

# THE WILSON CENTRE

## SELF-STUDY REPORT EXTERNAL REVIEW 2015-2019

Addendum

1 Jan 2020 – 31 Aug 2020

# TABLE OF CONTENTS

<b>ADDENDUM</b>	3-8
<b>APPENDICES TO SECTION 4 (RESEARCH) OF SELF-STUDY REPORT</b>	
1. Publications authored by Wilson Centre Scientists and Researchers between January 1 <sup>st</sup> and August 31 <sup>st</sup> , 2020	9-25
2. Grant funding received by Wilson Centre Scientists and Researchers between January 1 <sup>st</sup> and August 31 <sup>st</sup> , 2020	26-32
3. Presentations	
A. Presentations delivered by Wilson Centre Scientists and Researchers between January 1st and August 31st, 2020	33-39
B. Presentations accepted but not delivered due to COVID by Wilson Centre Scientists and Researchers between January 1st and August 31st, 2020	40-44
4. Awards and prizes	
A. Awards and prizes received by Wilson Centre Scientists and Researchers between January 1st and August 31st, 2020	45-46
B. Awards and prizes received by Wilson Centre Fellows between January 1st and August 31st, 2020	47

The Wilson Centre was originally scheduled to have a five-year External Review in April 2020. The Centre therefore submitted a self-study in early January 2020 covering the time period from 1 January 2015 to 31 December 2019. As the External Review was subsequently postponed from April to November 2020 due to the COVID-19 pandemic, the Wilson Centre offered to provide an addendum to the self-study. This addendum covers the time frame from 1 Jan 2020 to 31 August 2020. We understand that the formal time period being reviewed remains the period for which the original self-study document was completed. However, given the momentous events of 2020 and the profound effects they have had on health professions education, it would seem peculiar to proceed with the review without reference to these shifts. These include the pivot to virtual education, multiple other kinds of increased activity related to COVID-19, and increased societal (including healthcare and higher education) awareness of the negative effects of anti-Indigenous and anti-Black Racism in healthcare, higher education, and beyond.

In this Addendum, we do not aim to be as comprehensive as we were with the original self-study. Of note, some members of the Centre were simply too busy with pandemic-related responsibilities to update their CVs or otherwise provide details of their 2020 activities. Instead we highlight some key areas and provide a few examples that showcase the work of the Wilson Centre community in 2020. We also identify some possible areas of focus going forward that were either unforeseen or have been accelerated as a result of this year's events. Attached to this brief narrative are appendices outlining recent publications (appendix 1), grants (appendix 2), presentations (appendix 3), and awards (appendix 4) that, while not fully comprehensive, demonstrate the ongoing work and productivity of the Centre. Within these appendices we have identified the items that explicitly connect to the COVID-19 pandemic and rapid shift to virtual education, and to issues of equity, diversity, and inclusion.

### **Initial Pandemic Adaptation**

As the pandemic started, the Wilson Centre community's immediate priorities were to carry on with key activities while stepping up as good citizens in the unprecedented environment. In March, we quickly pivoted our core Centre activities to virtual platforms. There were several Wilson Centre Health Professions Education Research (HPER) doctoral courses underway at the time, and their faculty and students made a seamless transition to virtual teaching and learning. Scientists supported their graduate students and fellows such that they continued to make progress with their studies, including shifting or adapting work as needed to move forward within the constraints of the lockdown. Our Health Professions Education Research (HPER) doctoral program attracted excellent candidates for the new cohort that started in September 2020. While our doctoral courses

remain virtual for the 2020-2021 academic year, they are well subscribed and our graduate students continue to progress exceptionally well through their programs.

As a community, we have tried to remain mindful of the toll the pandemic has taken upon us individually and collectively. Some of us have had COVID-19 illness affect family members and loved ones and some have had to self-isolate because of COVID-19 exposures. Those of us with young children or elderly family members have had significant additional care-giving responsibilities. Our members have welcomed births, celebrated marriages, supported hospitalized family members, and mourned the passing of loved ones within the constraints of physical distancing. As a community we have recognized the need for some to re-focus on family priorities, and we continue to strive to be supportive of one another, including both reaching out and giving people space and time as needed.

