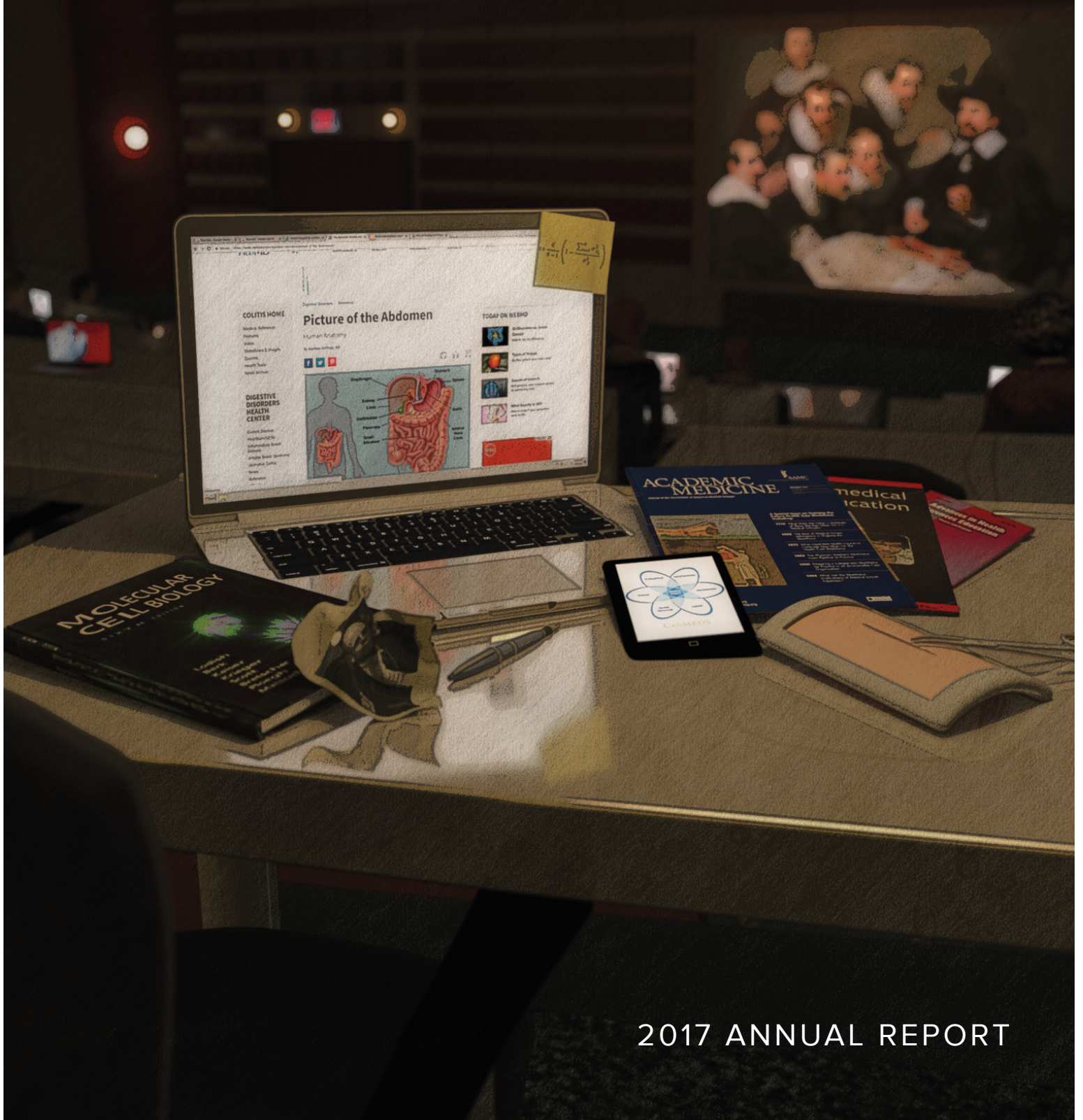


THE UNIVERSITY HEALTH NETWORK / THE UNIVERSITY OF TORONTO

THE WILSON CENTRE



2017 ANNUAL REPORT

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DIRECTOR'S REPORT

2017 was another exceptional year for research, scholarship, teaching and innovation at The Wilson Centre. Wilson Centre Scientists, Fellows and Researchers successfully captured \$2,141,800 in research funding and contributed 90 publications to the field of health professions education research. By expanding our local, national and international collaborations, we have continued to increase our research productivity and global impact.

The Wilson Centre continues to engage deeply with our local education communities through keynotes, workshops, and targeted consultations. We continued our ongoing support of educational scholarship at academic (e.g., SMH, SHSC, UHN, WCH, and CAMH) and community hospitals (e.g., MGH, NYGH). Many of our Scientists and Researchers have been involved with the implementation phase of the new pre-clerkship Foundations Curriculum in the UofT MD Program. Others have made important contributions to UHN's Caring Safely campaign. We also continued to train and mentor our research Fellows and members of the local Wilson Centre community.

In 2017 we saw a few changes within our leadership and celebrated some new international collaborations. In April, Ryan Brydges was appointed as Director of Research, Allan Waters Family Simulation Centre with a Professorship in Technology-Enabled Education at St Michael's Hospital. He therefore stepped down as a Wilson Centre Associate Director but continues as a Wilson Centre Scientist. Nikki Woods joined the leadership team as Associate Director Operations/UHN; Maria Mylopoulos assumed the role of Associate Director Training Programs (including both our new graduate program and our Fellowship Program); Ayelet Kuper assumed the role of Associate Director Faculty Affairs/UofT, including membership and awards; Tina Martimianakis as Strategic Lead International continues to expand and solidify international partnerships. We have built a collaborative teaching model with the HOMER unit in Singapore's National Healthcare Group. As one of twenty-three programs in the Toronto Addis Ababa Academic Collaboration (TAAAC), we continue working with AAU colleagues as they create and deliver a Master of Health Sciences Education. In addition to Wilson Centre faculty members travelling to Addis Ababa to co-teach in the weekly modules of the Master's program, many Scientists and Researchers are now providing mentorship for the thesis projects of the AAU graduate students. We continued to host

international visitors including scholars from Denmark, Ethiopia, Finland, The Netherlands, The United Kingdom, and the United Arab Emirates. Among our many visitors we welcomed WONCA President Prof. Amanda Howe and Dr. Mohamad Alameddine Dean of MBRU University Dubai, United Arab Emirates. Our international collaborative work continues with Scientists holding leading roles as Associate and Senior Editors of international peer-reviewed journals (e.g., Academic Medicine, Advances in Health Sciences Education, Perspectives on Medical Education, Advances in Simulation).

Many Wilson Centre Scientists received prestigious awards in 2017. Of particular note, this year is the awarding of the 2017 Arbor Award to Jeannine Girard-Pearlman in recognition of her outstanding volunteer commitment to helping us move through the steps towards approval of the Wilson Centre PhD graduate program. Maria Mylopoulos and I were selected UofT recipients of the 2017 CAME Certificate of Merit award in recognition of the commitment to advancing medical education in Canada. Nikki Woods and Mahan Kulasegaram were the inaugural recipients of the new DFCM Education Research Investigator Award. Lisa Richardson and Jason Pennington received the Royal Colleges' 2017 Dr Thomas Dignan Indigenous Health Award.

The Wilson Centre continues to provide high quality education research skills development through its Atelier series. In 2017, we held two successful Ateliers: Say Something (research presentation skills), and the Qualitative Research in Depth.

Our community was enhanced this year by the addition of new people and positions. We welcomed Paula Rowland as our new Post-MD Scientist in October. Stella Ng was appointed as the Arrell Family Chair in Health Professions Teaching at St. Michael's and UofT for a 5-year term. Sarah Wright joined us as a Cross-Appointed Scientist. Ayelet Kuper and Lisa Richardson were appointed Co-Faculty Leads for Person Centred Care in Education Initiatives for the Dept of Medicine. Jerry Maniate stepped down as Assistant Director, Researchers as part of his move to Ottawa to become VP-Education at The Ottawa Hospital. Jerry continues his affiliation with the Wilson Centre as an Invited Member. Joanne Goldman, who joined the Wilson Centre as a Cross-Appointed Researcher, agreed to step into the role of Assistant

Director, Researchers. Joanne is a Scientist at the Centre for Quality Improvement and Patient Safety and an Assistant Professor in the Department of Medicine. We welcomed five new Cross-Appointed Researcher members in 2017: Joanne Goldman, mentioned above, Michael Kidd from Dept of Family & Community Medicine, Gianni Lorello from Dept of Anaesthesia, Aviv Shachak from IHPME and Rory Windrim from Dept of Obstetrics & Gynaecology. A big 'thank-you' to Carole Chatalalsingh for her leadership in chairing the research rounds for the past five years. Starting 2017-2018 academic year, Dr. Catharine Walsh is chairing these rounds.

We congratulate Scientists Tina Martimianakis and Maria Mylopoulos, and Centre Researcher Lynfa Stroud, who received academic promotion to the rank of Associate Professor.

The Wilson Centre welcomed five summer students supervised by Wilson Centre Scientists:

UofT medical students Aatif Qureshi and Samatha Yang assisted with projects within the Medical Psychiatry Alliance under the supervision of Maria Mylopoulos and Sanjeev Sockalingam. Andrew Lee a McMaster undergraduate student was part of the Summer undergraduate research Program (SURP) through IMS supervised by Maria Mylopoulos and Sanjeev Sockalingam. Marissa Lu assisted on a foundations project in the MD Program under the supervision of Jana Lazor and Maria Mylopoulos. Rohit Ghate was a second year of a Doctor of Medicine (MD) degree at Queen's University. He worked with Wilson Centre Fellow David Rojas on a research project evaluating the Master of Health Science Education at Addis Ababa University in Ethiopia under the supervision and mentorship of Brian Hodges and Cynthia Whitehead. Moses Cook completed the fourth year of his Biological Physics degree at UofT. He was under the supervision of Dr. Carol-anne Moulton to develop a multifaceted methodology to understand different surgeon's stress profile in the operating room environment.

