners in decision-making.

[Medical student attitudes and perceptions of Point of Care Ultrasound curriculum and assessment methods: a multisite survey](#) by Solak and team outlined how they will conduct a multisite survey evaluating Canadian medical students' attitudes and preferences regarding the undergraduate PoCUS curriculum and its assessment methods, as well as their perceived skills and confidence in performing PoCUS.

[How the Health Advocate Role is reflected in health professions education literature: a scoping review protocol](#) by Duong and co-authors described their proposed scoping review to explore how the CanMEDS Health Advocate role has been conceptualized and implemented across health professions education to inform future assessment and research.

Enjoy!