### **Wilson Centre Engagement in COVID-19-Specific Educational, Leadership, and Clinical Activities**

The Wilson Centre has been extremely engaged in pandemic-related work above and beyond traditional education activities. Those among us with university or hospital leadership positions served on emergency operations teams involved in pandemic planning across the Toronto area and beyond. Many of us participated in efforts to align care and educational processes and practices across the Toronto Academic Health Sciences Network (TAHSN). We helped to create new COVID-19-appropriate care practices across multiple care domains including COVID-19 screening and assessment centres, acute care, critical care, surgical services, emergency care, mental health, primary care, and long term care. Our community includes active clinicians, many of whom stepped up to take on much greater clinical workloads, including staffing COVID-19 wards and intensive care units. Many also led hospital-based changes to models of workplace care and learning, including the creation of an algorithm for the management of COVID-19 surgical patients, a model of virtual care for COVID-19 patients at home, and equity-informed COVID-19 models of care for structurally marginalized populations (including Indigenous persons) and those in congregate living settings.

Early in the pandemic, it was also clearly critical to provide expedited upskilling of clinicians for redeployment to COVID-19 care settings. Many members of our community used their educational expertise to contribute to the creation of COVID-19-related educational offerings across TAHSN. For example, members of our community were involved in the creation of COVIDCareLearning.ca, a site based at the Michener Institute of Education at UHN. This site curates resources for a wide variety of healthcare professionals at participating TAHSN institutions and beyond who need to learn how to

care for patients with COVID-19. Members of our community also co-led the development of the Quick ICU Training website (<https://www.quickicutraining.com/>), which is part of the Critical Care Education Pandemic Preparedness (CCEPP) project. This resource was created for physicians, nurses, and respiratory therapists who might be redeployed to work in critical care units during the pandemic; as a comprehensive, free, open-access resource it has attracted users from many other countries and has been translated into Spanish and Brazilian Portuguese. Other members of the Wilson Centre community contributed to the upscaling of psychiatric education for postgraduate learners, implemented and assessed new competencies for primary care, devised strategies for rapid knowledge mobilization, designed and ran clinical simulations, wrote local clinical handbooks, and otherwise contributed in multiple ways to COVID-19 education across TAHSN and beyond.

### **Supporting Health Professions Educational Activities during the Pandemic**

Members of the Wilson Centre community have played important roles in helping local health professions educational programs adjust to the requirements of the COVID-19 pandemic. In mid-March 2020, when large numbers of pre-licensure health professions learners were abruptly pulled out of clinical settings, there was an urgent need for virtual offerings so that learners could continue their education. Many members of the Wilson Centre contributed to many adaptations of previously in-person educational activities to virtual models. Clinical learning activities also required significant adaptation, and the Wilson Centre community has contributed to a wide range of activities including developing virtual clinical experiences, developing virtual care training modules for faculty members, developing TAHSN-wide approaches for safely bringing pre-clinical learners back into clinical settings, adapting clinical teaching models, and mentoring and supporting faculty members and learners amidst the uncertainty and rapid change in work and learning spaces.

Our community has also contributed to preparations for the postponed MD Program Accreditation and the Post Graduate Medical Education (PGME) Accreditation, both now taking place virtually at the University of Toronto (UofT) in November 2020. Working closely with the Faculty of Medicine, our members have participated in multiple activities including serving on accreditation committees, preparing accreditation documents, and the development and presentation of materials around the Hidden Curriculum. In addition, the Wilson Centre is leading a program evaluation of the new virtual MD accreditation process at UofT. Aimed at aligning accreditation with evidence, innovation, and best practice, this work is occurring in collaboration with the Northern Ontario School of Medicine and with the approval of the Committee on the Accreditation of Canadian

Medical Schools and the Association of Faculties of Medicine of Canada, under the oversight of a Wilson Centre-led international oversight committee. Some Wilson Centre members also worked with the Royal College of Physicians and Surgeons of Canada to rapidly re-develop paused certification examinations to comply with COVID-19 restrictions and in order to allow final year trainees to transition to licensure for independent practice.

## **Recalibrating for Ongoing Virtual Wilson Centre Activities**

Initially the pandemic paused a number of planned activities (including this External Review). Once it became clear that this was not to be a brief interruption but a new way of doing business, we started to develop new models for previously in-person Centre offerings. Our HPER PhD program continues to offer a full slate of courses in an online, synchronous format, and graduate and fellowship supervisors and thesis committees continue to meet with graduate students and fellows. The 2020 iteration of the annual Wilson Centre Research Day is to proceed virtually, as is Hodges Day 2021. We have adapted the next module for the Toronto Addis Ababa Academic Collaboration Master of Health Sciences Education to be delivered virtually. The ILEGRA project, a course offered to a group of PhD students and their instructors from Germany, will also be delivered virtually this fall, and planning is underway for the virtual delivery of other Wilson Centre offerings such as the Qualitative Atelier and the Say Something Atelier. Of note, we have already seen virtual attendance skyrocket for some of our regular events (such as our Wilson Centre Research Rounds and the Best Practices in Education Research we hold jointly with the Centre for Faculty Development) compared to previous in-person formats. In all of this work, we are seeking ways to add value rather than use virtual offerings as a less-than-ideal substitute for previous in-person events. To aid with this shift, the Centre has created two timely videos; “From On Site to Online”: <https://youtu.be/IVetrmmlLRKM> and the second, “Why Say Something”: <https://youtu.be/62J7IIAgrUA> .