FELLOWSHIP

As the number of Fellows increases, so does the diversity of research areas explored by the Wilson Centre community, making the Centre truly multidisciplinary and interdisciplinary. Our fellowship program in 2017 had 31 Fellows including two postdoctoral fellows. New Fellows this year are Cathy Fournier, Kinnon MacKinnon, Sydney McQueen, Janice Mokanski-Kukovica, Omar Selim, Evan Tannenbaum and Stephanie Yang Jeffrey

Cheung is the recipient of the 2017-2018 Currie Fellowship.

I wish to acknowledge the dedication of the Associate Director, Fellowships and the Fellowship Committee for their efforts in making the fellowship an exceptional experience for our students. The Fellows at the Wilson Centre are enrolled in a variety of graduate programs across University of Toronto and at other universities. We are very excited to share that we have received approval for the establishment of the Wilson Centre PhD graduate program at IHPME which will start September 2018. We are extremely grateful to Jeannine Girard-Pearlman and the Graduate Program Committee for their tireless efforts in making this a reality.

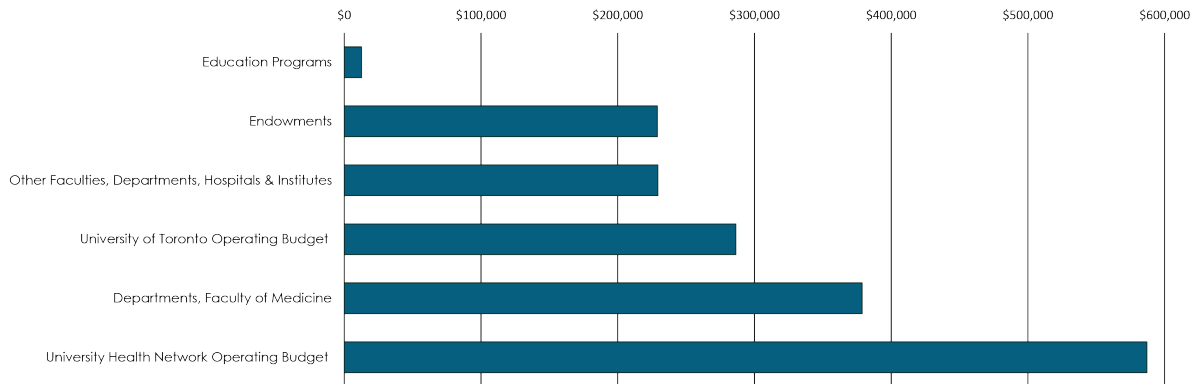
Our community was saddened by the passing of Don Wilson on January 4, 2017 in his 100th year. We celebrate his many contributions to medical education, and the Centre bears his name with pride.

We hope you enjoy reviewing the details of the annual report that highlights the many accomplishments of our members in 2017.

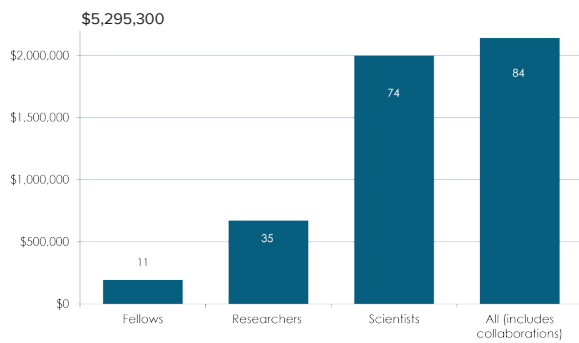
Cynthia R Whitehead
Director

FINANCES & PRODUCTIVITY

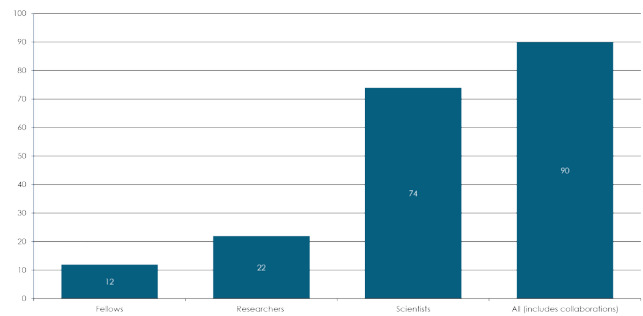
FINANCES



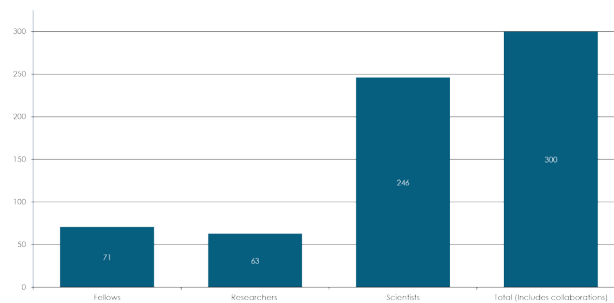
PRODUCTIVITY



GRANT CAPTURE



PUBLICATIONS



PRESENTATIONS

WILSON CENTRE SCIENTISTS

Mathieu Albert PhD

Associate Professor, Department of Psychiatry

In 2017, I continued and expanded my SSHRC-funded research program focused on interdisciplinarity in health. My research investigates barriers to and facilitators of collaboration across health research disciplines and aims to create environments conducive to knowledge integration and better training of health professionals. My interest in interdisciplinary research led to multiple collaborations, both within the Wilson Centre and with colleagues across Canada, the US, and Europe (including Université de Montréal, Brown University, University of Chicago, University of Tampere, and King's College London, UK). These collaborations are extending the impact of my work and are creating new networks for facilitating research across disciplines, departments, and institutions. These collaborations led to the publication of a co-edited volume with Scott Frickel and Barbara Prainsack, titled *Investigating Interdisciplinary Collaboration: Theory and Practice across Disciplines* (Rutgers University Press, 2017). My work also informs science policymaking in Canada as I provide consultation services to science-policy advisors. Within the University Health Network and University of Toronto Faculty of Medicine, I lead, along with colleagues from the Wilson Centre, a monthly reading club on social science theory. These seminars offer a unique opportunity in a teaching hospital for health professionals, students, fellows, and social scientists to discuss, exchange ideas and reflect on their respective practices in light of theoretical constructs.

Ryan Brydges PhD

Assistant Professor, Department of Medicine

In 2017, my research on the implications of self-regulated, lifelong learning, and on competency-based medical education (CBME) for procedural skills training led to invitations for keynote lectures at the Mayo Clinic (Minnesota), the Health Outcomes and Medical Education Research (Singapore), King's College (London), and the University of Calgary. I translated my research findings into teaching principles, which I taught, through a series of workshops, to clinical educators (Singapore), to clinicians in their Master's level course module (London), and to Advanced Practice Nurse Educators alongside UHN's Director of Practice-Based Education. I had the honour of being nominated and short-listed for the Canadian Association for Medical Education, Meridith Marks Young Educator Award, for my contributions to the field of medical education. Another key marker for success in 2017 is my students who had many accolades, particularly receiving competitive funds for their research (Jeff Cheung received a Royal College of Physicians and Surgeons Medical Education Research Grant), and international awards for their papers (Jeff Cheung won the CAMES Award for Best Simulation Publication at the 2017 AMEE conference). Nationally, as co-Chair with Walter Tavares, 2017 marked out launch of a course on simulation-based assessment in the CBME era with the Royal College of Physicians and Surgeons of Canada. Locally, I received the Professorship in Technology-Enabled Education from St. Michael's Hospital / University of Toronto to serve as a Scientist & Research Director at the Allan Waters Family Simulation Centre, an incredible opportunity for me to blend my team's fundamental research into the mechanisms of learning with cutting edge use of simulation in the workplace at St. Michael's Hospital.

Shiphra Ginsburg MD MEd FRCPC PhD

Professor, Internal Medicine (Respirology)

My research on language and qualitative data for assessment has led to new research collaborations within the Wilson Centre and outside the University, with colleagues across Canada and internationally. This work has led to new invitations to participate on committees at the Royal College, the MCC, the ACGME and the ABMS. This research is now exploring for implicit gender bias in our assessment language and in feedback. I also continued my scholarly work in professionalism with our JAMA series, each of which focuses on a single professionalism challenge. The articles are released with multimedia content and podcasts and have been viewed nearly 40,000 times so far.

I currently supervise one Master's and one PhD student as primary or co-primary supervisor at IMS and am on 2 further PhD committees (one at the Faculty of Information, one at Maastricht). In 2017 Ryan Brydges and I established a new CBME "Research Network" in the Department of Medicine which will encourage and catalyze research regarding CBME across disciplines and institutions.

In my role as Director of Education Research/Scholarship in the Department of Medicine (and in collaboration with Ryan Brydges) I lead and participate in numerous faculty development initiatives and collaborations to enhance awareness and understanding of education research across our department. I also spend countless hours reviewing grant applications for various agencies as well as internal applications for research proposals, funding and scholarships.

In 2017 I was appointed Academic Director in the Office of Continuing Professional Development, Faculty of Medicine. I continue in my roles as Deputy Editor at Medical Education and Editorial Board Member at Academic Medicine.

Brian D. Hodges MD PhD FRCPC

Professor, Department of Psychiatry

The Richard and Elizabeth Currie Chair in Health Professions Education Research
EVP Education, University Health Network

My research continues to focus on Competence, Assessment and Globalization. I have found a great deal of interest in the emerging area of Artificial Intelligence and the ways in which technology will challenge our ability to deliver compassionate healthcare. Continuing my work with the AMS Phoenix Project I have delivered many keynotes this year including in Hong Kong, Singapore, Abu Dhabi, and Stockholm. We have started preliminary work looking at the effects of Artificial Intelligence at the Princess Margaret Cancer Centre and are developing new course on the subject at the Michener Institute. The new Research Institute for Healthcare Education is well underway and should reach the stage of having membership structure in the next academic year. Integration of Michener Institute with UHN and a partnership with the University of Toronto allow us to create the first such research institute in Canada. I continue to Chair the Toronto Addis Ababa Collaboration Governance Committee. This year has seen advances in stable funding for the project which includes 24 collaborative partnerships. The most recent is the creation of the first Masters of Health Sciences Education in Addis Ababa which has graduated the first 2 cohorts. This is collaboration between the Wilson Centre and University of Addis Ababa. I was pleased to start this program with the first cohort and to see a number of scientists and fellows at the Wilson Centre led by Dr Cynthia Whitehead take up program leadership. TAAAC is also beginning to produce more robust scholarly work including program evaluations and research on sustainable international partnerships. Finally, I have the pleasure to Chair the National Task Force of the Royal College of Physicians and Surgeons of Canada on research which will deliver recommendations in the next academic year.

Kulamakan (Mahan) Kulasegaram PhD

Assistant Professor, Department of Family & Community Medicine

In 2017, I continued to advance the science of assessment for learning - and assessment of competency - in medical education. This included key publications on transfer of learning and a conceptual review which outlines the best evidence on assessment for learning. A research multi-national research team including colleagues from Australia, the US, and Canada received a Stemmler grant to study the effects of post-assessment feedback on transfer of learning. A new direction for my research has been to link educational and clinical data in the context of understanding and optimizing education quality in family medicine. This is supported by generous salary award as a New Investigator in Education Research from the Department of Family & Community Medicine as well as in-kind support from the MD Program. Most importantly, my collaborative work informed and continues to inform the revitalization of the MD program's Foundations Curriculum. This curriculum wholeheartedly embraces programmatic assessment which shifts the emphasis of assessment to feedback, growth, and alignment with learning goals. Already we are seeing the benefits of this approach in identifying students' progress trajectories and offering individualization of educational programs. I also gave several invited panel and plenary talks including 5 invited keynotes and an invited international workshop. Professionally, I took on the role co-chair of the Early Career Medical Education group in CAME. This group provides professional development and learning programming to a national network of junior HPE scholars.

Ayelet Kuper MD DPhil FRCPC

Associate Professor, Department of Medicine

In 2017, together with colleagues and students, I produced papers, gave presentations, acquired grants, edited for journals, sat on international committees, and otherwise achieved the requisite standard academic metrics. I particularly focused on drawing out some of the critical educational implications of my longstanding program of research related to the definitions and production of legitimate medical knowledge. In so doing I foregrounded work related to key patient-care-related concepts such as power, reflexivity, and social justice that both enhance daily clinical and educational encounters and enable physicians to address the structural and process-related challenges that currently hinder their ability to provide equitable care; I also taught medical students, residents, graduate students, and faculty members about these concepts. I maintained my collaborative praxis with, and mentorship for, more junior academics who are interested in often-marginalized issues such as equity, diversity, and compassionate care within medical education and practice. I also continued to do other work that is often considered "invisible" in the Academy, such as sitting on local committees that have practical impacts on education, taking on administrative projects related to equity and diversity, and contributing in other small ways to the academic mission of the Wilson Centre and the Faculty of Medicine. Finally, in between these activities I cared for patients on the Internal Medicine wards at Sunnybrook and ensured that my three young children made it onto the schoolbus every morning.

Maria Athina (Tina) Martimianakis PhD

Associate Professor, Department of Paediatrics

As a recipient of a 2017 AMS Fellowship Award, this past year I have focused my energies on studying the impact of organizational change on faculty and learners and on developing strategies for alleviating stressors related to change. My research program continues to explore the material effects of dominant discourses, such as collaboration, integration, humanism, compassion and globalization on health professional identities and learning. I supervise and mentor graduate students from different disciplines and colleagues from across the health professions who would like to incorporate complex negotiations of the social world in their educational activities. As Strategic Lead International for the Wilson Centre, I have led the development of the Centre's vision for consolidating and expanding international partnerships, and launched the first Wilson Centre Atelier developed and delivered in partnership with the Health Outcomes and Medical Education Research (HOMER) unit in the Office of the National Healthcare Group in Singapore.

Carol-anne Moulton MBBS PhD FRACS

Associate Professor and Staff Surgeon, Department of Surgery

My qualitative research initiatives focus on cognition, culture, and competence in surgery. In 2017, I entered a partnership with the American and International Hepatobiliary Associations (AHPBA/IHPBA) to translate my Slowing Down framework into an online educational resource for surgical trainees in hepato-pancreato-biliary surgery internationally. In the past year, my focus has been on leading the development and introduction of the first intraoperative handoff tools for interprofessional use in the OR. Involving leaders from surgery, nursing, anesthesia, and perfusion (SNAP), these tools are the first of their kind to be developed and piloted by an interprofessional team. By means of collaboration with Best Practices in Surgery and UHN's Caring Safely Initiative, these tools will form the foundation of a Toronto-wide effort to improve Intraoperative Handoff. I continue to share my work on education research and clinical teaching by contributing to UHN's Education Intensives and presenting at hospital grand rounds both nationally and internationally.

Maria Mylopoulos PhD

Associate Professor, Department of Paediatrics

The uptake of my research to inform the design of evidenced-based education for developing future adaptive experts has been a hallmark of the last few years of work. The ongoing implementation of the new Foundations Curriculum at the University of Toronto MD Program has offered opportunities to understand how education can foster the development of adaptive expertise. Alongside my work with the MD Program, my work at as Curriculum Scientist with the Medical Psychiatry Alliance (MPA) has led to the adoption of adaptive expertise as the framework for informing the design of education programs across the MPA. Locally, nationally and internationally I have been invited to share my work on adaptive expertise with medical schools and hospitals. Alongside these translational successes, my research program continued to thrive as together with students and collaborators we worked to evolve the construct of adaptive expertise in medicine, emphasizing the integration of education science and practice to produce innovative, evidence-based medical education.

Stella Ng PhD

Assistant Professor, Department of Speech-Language Pathology

In my prior research I explored the concept of reflective practice: how professionals recognize and navigate indeterminacy. In practice contexts rife with indeterminacy, like chronic pain care and school-based health support, I identified that critical reflection enabled health professionals to engage in negotiations and innovations to do what was needed and right for their patients, in the face of systems constraints. Building from this prior research, I am now studying ways to teach and assess critical reflection, asserting that critical reflection is necessary for health professionals to be effective at the social roles of healthcare practice, e.g. advocacy, collaboration, communication. Committed to praxis, I am co-leading a number of educational programs that connect this research with teaching practices. For example, in 2017 we launched a successful annual Summer Education Institute focused on teaching for critical reflection and transformation. In 2017, I was also honoured to become the Arrell Family Chair in Health Professions Teaching, St. Michael's Hospital and the University of Toronto. Through this exciting role I will be able to expand my research program, further support trainees, and increase the scope and reach of my knowledge mobilization efforts.

Geoff Norman PhD

Emeritus Professor, Department of Clinical Epidemiology and Biostatistics, McMaster University
Adjunct Professor, Department of Medicine, University of Toronto

My primary research is in the area of expert diagnostic reasoning – how clinicians arrive at a diagnosis. My research has revealed that experts use two kinds of knowledge to do diagnosis – the formal analytical knowledge of signs and symptoms and physiologic mechanisms, and experiential knowledge based on the hundreds or thousands of patients they have encountered. Following from this research is an interest in various aspects of how medical students learn. I continue to contribute to the theoretical foundation of problem-based learning. I have also been involved in student assessment and medical school admissions. I have developed and validated a number in innovative assessment methods, and have made substantial contributions to assessment methodology.

Elise Paradis PhD

Assistant Professor, Leslie Dan Faculty of Pharmacy

2017 has been a transition year for my lab and me. After receiving lots of funding last year to study collaborative care delivery, I had to hire new people and get the research started. We have welcomed Daniel Miller and Chanté De Freitas. The Wilson Centre Fellows that I supervise or co-supervise have been making great strides on their projects: three finished their data collection (Arija Birze, Leigh Chapman, and Patti Leake), and another has successfully defended her dissertation proposal (Madison Brydges). Jamie Kellar has also concretized her dissertation plans is a co-author on an article under review. When it comes to publications, our article on the Hawthorne Effect (with Gary Sutkin) was published in January 2017, and has generated lots of interesting methodological conversations. We have also published two new articles from the Moore Foundation comparative ethnographic study: an article was published in Health Communication about the language that ICU clinicians use to talk about patients and families; another on the unintended consequences of health information technologies on teamwork in the ICU (published in Health Services Research) has received lots of media attention, in both English and French.