We believe that the Centre has sufficiently matured to respond to changes and adapt to new circumstances as a cohesive community. The Centre continues to openly and pragmatically address new organizational and administrative issues by regular Zoom based management and Scientist meetings. We participate in collaborative virtual networks locally, nationally, and internationally, and our work continues to unfold with close cooperation with the Faculty of Medicine Dean's office, as well as senior education leadership at UHN and TAHSN.

## **Equity, Diversity, and Inclusion**

One key learning from the first wave of the COVID-19 pandemic this past spring was that the virus had radically inequitable effects on different groups in Canadian society including the elderly, those in congregate living settings, migrant workers, Black Canadians, and Indigenous persons in Canada. Racist events, including the deeply disturbing deaths of Black and Indigenous persons in policing and healthcare settings in both the United States and Canada, have brought to the fore the need to examine Racism and Colonialism in healthcare and health professions education. As described in the formal self-study document, issues of equity, diversity, and inclusion (EDI) were already a significant focus for many members of our community. Further galvanized by recent events, members of our community are continuing to increase their work (both scholarly and practical) in this area. Some of us are serving on EDI and anti-Racism committees at hospital, university, provincial, and national levels; some are creating EDI and anti-Racism educational materials; and some are implementing and evaluating EDI and anti-Racism practices in educational and healthcare institutions.

## **Advancing Scholarship Across All our Activities**

We have emphasized in this Addendum some of the Wilson Centre's many contributions in 2020 to pandemic-related activities. We also believe that our engagement in these activities brings the value-add of a Wilson Centre lens that goes beyond each of us as individual good citizens. As a Centre community, we bring education science and education scholarship to our work, question assumptions underpinning activities, and consider how the work further informs education science understandings. For example, several Wilson Centre Scientists participated in The Institute for Education Research's lecture series on The Sciences of COVID-19 with a talk entitled "Education, meet COVID-19: Considerations and contributions from education science and scholarship".

While we have a long history of making these types of contributions broadly in education-related spheres, the visibility of this aspect of Centre work has been accentuated by the rate of change in education processes and practices brought about by the pandemic. In the appendices, there are examples of grant successes that show some specific projects we are now involved in. Much more work is also underway, including evaluating the rapid implementation of virtual care in multiple settings and evaluating specific COVID-19-related clinical and educational programs.

## Continuing our Core Mandate as a Theory-Informed Research Centre

Data provided in the appendices demonstrate the ongoing outstanding academic productivity of the Centre, including impressive grant capture with new opportunities related to COVID-19 and its connection with virtual care and to issues of equity, diversity and inclusion. Many activities that members of the Wilson Centre community were previously involved in have been accelerated or accentuated by the pandemic. While the need for scholarship and research on the effects of pivots in clinical care and education has become apparent, this work aligns well with the pre-existing programs of research of our Scientists, Researchers, and Fellows. Changes to curriculum as a result of the pandemic were of direct relevance to those of us who study curriculum. Changes to assessment and evaluation practices and processes align with those who study assessment and evaluation. New learning environments are being interrogated by those who focus on learning environments. Ditto for professional identity formation, self-regulated learning, adaptive expertise, cognitive integration, clinical reasoning and judgement, simulation, competence, hidden curriculum, reflective practice, patient engagement, interdisciplinarity, professionalism, equity, compassion, and global health, to name but a few. If anything, the educational changes that have emerged out of the pandemic highlight that the work of Education Scientists is now more critical than ever.

## Future Directions

In terms of future directions, as a community we expect that we will continue to adapt our existing programs of research to engage with current issues. While COVID-19 had not yet emerged at the time we submitted our original self-study report, as a community we believe that the Future Directions section of that report still speaks to key elements that will help the Centre thrive and contribute in the years ahead. The Centre's PhD program in HPER will provide a pipeline of education scientists, scholars, and leaders well-equipped to guide future health professions education research and practice. As identified in the self-study, a strength of the Centre is our openness to emergent rather than prescriptive approaches to new ideas and directions. A continued focus on strengthening the structures that support our ability to mobilize emergent ideas remains important. This will be achieved by supporting education, science, and people, while ensuring financial and resource stability, and fostering internal and external relationships.