Our historical research on interprofessional collaboration and education has also been featured in two articles. Our article titled “Articulating the ideal: 50 years of interprofessional collaboration in Medical Education”—published with Mandy Pipher, Carrie Cartmill, Cristian Rangel and Cynthia Whitehead—, reviewed the language and nature of collaboration in the journal Medical Education to distill important and troubling trends. We showed how authors are often vague about what they mean when they talk about collaboration, and that they tend to reproduce hierarchical relationships. Another article, first authored by Sarah Whyte and published in Advances, explored the first documented case of interprofessional education (IPE) at the University of British Columbia. It stresses inherent tensions within the IPE mandate amongst the professions when it comes to purposes and power. I have also won two new awards, and a distinction. First, the distinction: our article on the absence of power in the interprofessional education literature (with Cynthia Whitehead) has been among the 10 most-cited papers published by Medical Education in 2015-6. The awards: An Oral Presentation Award from the APMEC Conference (for “Articulating the Ideal”); and an Emerging Leader Award from Victoria College at the University of Toronto.

Paula Rowland PhD

Assistant Professor, Department of Occupational Science and Occupational Therapy

In 2017, I have continued to explore two streams of research: (1) patient engagement in quality improvement and (2) organizational change for patient safety. My patient engagement research explores sociological and practical questions about how patient engagement programs might inform policies, programs, and practices within healthcare organizations. This year, my research on patient safety has focused on continuous professional development programs related to changing the ways health care professionals think about – and act upon – patient safety. I focus on both patient engagement and patient safety, as these are two high-profile change imperatives that currently have a great deal of organizational support and momentum. Together, these two streams of research inform a larger research program: how to consider workplace based learning in health care organizations, particular learning that is occurring during moments of substantive organizational change. My work has implications for how we consider health care organizations as learning environments, and considers how these learning environments will interact with other major change initiatives such as Competency Based Medical Education. My work has been supported by the AMS Phoenix Project, the Gold Foundation, and University of Toronto’s Education Development Fund. In the past year, we have also generated interorganizational partnerships to continue our research on patient safety programs, partnering on a grant led by Sick Kids and funded by the PSI Foundation. My publications reach a wide range of audiences, including quality and safety, social science, and health professions education journals.

Walter Tavares PhD

Assistant Professor, Department of Medicine

In 2017 I continued to explore performance based assessment of clinical competence, rater cognition, validity in assessment, simulation and professional practice (advances and continuing professional development (CPD)) In these areas we were able to secure funding from the Medical Council of Canada, Phil R. Manning Research Award, CIHR and Continuing Health Science Education Program Research Awards. Our work has focused on understanding the role and contributions of raters in the assessment of clinical competence, how programmatic assessment might be optimized in complex medical work environments, assessment tool development and validation, cultural barriers and facilitators in CPD and advances in professional practice. In this past year some of our earlier work has translated into wide spread redesign and adoption of refined assessment strategies in provincial certification and national licensing bodies. We have also enjoyed numerous collaborations locally and nationally across post-graduate medical education and continued professional development with numerous projects initiated across a number of specialties. Our program of research has also led to involvement in national simulation conference planning, faculty development and on-going course/program development on the role and use of simulation and assessment activities supporting the Royal College of Physicians and Surgeons of Canada. We have followed this work up with additional faculty development programming on the evaluation of simulation programs. Lastly, as a methodologist (a background in health research methodology), I have collaborated with provincial health authorities, service delivery teams and the ministry of health to support shifts in emergency department services to prehospital environments, including education to support it, as a way of enhancing care and access to care to patients in the community.

Catharine Walsh MD MEd PhD FRCPC

Assistant Professor, Department of Paediatrics

In 2017, I continued to advance my program of research that focuses on applying educational theory to enhance clinical skills acquisition and assessment. This work is supported by international collaborations and national and international research grants from funding bodies, including the American Academy of Pediatrics, the Ontario SPOR SUPPORT Unit and CIHR. Through my role as an Educational Researcher at the Hospital for Sick Children I help to promote and foster educational scholarship and the sharing of knowledge about medical education within the hospital. In conjunction with the SickKids Simulation Program I have worked to evaluate innovative applications of simulation, including pediatric mental health simulations and use of just-in-time simulation-based training targeting non-technical skills. I continue to disseminate my research findings and translate my theoretical education research into practice by producing papers, delivering local, national and international presentations and contributing to numerous regional, national and international committees. My research on endoscopy simulation-based training and competency-based assessment led to invitations to deliver Grand Rounds at Texas Children's Hospital and to speak at the American Society for Gastrointestinal Endoscopy's Summit on the Future of Endoscopic Simulation. Additionally, I was awarded a Research Abstract Award at the 2017 International Meeting on Simulation in Healthcare for my work on just-in-time simulation-based training. On an applied level, my research findings have been translated into teaching through endoscopy skills workshops which were delivered at the Annual Meeting of the North American Society for Pediatric Gastroenterology, Hepatology and Nutrition. I have also continued my work with the Royal College of Physicians and Surgeons of Canada as Vice Chair of the Gastroenterology Subspecialty Committee working to implement Competence by Design for gastroenterology training programs nationally.

Fiona Webster PhD

Associate Professor, Institute of Health Policy Management and Evaluation

In 2017 I successfully completed one year as Interim Head of Social & Behavioral Health Sciences for the Dalla Lana School of Public Health. I also continued in my CIHR funded research which aims to explore the social organization of education and care for patients with chronic pain using institutional ethnography. The focus of this work has increasingly been on mapping the intersections between social inequities and health. In 2017 we published two articles related to issues in HPE for pain management training. These included a critical scoping review of HPE literature in this area (Webster F, Bremner Samantha, E Oosenbrug, J Katz, C McCartney. From Opiophobia to Overprescribing: A Critical Scoping Review of Medical Education Training for Chronic Pain. *Pain Medicine*. 2017 Mar 23) as well as a qualitative study exploring medical trainees' perceptions of their training in relation to chronic pain care (Kathleen Rice, Jae Eun Ryu, Cynthia Whitehead, Joel Katz, Webster F. How work practices shape empathy: medical trainees experiences of treating chronic pain. *Academic Medicine*, 2017 Nov 14). For this latter study we applied the lens of Hidden Curriculum. I currently supervise 1 post-doctoral student and 5 PhD students, one of whom is a Wilson Centre fellow. One of my PhD students graduated in 2017 and 2 PhD students/1 Masters student on whose committees I served. I supervised the visit of Jessica Bytautas as a Wilson Centre Visiting Scholar from Finland. I taught my course in Intermediate Qualitative Methodology through the Institute of Management and Evaluation (IHPE). I am also an Academic Fellow with the Centre for Critical Qualitative Research (CQ) and have been leading a report on Impact and Promotion for Qualitative Health Researchers. This report, expected Spring 2018, which builds on the groundbreaking work of Mathieu Albert, will be circulated nationally and internationally to Faculties of Health and Medicine. In 2017 I published 6 articles in peer-reviewed journals. I draw significant meaning in my work through mentorship and teaching and am continuously seeking to share a critical social science lens that focuses attention on the juncture of clinical care delivery and medical education research.

Cynthia R Whitehead MD PhD

Associate Professor, Department of Family & Community Medicine

The BMO Chair in Health Professions Education Research at University Health Network

As Director, I continue to advocate for robust, theory-informed science in health professions education, and for our Scientists, Researchers, and Fellows who create new knowledge. In 2017, we conducted a Strategic Plan Refresh that lays out the Centre's priorities for the next 3 years. In addition to continuing our core business of the creation of knowledge and scholars, we have added new attention to Indigenous health education and clarified our international priorities.

I have also been pleased to lead the Wilson Centre's work with Addis Ababa University colleagues and students through the Toronto Addis Ababa Academic Collaboration (TAAAC) Master of Health Science Education. We were proud to see the first cohort of students graduate and move into education leadership positions. The second and third cohorts are equally impressive, with clear dedication to improving health sciences education in Ethiopia and thereby improving health systems and healthcare outcomes in the country.

As a Scientist, I am advancing my program of research which interrogates assumptions that underpin the structures, beliefs, processes and practices of health professions education. I continue to have a strong interest in historical and archival work. Over the past year my attention has increasingly focused on de-colonizing educational structures and practices. It is a pleasure and a privilege to work with colleagues and students at the Wilson Centre and beyond in pursuing these lines of inquiry.

Nicole Woods PhD

Associate Professor, Department of Family and Community Medicine

I continue to advance my core research program exploring the integration of basic science knowledge and clinical knowledge in the development of medical expertise. Working with Maria Mylopoulos and our graduate students in the EXCELab, we have made significant progress on a theoretical model of expert development that considers both expert knowledge and activity. In 2017, we had many opportunities to share this model with medical schools and other health professions training programs across North America. Our graduate students have presented their work locally and nationally. We also participated in a meeting of the AMA Change Med Ed Consortium and visited a number of Canadian and American schools to provide workshops and lectures on cognitive integration and adaptive expertise.

Sarah Wright PhD

Assistant Professor, Department of Family & Community Medicine

I joined the Wilson Centre as a Cross-Appointed Scientist in 2017. My research program explores the (un)intended consequences of educational action that occurs in the intersections between assessment theory and practice. This work is inspired and informed by a decade of experience as a psychometrician at Newcastle University Medical School (UK). This practical experience has given me insight into how assessment frameworks can limit or support educational goals such as fostering compassionate practitioners or striving for social change. For example, I have combined psychometric and critical approaches to investigate the ways in which admissions policies often work to favour culturally and socially privileged medical students, thereby limiting attempts to improve student diversity. Through improved understanding of how emerging education goals transpire within existing education structures, my research seeks to improve education practice.

WILSON CENTRE RESEARCHERS

Tulin Cil MD MEd FRCSC

Assistant Professor, Department of Surgery

In 2017 I continue to focus my education research activity in the areas of surgical skills development, the use of social media in surgical education and gender issues in surgery. As the site lead for post-graduate surgical education at Women's College Hospital, I continue to develop the competency based objectives for an ambulatory care rotation in general surgery. I plan to continue my scholarly activity in surgical education with research in surgical planning using mental practice. This will eventually translate to a curriculum that will supplement our current educational armamentarium.