Given current uncertainties about the next weeks, months, and years, we accept that future changes are unpredictable and that as-of-yet unknowable opportunities and challenges will emerge. We nonetheless believe that our valuing of cognitive flexibility, our non-prescriptive and nimble approaches, and our welcoming of cross-disciplinary and cross-professional conversations will stand the Centre in good stead in the years ahead.



## Appendix 1

### PUBLICATIONS AUTHORED BY WILSON CENTRE SCIENTISTS AND RESEARCHERS BETWEEN 1 JAN 2020 AND 31 AUG 2020

#### Research Related to COVID-19 and Pandemic Response

1. Cavanaugh, N., **Tavares, W.**, Taplin, J., Hall, C., Weiss, D., Blanchard I. A Rapid Review of Pandemic Studies in Paramedicine. Australasian Journal of Paramedicine. [In press]
2. Agarwal, A. FACES of COVID 19 - **Umberin MD**. Healthy Debate (Social Media). 2020 Jun 24. <https://healthydebate.ca/faces-covid/umberin-md>. Featured by the Healthy Debate Team for Faces of COVID-19.
3. **Berkhout, Suze G.** and **Richardson, Lisa**. 2020. "Identity, Politics, and the Pandemic: Why is COVID-19 a Disaster for Feminism(s)?" History and Philosophy of the Life Sciences. [In press]
4. **Brydges R**, Campbell DM, Beavers L, Khodadoust N, Iantomasi P, Sampson K, Goffi A, Caparica Santos FN, Petrosoniak A. Lessons learned in preparing for and responding to the early stages of the COVID-19 pandemic: one simulation's program experience adapting to the new normal. *Advances in Simulation*. 2020 Jun 3;5(8):1-10.
5. Buuren, Asia van, Tang, V., **Martimianakis, M.A.** "Covid-19 as the equalizer: Evolving discourses of COVID-19 and implications for medical education", *Work in Progress Report*. CMEJ; 2020-08-26. <https://doi.org/10.36834/cmej.70401>
6. D'Eon M., Ellaway, R. H. **Martimianakis, M. A.**, Dubé, T., *Medical Education Post Covid-19*, CSPC, 1:2, 19-20 May, 2020.
7. Estifanos AS, Alemu G, Negussie S, Ero D, Dadesse Y, Addissie A, Gebrehiwot Y, Yifter H, Melkie A, Hailemariam D, Kotecho MG, **Soklaridis S**, Cartmill C, **Whitehead CR**, Wondimagegn D. (Jul 2020). I exist because of we": Shielding as a communal ethic of maintaining social bonds in Ethiopia during COVID-19. *BMJ Global Health* 5:e003204.
8. Gill D, **Whitehead C**, Wondimagegn D. Challenges to medical education at a time of physical distancing. *The Lancet*. 2020 Jun; DOI:S0140-6736(20)31368-4 [Epub ahead of print]
9. Gutman A, Tellios N, Sless RT, and **Najeeb U**. Journey into the Unknown: Considering the International Medical Graduate perspective during the COVID-19 pandemic. *Canadian Medical Education Journal*. 2020 June 6. [In press]