Clare Hutchinson MD MHPE

Lecturer, Department of Paediatrics

As the physician lead for the longitudinal integrated clerkship (LIC) at North York General Hospital, I've had the opportunity to collaborate with colleagues across my organization in the development and implementation of this exciting program. The values of patient-centered care and advocacy are reported to be enduring in LIC graduates, and with the support of the Wilson Centre, I am involved in several scholarly projects seeking to understand this phenomenon. We are studying concepts of professional identity formation through relationship-building as reported by the LIC students, their preceptors and their patients. The next steps will include taking the lessons learned from the LIC program and bringing them to the entire clerkship cohort as part of clerkship renewal.

Arno K. Kumagai, MD

Professor and Vice Chair for Education, Department of Medicine
F.M. Hill Chair in Humanism Education, Women's College Hospital

Over the past year, I have been deeply engaged in familiarizing myself with the Canadian medical education landscape and in particular the learning environment in the Department of Medicine (DoM) and the University of Toronto. Working in close collaboration with an absolutely superb educational leadership team, we have made great progress in several areas of timely importance on the educational scene: the upcoming Competency by Design implementation in the DoM, the development and initiation of a major new DoM educational initiative in Person-Centered Care (PCC), enhancement of educational and administrative connections between the Department of Medicine and the undergraduate MD Program, review and improvement of existing residency and fellowship programs, and efforts to value clinician teachers and educational scholarship in both the Department of Medicine and Faculty of Medicine. Among my greatest joys this year have been mentoring learners and faculty in education, collaborating closely with the faculty co-leads of the PCC Initiative, Drs. Ayelet Kuper and Lisa Richardson, and deeply committed teachers in developing educational models for dialogical teaching, interacting with the brilliant fellows and faculty of the Wilson Centre in lively seminars and symposia, and collaborating with Wilson Centre investigators on a number of major publications on areas of great personal interest, such as representation in patient engagement (with Paula Rowland), critically analysing the teaching of social determinants of health (with Malika Sharma and Andrew Pinto), and dialogical teaching for person-centred care and social justice (with Ayelet Kuper, Lisa Richardson, and Sara Khan). I remain convinced that the University of Toronto, the Department of Medicine, and the Wilson Centre are "where it's at" in medical education internationally!

Marcus Law, MD MBA MEd CCFP FCFP

Associate Professor, Department of Family & Community Medicine

In 2017 at the hospital level, I continued my work in supporting the infrastructure for community based research at Michael Garron Hospital (MGH). With the leadership of our research scientists at MGH and support through a local research grant, we continue to nurture MGH health professionals to conduct educational scholarship. At the university level, I continued the development and implementation of the Foundations Curriculum. The MD Program continued to involve Wilson Centre scientists to make changes to our curriculum as informed by science, and also worked collaboratively to study the curriculum.

Jerry M. Maniate MD MEd FRCPC

Vice President of Education, The Ottawa Hospital
Assistant Professor, Department of Medicine, University of Ottawa

Transitions and change characterized 2017 for me personally and professionally. After 11 years at the Wilson Centre, a journey that began as a “wandering soul” to that of a Fellow and then to a Centre Researcher and Assistant Director of Researchers transitioned to that of Invited Member as I began my adventure in Ottawa. Leaving behind supportive friends and dear colleagues at St. Joseph’s Health Centre, the Wilson Centre, the Centre for Faculty Development and the University of Toronto was extremely difficult given the significant role many have played in my professional development through role modelling and mentorship for which I am thankful and indebted. Re-establishing myself and my family in Ottawa has been eased by the connections made with “old” and new friends and colleagues at The Ottawa Hospital (TOH), the Department of Innovation in Medical Education and the Royal College to name a few. My main focus has been on creating a unified TOH Education portfolio that explores the regional nature of the geography which has opened many new possibilities for research and collaborative partnerships to addressing unique but also common challenges.

Umberin Najeeb MD FCPS(Pak) FRCPC

Assistant Professor, Department of Medicine

As the Faculty Lead for the University of Toronto International Medical Graduate (IMG) Physician Mentorship Program, I extended my expertise to help Internationally Educated Health Professionals [IEHPs]. I continued my ongoing collaboration with Health Force Ontario as a subject expert to design an online course to help facilitate and integrate IEHPs. As the Faculty Lead for PGY4 Internal Medicine Program; I also continued my involvement in curriculum design, program development and implementation of many exciting educational innovations. In 2017, I was the recipient of the Peter’s Boyd Academy Faculty Award of Merit, and the University of Toronto Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine.

Dominique Piquette MD MSc MEd PhD FRCPC

Assistant Professor, Inter-Departmental Division of Critical Care Medicine

Over the last year, we have pursued the implementation of a new program of assessment for the University of Toronto Adult Critical Care Medicine residents, as well as the associated research project funded by the Royal College of Physicians and Surgeons of Canada. In addition, we have completed a CIHR-funded pilot study exploring the feasibility of conducting a multi-competency assessment for specialty residents rotating through the ICU. This data will inform a larger project addressing the educational impact of ICU resident scheduling, which will hopefully be funded in 2018. In order to better understand the role of formative assessment in continuing professional development (CPD), our Canadian Critical Care Society Clinical Committee is currently developing a survey to explore practicing critical care physicians’ current use and perceptions of CPD assessment activities. We have also started a funded research project in the region of Hamilton to study participation, feasibility, and impact of two formats of formative assessment for critical care practicing physicians. The Annual Sunnybrook Education Day held in November 2017 was a great success, thanks to many members of the Wilson Centre who have directly contributed to the quality of the program. I consider myself privileged to continue to work collaboratively with numerous Wilson Centre scientists, researchers, and trainees, and I am looking forward to many more joint educational research endeavors in 2018.

Lisa Richardson MD MA FRCPC

Assistant Professor, Department of Medicine Division of General Internal Medicine
Wilson Centre Investigator Award in Indigenous Medical Education at University Health Network

My academic interest lies in the integration of postcolonial, indigenous and feminist perspectives into medical education. I am the Faculty co-Lead in Indigenous Medical Education for the University of Toronto's MD Program. I continue to be an active member of the Indigenous Physicians' Association of Canada and a member of the planning committee for the annual Indigenous Health Conference. I am also a member of the University of Toronto's TRC Steering Committee whose role is to advise the University about how to implement the Calls to Action from Canada's Truth and Reconciliation Commission.

Sanjeev Sockalingam MD MHPE FRCPC

Associate Professor, Department of Psychiatry

During 2017, I continued to expand my focus on motivation for lifelong learning and alignment of continuing professional development and quality improvement in my role as Director of Continuing Professional and Practice Development for Psychiatry at the university. I was fortunate to be awarded the 2017 Society of Academic Continuing Medical Education Phil R. Manning Research Award as a co-principal investigator on a project focused on understanding the use of data for learning and practice improvement. As a mental health co-lead for the Extension of Community Health Outcomes (ECHO) Ontario Mental Health program, I have worked to expand this Ministry of Health and Long-Term Care funded continuing education program to additional mental health and addictions areas. As the co-principal investigator on a CIHR funded project grant for ECHO Ontario Mental Health, I will be evaluating ECHO Ontario Mental Health outcomes in these programs and examining the development of expertise within this education program. In my role as Director of Curriculum Renewal for the Medical Psychiatry Alliance, I have continued to work with Wilson Centre Scientists to understand and develop curriculum focused on integrated care for medical students and healthcare teams in practice. These medical education research initiatives from undergraduate medical education and continuing professional development have provided insights into building learner capabilities and increased provider capacity in integrated physical and mental health care.

Lynfa Stroud MD Med FRCPC

Associate Professor, Department of Medicine

During 2017 I continued to focus my scholarly activity and research in the area of postgraduate assessment in medicine. This builds on work in formative assessment that I have done to date, including directing our annual OSCE and our Entry Assessment for new residents, into which I have embedded research activities to further our understanding about the constructivist nature of the feedback process. I am currently leading a study examining the perceptions that residents have of receiving feedback from non-physicians, and how non-physicians perceive their role in providing this feedback.

WILSON CENTRE FELLOWS

ARIJA BIRZE is a PhD Candidate at the Dalla Lana School of Public Health in the Social & Behavioural Health Sciences stream. She received her Master of Arts in Sociology & Equity Studies in Education from OISE/UT in 2009. Before starting her doctoral program, Arija worked at the Wilson Centre as a Research Analyst II. From 2014-16 she was a Currie Fellowship recipient. Her doctoral research focuses on how the gendered organization of work and emotional labour are written into the body and biologically translated into health inequalities.
Supervisor(s): Gillian Einstein and Elise Paradis

MADISON BRYDGES is a Health Studies PhD student in the Department of Health, Aging and Society at McMaster University under the supervision of Dr. Jim Dunn. She completed her Master of Arts from McMaster University and a Bachelor of Science specializing in Paramedicine from the University of Toronto. Her research takes a sociological approach to explore changes to paramedic roles within the context of broader health care system reforms.
Supervisor(s): Elise Paradis and Walter Tavares

LEIGH CHAPMAN is a PhD Candidate at the Lawrence S. Bloomberg Faculty of Nursing under the supervision of Sioban Nelson. Leigh's doctoral research will explore how regulated health professionals competency assessment is understood in a Canadian academic hospital.
Supervisor(s): Brian Hodges and Elise Paradis

JEFFREY CHEUNG is a PhD candidate of the Institute of Medical Science at the University of Toronto. Previously, he completed an HBSc in Neuroscience and a MSc in Medical Science. He was a recipient of the NSERC Alexander Graham Bell Canada Graduate Scholarship (2014-2017) and is the current Wilson Centre Currie Fellow (2017-2019). His PhD thesis examines the role of knowledge and knowledge integration in supporting skill transfer, i.e., trainees' ability to apply what they've learned in to new situations. Using experimental methods and simulation-based training, his work assesses the value of teaching trainees content about "why" each step of a procedure is performed, in addition to "how" to perform each step of a procedure, and further, how both these types of knowledge can be thoughtfully integrated through instructional design to optimize transfer.
Supervisor(s): Ryan Brydges and Carol-anne Moulton

STEVE DURANT is a PhD candidate at the Institute of Health Policy, Management and Evaluation at the University of Toronto and Research Analyst in Education at the Centre for Addiction and Mental Health. He recently served as an Education Research Fellow with the Medical Psychiatry Alliance. Steve has a Master's in Public policy, Administration and Law from York University and a BA in political science from Memorial University. His current projects involve exploration and analysis of policy and discourse pertaining to mental health policy, with a focus on complex and high-needs cases, concurrent addictions, and social marginalization. Inspired by the methodological and theoretical contributions of the Canadian scholars Dorothy Smith and Arthur Frank, his dissertation research explores the relationship between narrative, agenda setting and institutional reform in Canadian mental health policy, historically and in the present.
Supervisor(s): Fiona Webster and Maria Mylopoulos

ANDREA FIUME is a general paediatrician and resident in the Pediatric Clinician Investigator program pursuing a Master of Science in Health Science Education at McMaster University under the supervision of Lawrence Grierson. She is also a fellow at the Wilson Centre under the supervision of Ryan Brydges. Andrea's research focuses on mastery learning through simulation, the acquisition of procedural skills and preparation for future learning.
Supervisor(s): Ryan Brydges

JACQUELIN FORSEY is a first-year MSc student in the Rehabilitation Science Institute at the University of Toronto, and a research fellow at the Wilson Centre and the Centre for Ambulatory Care Education. Under the supervision of Dr. Nikki Woods and Dr. Stella Ng, she is employing statistical semantics to explore the way clinicians are taught to speak to aging patients and about the older population.
Supervisor(s): Stella Ng and Nikki Woods

CATHY FOURNIER is a returning Research Fellow at the Wilson Centre, and is currently pursuing a PhD in Social Anthropology at Dalhousie University. Her research interests focus on the integration of Aboriginal healing practices and traditional forms of medicine within biomedicine, using decolonizing research methodologies. Cathy has been awarded a SSHRC Joseph Bombardier Doctoral Scholarship to support her studies. She has been a registered massage therapist for over 25 years and remains involved in massage therapy education.
Supervisor(s): Lisa Richardson, Cynthia Whitehead and Ayelet Kuper

JOANNE GOLDMAN was a post-doctoral fellow at The Wilson Centre from 2015-2017. This post-doctoral position was in collaboration with The Centre for Quality Improvement and Patient Safety, Faculty of Medicine, University of Toronto and Li Ka Shing Knowledge Institute, St. Michael's Hospital. Joanne received a Royal College of Physicians and Surgeons of Canada Medical Education Research Grant for her post-doctoral study "A case study of post-licensure quality improvement and patient safety education". This study fits into Joanne's broader research program of using sociologically informed theoretical and methodological perspectives to study quality improvement and patient safety education and practice. Upon completion of her post-doctoral fellowship at the Wilson Centre, Joanne has continued to be connected as a cross-appointed researcher and assistant director of researchers.
Supervisor(s): Cynthia Whitehead and Ayelet Kuper

JAMIE KELLAR is a PhD candidate at the School of Health Professions Education (SHE), Maastricht University, and a Fellow at the Wilson Centre supervised by Dr. Elise Paradis. She received an Honours Bachelor of Science (human kinetics) from the University of Guelph, and a Bachelor of Science in Pharmacy and a Doctor of Pharmacy degree, both from the Leslie Dan Faculty of Pharmacy, University of Toronto. Jamie is a registered pharmacist and an Assistant Professor – teaching stream at the Faculty of Pharmacy, U of T. For her PhD studies she is using a Foucauldian approach to explore the dominant discourses of pharmacist identity over the last century in North America, questioning the past to shape the future of pharmacy practice.
Supervisor(s): Elise Paradis

AMIT KAUSHAL has completed training in adult nephrology, and is now a resident in the Clinician Educator Training Program at the University of Toronto. He is a first year student in the MSc.CH – Health Practitioner Teacher Education program at the Dalla Lana School of Public Health, and a Research Fellow at the Wilson Centre under the supervision of Dr. Maria Mylopoulos and Dr. Nicole Woods. His research will explore the development and maintenance of medical expertise, with a specific focus on the role of activities that promote preparation for future learning.
Supervisor(s): Nicole Woods and Maria Mylopoulos

RABIA KHAN is a PhD student at the Institute of Medical Science and Research Fellow at the Wilson Centre, University of Toronto. Previously, Rabia completed an honours B.Sc. (Life Science) and B.A. (Political Science). She is currently part of the Collaborative Program in Global Health at the Dalla Lana School of Public Health. Her current research interests lie in the intersection of global health and medical education. Her work focuses on the 'health of health workers' and specific to her PhD, on the systemic factors that affect the mental health of physicians in training.
Supervisor(s): Brian Hodges and Tina Martimianakis

MICHAEL KIM is a PhD student at the Institute of Medical Science at the University of Toronto. He previously completed a Masters Degree at the University of Illinois and a research fellowship in Medical and Surgical Education at Southern Illinois University. His research interests include workplace based assessment and understanding perceptions of physician competence in clinical settings. Michael's current focus is on the social influences upon evaluation of resident physicians in danger of remediation or failure. He is also a practicing Trauma Surgeon and specialist in Critical Care Medicine.
Supervisor(s): Carol-anne Moulton.

PATTI LEAKE is an MSc student at the Leslie Dan Faculty of Pharmacy at the University of Toronto under the supervision of Elise Paradis. Previously, she completed an honours degree in biology at Queen's University and a teaching degree at Simon Fraser University. Her research interests are about power, hierarchy and gender in interprofessional collaboration, and midwifery research capacity building in Ontario.
Supervisor(s): Elise Paradis

KINNON ROSS MACKINNON is a PhD candidate in public health at the University of Toronto. His doctoral work investigates key clinical texts used in transition medicine. Informed by the tenets of institutional ethnography, Kinnon is curious about the ways that standards of care govern the clinical interactions between transgender people and medical providers. Kinnon holds a Master of Social Work and locates his broad area of research and practice at the intersections of LGBTQ health, advocacy, and community-based research.
Supervisor(s): Stella Ng

LINDSAY MELVIN is a PGY5 fellow in General Internal Medicine at the University of Toronto and a candidate in the Masters of Health Professions Education (MHPE) at Maastricht University. Lindsay is a research fellow at the Wilson Centre under the guidance of Dr. Kuper and Dr. Kulasegaram and a joint CEEP research fellow. Her research interests include the examining the instruction and assessment of communication skills for medical residents and medical students and the role of communication skills in the daily practice of clinicians at all levels of training.
Supervisor(s): Ayelet Kuper and Mahan Kulasegaram

JUSTIN MAUSZ is a PhD candidate in the Department of Clinical Epidemiology and Biostatistics at McMaster University. Justin received an Honours Bachelor of Health Sciences degree at the University of Ontario and a Master of Science in Health Science Education at McMaster University. Justin is a practicing paramedic and holds a faculty appointment at Centennial College with teaching responsibilities in the paramedic program. Justin's research focus is on the role of context in learning and the use of authentic learning contexts, including simulation-based learning.
Supervisor(s): Walter Tavares

SYDNEY MCQUEEN is an MD/PhD student at the University of Toronto. She has completed the first two years of the MD curriculum and is now a PhD student at the Institute of Medical Science. She previously completed a BSc in Life Science and Neuroscience at Queen's University, and an MSc in Health Science Education at McMaster University. Sydney's research interests include competency-based assessment and feedback in surgical training and the development of expertise. Her current work is focused on the nature and impact of surgeon stress in the operating room.
Supervisor(s): Carol-anne Moulton

JANICE MOKANSKI is a PhD student in higher education in the department of Leadership, Higher & Adult Education at University of Toronto/Ontario Institute for Studies in Education. Prior to coming to the Wilson Centre, Janice completed her Masters at UT/OISE in Education Administration and has worked as an Educator Researcher in the public safety and hospital sectors. Her doctoral research concentrates on the influence of sources of bias in forensic science and medicine, with an objective to understand how bias affects decision making in expert teams.
Supervisor(s): Maria Mylopoulos

AHMED OMAR completed his training in Adult Rheumatology at the University of Toronto. He is currently a subspecialty/spondylitis clinical fellow at the Toronto Western Hospital. He is a first-year MSc student at the Institute of Medical Science (IMS). Under the supervision of Dr. Nicole Woods and Dr. Robert Inman, his research will focus on the role of basic science and technology in advancing clinical training within the field of Rheumatology.
Supervisor(s): Nicole Woods

ROBERT PAUL is a PhD candidate at the Institute of Health Policy, Management & Evaluation. With a background in financial management and politics, he is interested in the developing narrative of rising costs and declining revenue in health care. Drawing on social science theories, Robert's research explores processes related to revenue generation and globalization and their impact on academic health science centres.
Supervisor(s): Tina Martimianakis

J. CRISTIAN RANGEL is a medical sociologist whose research and teaching agenda are dedicated to studying the social determinants of health as material and symbolic structures. In specific terms, he studies the ways in which health-care priority-setting for marginalized populations depends on clinicians, patients and activists' ability to produce people in need of care as morally-worthy subjects. Cristian's agenda finds expression through four current research areas: The Production of Proper Humanitarian Subjects in Global Health, patients engagement with new medical technologies through studying the digital life of HIV prevention biotechnologies, Health Professions Education as Capacity Building, and Critical Theories and Methods in Health Professions Education.
Supervisor(s): Cynthia Whitehead

DAVID ROJAS is an engineer and currently a PhD candidate at the Institute of Medical Science, University of Toronto. He is also a fellow at the Wilson Centre under the supervision of Ryan Brydges. His research focuses on program evaluation, specifically on creating a framework to a conduct program evaluation with a holistic approach. Using his background knowledge in engineering David evaluates educational programs in health professions education beyond “do they work?”. His framework is meant to capture unintended/emergent processes and outcomes, as well as planned processes and outcomes, to better understand the real effect/impact of the programs under evaluation. David also has expertise working with online platforms as preparatory tools for simulation. He is an advocate for the use of new technology in education, specifically simulation, virtual reality and game-enhanced educational environments.

Supervisor(s): Ryan Brydges

OMAR SELIM is a first year Masters student in the Institute of Medical Science at University of Toronto, which he is pursuing under the auspices of the Surgeon Scientist and Clinician Investigator Programs. He earned his MD degree from McMaster University in 2014 and began his post-graduate training in Vascular Surgery at the University of Toronto that same year. His research interests include novel uses of simulation and telesimulation in surgical curricula both in resource-rich and resource-poor settings.

Supervisor(s): Ryan Brydges

NAOMI STEENHOF is a Masters student in the School of Health Professions Education at Maastricht University. She previously completed a Bachelor of Pharmacy degree at the University of Toronto. Her research interests include exploring the role of basic sciences in pharmacy education and preparation for future learning.

Supervisor(s): Nikki Woods and Maria Mylopoulos

EVAN TANNENBAUM is a Masters student in Health Science Education at McMaster University. He previously obtained his MD from University of Toronto and is completing his residency in obstetrics and gynaecology. He is enrolled in the Clinician Investigator Program and his research interests include exploring the role that gender plays in the assessment of medical trainees.

Supervisor(s): Walter Tavares

PATRICIA THILLE (Post-Doc) held the Wilson Centre’s Currie Fellowship (2015-2017) for post-doctoral work. She obtained her physical therapy degree in 1998 (University of Saskatchewan) and completed her PhD in Sociology in 2015 (University of Calgary; supervised by Drs. Arthur Frank and Liza McCoy). She applies social theories developed within ethnomethodological, science studies, Foucauldian, and gender studies traditions to study clinical care and health professions education specific to health conditions shaped by bias and stigma. She is particularly interested in studying the effects - broadly considered - of practices of objectification and standardization that influence clinical care.

Supervisor(s): Cynthia Whitehead and Ayelet Kuper

ANASTASIA (STASEY) TOBIN is a PhD candidate at the Institute of Medical Science, University of Toronto and a Fellow at the Wilson Centre supervised by Dr. Vicki Leblanc. She received an honour BSc in clinical nutrition from the University of Western Ontario and a MHSc in public health nutrition from the University of Toronto. Drawing upon social theory and science and technology studies, Anastasia is exploring how children and their families engage with health care professionals to care for cystic fibrosis as they cycle through the clinic and home life. Anastasia’s graduate studies have been supported by: a 2015 University of Toronto Doctoral Completion Award, the 2012-14 Currie Fellow at the Wilson Centre, a CIHR Banting and Best Canada Graduate Scholarship and a CIHR Cross-STIHR Fellowship in Healthcare, Technology and Place at the University of Toronto.

Supervisor(s): Cynthia Whitehead

RENE WONG obtained his MD degree at Dalhousie University, then completed internal medicine residency followed by a fellowship in Endocrinology. He has been on faculty as a Clinician-Educator at the University of Toronto, Department of Medicine since 2009. In 2014 he started a Masters degree through the Institute of Medical Science with the goal to use a Foucauldian approach to how clinical practice guidelines in diabetes impacts the roles and relationships between family physicians and diabetes specialists. He continues to be involved in the development and implementation of continuing professional development activities in diabetes.

Supervisor(s): Cynthia Whitehead

STEPHANIE YANG completed her MD degree at the University of Calgary, followed by internal medicine and rheumatology residency at the University of Toronto. She is currently practicing as a rheumatologist at St. Michael's Hospital and pursuing a Master of Science in Health Science Education at McMaster University. Under the supervision of Nicole Woods and Ayelet Kuper, Stephanie's current research focuses on the integration of clinical learning concepts and the intrinsic CanMEDS roles. She is also a part of the Department of Medicine's Master Teacher Program and the Eliot Phillipson Clinician-Educator Training Program.

Supervisor(s): Nicole Woods and Ayelet Kuper

WENDY YEN obtained her M.A. from the University of Toronto in 2005 in Measurement and Evaluation. She has been leading research studies and program evaluations for the past ten years in health and educational settings. She is currently a Senior Researcher at the College of Physicians and Surgeons of Ontario and plays a key role in developing and evaluating assessment programs for physicians in practice. She is also the principle investigator leading a complex, multiyear initiative examining the performance of internationally trained medical graduates. She is currently pursuing a Ph.D. from the University of Toronto in Adult Education and research interests include physician assessment, physician education, multi-source feedback, internationally trained medical graduates and program evaluation.

Supervisor(s): Tina Martimianakis

MEMBERSHIP

SCIENTISTS AND STAFF

The 268 members of the Wilson Centre are drawn from all parts of the University of Toronto and many partner institutions. The strength of the Wilson Centre is derived from its core staff of 19 scientists, 4 administrative staff, 8 research assistants, 31 Fellows, 32 Researchers, 28 Invited Members, and 146 general members together comprising one of the largest centres for health professional education research in the world. A current list of Scientists is available at <http://thewilsoncentre.ca/scientists>

CENTRE RESEARCHERS

Wilson Centre Researchers have specified research responsibilities in conjunction with important educational, administrative or clinical responsibilities. Their primary research appointment is within the Wilson Centre. They may serve as principal investigators or co-investigators in programs of research that advance knowledge relevant to health professions education. Centre Researchers are expected to play an important role in advancing the academic mission of the Wilson Centre through mutually beneficial research collaborations with Scientists. They are expected to assume appropriate administrative responsibilities related to the functioning of the Wilson Centre, to participate in monthly research rounds and participate in the Wilson Centre fellows' seminars. Appointments to the Centre Researcher category will be made on the basis of sustained participation in research relevant to health professions education, as well as sustained collaborations with other Wilson Centre members. Joanne Goldman is the Assistant Director of Researchers.. A current list of researchers is available at <http://thewilsoncentre.ca/members-1-1-1>

CROSS-APPOINTED RESEARCHERS

Cross-appointed Researchers have research responsibilities in conjunction with educational, administrative or clinical responsibilities. Their primary appointment may be within the broader University of Toronto/TAHSN academic community, outside of the Wilson Centre. They may serve as principal investigators or co-investigators in programs of research that advance knowledge relevant to health professions education. Cross-appointed Researchers are not expected to assume administrative responsibilities related to the functioning of the Wilson Centre. They play an important role in advancing the academic mission of the Wilson Centre through research collaborations with Scientists and participation in monthly research rounds. Appointments to the Cross-appointed Researcher category will be made on the basis of participation in research relevant to health professions education, as well as sustained collaborations with other Wilson Centre members. A current list of Cross-Appointed Researchers is available at <http://thewilsoncentre.ca/members-1>

INVITED MEMBERS

An Invited Member of the Wilson Centre will have a primary affiliation with another academic institution or another academic unit at the University of Toronto. They will contribute to the Wilson Centre goals and objectives through active participation in research programs and/or other academic activities.. A current list of Invited Members is available at <http://thewilsoncentre.ca/members-1-1>

GENERAL MEMBERS

General membership is offered to any member of the University of Toronto or affiliated academic institution, including faculty, staff and students, who have demonstrated interest in education scholarship. A current list of General Members is available at <http://thewilsoncentre.ca/members>

EDUCATION EVENTS

WILSON CENTRE ATELIER: QUALITATIVE RESEARCH IN DEPTH

The Wilson Centre presented its 10th Qualitative Research Atelier program on October 16-19, 2017. This was a four-day intensive program in advanced level qualitative research. Participants had the opportunity to further develop their research program and grapple with challenges, potential controversies and diverse perspectives surrounding qualitative inquiry.

This dynamic and interactive program was led by Mathieu Albert, Ayelet Kuper, Tina Martimianakis, Maria Mylopoulos, Carol-anne Moulton, Nancy McNaughton, Stella Ng, Elise Paradis, Fiona Webster, and the participation of Mariana Arteaga, Carrie Cartmill and Douglas Buller.

WILSON CENTRE ATELIER: SAY SOMETHING

The Wilson Centre presented its 3rd Say Something Atelier program on April 6 & 7, 2017. This was a two-day intensive program highlighting the effectiveness of doing presentations; introducing techniques to better understand how to write for oral communication and how to work with images to better encourage audience retention of content. Most aspects of academic and clinical communication occur within somewhat strict boundaries. This is not the case for presentations and as such it is often up to the presenter to determine the goals and intent of their presentation.

This dynamic and interactive program was led by Douglas Buller, L.J. Nelles, Cynthia Whitehead, and Nikki Woods.

THE BRIAN D. HODGES SYMPOSIUM

The Wilson Centre held its fourth one-day international health professions education scholarship symposium on May 26, 2017. This annual symposium recognizes Dr. Brian D. Hodges' continuing contribution to scholarship in health professions education research. Dr. Hodges, director of the Wilson Centre from 2003-2011, is currently a research scientist at the Centre, the Richard and Elizabeth Currie Chair and Executive Vice-President of Education at the University Health Network.

The theme for this year was "Medical Education in the Age of Big Data". We were very honoured to welcome Alyssa Wise PhD as our keynote speaker. Included in our exciting agenda was a panel discussion on 'implications for healthcare training and systems', a networking session, and presentation of six abstracts after lunch. It was also an opportunity to interact with numerous Wilson Centre scientists, researchers, fellows, and other community members. We finished the day with closing remarks from the Wilson Centre Director Dr Cynthia Whitehead.

THE RICHARD K. REZNICK WILSON CENTRE RESEARCH DAY

The annual Richard K. Reznick Wilson Centre Research Day held on October 13, once again highlighted the excellent work in health professions education research and practice conducted by faculty and students affiliated with the Wilson Centre. It was a unique opportunity to share and celebrate the remarkable depth and breadth of scholarship in health professions education underway at the University of Toronto and TAHSN. Our keynote Dr. Alice Dreger, East Lansing, MI, gave an engaging address entitled "How should we think about activist responses to medical research and medical care?". This was followed by a panel discussion entitled: "Story and ceremony: Reflections on indigenous health education, research and scholarship". Additionally, this year we hosted 36 presentations (24 podium presentations, 12 poster sessions).

The annual Richard Reznick Outstanding Research Paper award was given to Jeffrey J. H. Cheung, for his paper entitled "Knowing how and knowing why: The impact of cognitive integration on skills transfer". The Best Poster award was awarded to Bryce Bogie for his presentation entitled "From good to great: What makes a gifted clinical educator in Psychiatry. Ayelet Kuper, Wilson Centre Scientist, received the Wilson Centre Mentorship Award 2016-2017 in recognition of outstanding individual mentorship in the Wilson Centre Fellowship Program.

EDUCATION RESEARCH ROUNDS

Rounds are a great opportunity to build a sense of community among the scholars and graduate students of the Wilson Centre. In 2016-2017, Walter Tavares received the Wilson Centre Award for Highest Rated Presentation at the Wilson Centre Research Rounds for his presentation entitled "Raters as the Unit of Analysis in Performance Based Assessment of Clinical Competence".

In 2017, we continue to partner as joint rounds with Hospital for Sick Children Medical Education Scholarship and The Interprofessional Care Community of Practice. A big 'thank-you' to Carole Chatalalsingh for her leadership in chairing these rounds for the past five years. Starting 2017-2018 academic year, Dr. Catharine Walsh is chairing these rounds. We continue our partnership as joint rounds with The Interprofessional Care Community of Practice (Dean Leasing) and Hospital for Sick Children Medical Education Scholarship (Tina Martimianakis).

January 23, 2017

Hidden in plain sight: The untapped potential of written assessment comments

Shiphra Ginsburg MD PhD FRCPC - Wilson Centre Scientist

Seizing the opportunity: From evaluation practice problems to evaluation research questions

Betty Onyura PhD – Centre for Faculty Development @ SMH

February 27, 2017

From opiophobia to over-prescribing: A critical scoping review of medical education training for chronic pain.

Fiona Webster PhD - Wilson Centre Scientist

100 years of funding academic medicine: How Michael Porter became the new Abraham Flexner

Rob Paul PhD(c) – Wilson Centre Fellow

April 24, 2017

A case study of post-licensure quality improvement and patient safety education: Research in progress

Joanne Goldman PhD – Wilson Centre Postdoctoral Fellow

Using social theory to enhance critical reflexivity in a healthcare team

Patty Thille PhD – Currie Postdoctoral Fellow @ The Wilson Centre

May 15, 2017 – Joint Rounds with Interprofessional Care Community of Practice

Making the right impression: Understanding the oral case presentation in workplace-based assessment

Lindsay Melvin MD – Wilson Centre Fellow

Feasibility of interprofessional education to support a team approach to stroke rehabilitation for older stroke survivors and their family caregivers in the home care setting

Sue Bookey-Basset RM PhD(c) – Collaborative Academic Practice @ UHN

June 19, 2017

Mental representation during preoperative surgical planning

Pierre-Louis Henaux MD PhD(c) – Visiting Scholar @ The Wilson Centre

Challenging assumptions: Quality of residency training and quality of care in clinical teaching departments

Alina Sminorva MD PhD(c), Visiting Scholar @ The Wilson Centre

October 16, 2017

Integrating the how and why of simulation-based procedural skills to support transfer

Jeffrey Cheung PhD(c) - Wilson Centre Fellow

The control of control: Examining diabetes care through a Foucauldian lens

Rene Wong MD PhD(c) - Wilson Centre Fellow

November 20, 2017 - Joint Rounds with Interprofessional Care Community of Practice and with Dept of Pediatrics UofT Medical Education Scholarship Office

It's not just about getting along: Discourses of collaboration and team learning

Tina Martimianakis PhD and Maria Mylopoulos PhD – Wilson Centre Scientists

WILSON CENTRE PROFESSIONAL DEVELOPMENT SERIES FOR FELLOWS

The 2017 seminar series consisted of thirteen 1.5-hour sessions focusing on core issues in health professions education research (HPER). The seminar series is an integration of Faculty-led and Fellow-led sessions. The seminar series has three primary objectives. The first is to introduce, in a coherent and proactive fashion, common issues and challenges in HPER, which are likely to arise over the course of Wilson fellows' 2-4 year program. The second objective is to provide a collegial venue for the sharing of ideas, questions and expertise regarding the dynamic and evolving landscape of scientific inquiry in health professions education. The third is to engage in critical reflection on our standard ways of operating in HPER, the values underpinning these, and opportunities for innovation and change.

Faculty-led session: Equity in HPE research

Faculty-led session: How theory works & using theory (including epistemology)

Faculty-led session: Introduction to methods for HPE research

Faculty-led session: Institutional structure/partnerships (Wilson Centre, Michener)

Fellow-led session: Work in progress (3)

Faculty-led session: Grant writing (experiences/expertise rather than workshop)

Faculty-led session: Evidence based medicine

Faculty-led session: How to become a reviewer and review

Fellow-led session: Work in progress (3)

Faculty-led session: Elevator pitch workshop

Faculty-led session: Scientist content presentation

Faculty-led session: Critical consciousness

Fellow-led session: Work in progress (3)

COLLABORATIVE PARTNERSHIPS

Centre for Ambulatory Care Education (CACE)
at Women's College Hospital
<http://www.womenscollegehospital.ca>

Michener Institute of Education at UHN
http://www.uhn.ca/Education/Michener_Institute

SIM-one Ontario Simulation Network
<http://www.sim-one.ca>

The Ho Ping Kong Centre for Excellence in Education & Practice
http://www.uhn.ca/Education/Global_Leadership/Pages/CEEP.aspx

The Joint Program in Knowledge Translation
<http://www.stmichaelshospital.com/research/kt.php>

The Li Ka Shing Knowledge Institute at St. Michael's Hospital
<http://www.stmichaelshospital.com/knowledgeinstitute>

The Temerty/ Chang International Centre for Telesimulation and Innovation in Medical Education
http://www.uhn.ca/Education/ICE/Temerty_Chang_Telesimulation_Centre

The Toronto Addis Ababa Academic Collaboration (TAAAC)
<http://www.taaac.com>

The Toronto Addis Ababa Psychiatry
Project (TAAPP)
<http://www.psychiatry.utoronto.ca/toronto-addis-ababa-psychiatry-project-taapp/>

University of Toronto Centre for Faculty Development at St. Michael's Hospital
<http://www.cfd.med.utoronto.ca>

University of Toronto Office of
Interprofessional Education
<http://ipe.utoronto.ca/>

University of Toronto Standardized
Patient Program
<http://www.spp.utoronto.ca/>

University of Toronto Surgical Skills Centre
<http://www.uoftssc.com/>

University of Toronto Faculty of Medicine, Continuing Professional Development
<http://www.cpd.utoronto.ca>

University of Toronto Faculty of Medicine, Post MD Education (PGME & CPD)
<http://www.pgme.utoronto.ca>

University of Toronto Faculty of Medicine, Undergraduate Medical Professions Education
<http://www.md.utoronto.ca>

INTERNATIONAL

VISITING SCHOLARS

The Wilson Centre welcomed a series of visiting scholars from around the world in 2017:

Dr. Marcia Anderson Executive Director of Indigenous Academic Affairs at the University of Manitoba; Cynthia Min a PhD student at the University of British Columbia; Dr. Jennifer Meka, Director of Cognitive Skills Programs at Penn State College of Medicine in Hershey, PA; Dr. Amha Mekasha from Department of Pediatrics and Child Health School of Medicine at the Addis Ababa University; Dr. Mohamad Alameddine, Dean of MBRU Univ of Dubai; and WONCA President Dr. Amanda Howe,

We also welcomed five international visiting scholars in 2017 who were here for longer periods of time: Dr. Chris Kowalski, Specialist Registrar in Child and Adolescent Psychiatry, Tavistock Higher Training Scheme in London UK; Alina Smirnova PhD student at Maastricht University; Jessica P. Bytautas a PhD student at the University of Helsinki; Kamilla Pedersen a PhD student and Eva Byakika an Educational Consultant both at Aarhus University; Kristine S. Lundsgaard a PhD student at University of Copenhagen.