10. Kealey A, Alam F, McCreath G, Matada CT, Bahrey LA, **Walsh CM**. Real-world impact of COVID-19 pandemic on the assessment of anaesthesiology residents. *British Journal of Anaesthesia*. 2020 August 20. doi: 10.1016/j.bja.2020.08.016 [Epub ahead of print].
11. **McQueen S, Hammond Mobilio M, Moulton CA**. (2020). The Person Behind the Personal Protective Equipment. *Annals of Surgery Open*. 1(1): p e004.
12. **Najeeb, U**. Covid-19 Reflections: Phone Call. *Medical Association Journal Blog* (Published blog). 2020 Jul 3. <https://cmajblogs.com/tag/umberin-najeeb/>
13. Nham T, Tabatabavakili S, **Kuper A**, Stovel RG. Virtual Care Rotation for Internal Medicine Residents During the COVID-19 Pandemic. *Canadian Medical Education Journal*. [In press]
14. Pawlak KM, Kral J, Khan R, Amin S, Bilal M, Lui RN, Sandhu DS, Hashim A, Bollipo S, Charabaty A, de-Madaria E, Rodríguez-Parra AF, Sánchez-Luna SA, Zorniak M, **Walsh CM**, Grover SC, Siau K. Impact of COVID-19 on endoscopy trainees: An international survey. *Gastrointestinal Endoscopy*. 2020 June 11. doi: 10.1016/j.gie.2020.06.010. [Epub ahead of print].
15. Ruan W, Fishman DS, Lerner DG, Engevik MA, Elmunzer BJ, **Walsh CM**. Changes in pediatric endoscopic practice during the COVID-19 pandemic: Results from an international survey. *Gastroenterology*. 2020 May 30;S00016-5085(20)34740-5. doi: 10.1053/j.gastro.2020.05.068 [Epub ahead of print].
16. Silverstein WK, **Stroud L**, Cleghorn GE, Leis JA. First imported case of 2019 novel coronavirus in Canada, presenting as mild pneumonia. *Lancet*. 2020 Feb. 2020;395:734.
17. **Sockalingam S**, Clarkin C, Serhal E, Pereira C, **Crawford A**. Responding to health care professionals' mental health needs during COVID-19 through the rapid implementation of Project ECHO. *J Cont Educ Health Prof*. [In press]
18. **Sockalingam S**, Leung SE, Cassin SE. The impact of COVID-19 on bariatric surgery: re-defining psychosocial care. *Obesity (Silver Spring)* 2020; 28(6):1010-1012.
19. **Soklaridis S**, Lin B, Lalani Y, Rodak T, **Sockalingam S**. Mental health interventions and supports during COVID-19 and other medical pandemics: a rapid systematic review of the evidence. *Gen Hosp Psychiatry* 2020; 66:133-146.
20. **Soklaridis S**. (May 2020). The father-daughter dinner dance: A waltz with ethics and COVID-19/commentary. *Academic Medicine*. [https://journals.lww.com/academicmedicine/Citation/9000/The\\_Father\\_Daughter\\_Dinner\\_Dance\\_\\_A\\_Waltz\\_With.97168.aspx](https://journals.lww.com/academicmedicine/Citation/9000/The_Father_Daughter_Dinner_Dance__A_Waltz_With.97168.aspx).

21. **Taylor, J.** “Tender Idea.” In “Post-Covid Fantasies,” Catherine Besteman, Heath Cabot, and Barak Kalir, editors, American Ethnologist website, 25 August. <https://americanethnologist.org/features/pandemic-diaries/post-covid-fantasies/tender-idea>
22. **Taylor, Janelle S.** “Afterword: Time, Futurity and Aging amid a Pandemic.” *Anthropology & Aging Quarterly*. [In press]
23. Thakur A, **Soklaridis S, Crawford A**, Mulsant B, **Sockalingam S.** (Sep 2020). Innovation in disruption: Rapid-design-thinking approach to COVID-19 challenges in medical education. *Academic Medicine*, Publish Ahead of Print - Issue - doi: 10.1097/ACM.0000000000003718.
24. **Walsh CM**, Fishman DS, Lerner DG, NASPGHAN Endoscopy and Procedures Committee. Pediatric endoscopy in the era of Coronavirus Disease 2019: A North American Society for Pediatric Gastroenterology, Hepatology, and Nutrition position paper. *Journal of Pediatric Gastroenterology and Nutrition*. 2020 June;70(6):741-750. doi: 10.1097/MPG.0000000000002750.
25. Wondimagegn D, Petros A, Yidnekachew A, Tesfamariam A, Estifanos AS, Addissie A, Wondwossen A, Gebremariam TH, Cartmill C, **Whitehead C, Soklaridis S**, Yifter H. COVID-19 in Ethiopia: A contextual approach to explaining its slow growth. *Journal of Global Health*. Impact Factor 3.079. Co-Author.[In press]

### Research Related to Equity, Diversity and Inclusion

26. **MacKinnon, K.R.**, Ross, L.E., **Rojas Gualdrón, D.** et al. Teaching health professionals how to tailor gender-affirming medicine protocols: A design thinking project. *Perspect Med Educ* (2020). <https://doi.org/10.1007/s40037-020-00581-5>
27. **Richardson L, Crawford A.** COVID-19 and the decolonization of Indigenous public health. *CMAJ*. 2020 Sep 21;192(38):E1098-100 [In press]
28. **Stroud L.** Reflections on sexism in medicine. *CMAJ*. 2020 Mar. 2020;192:E324.
29. Thomas A, **Kuper A**, Chin-Yee B, Park M. What is “shared” in shared decision-making? Philosophical perspectives, epistemic justice, and implications for health professions education. *J Eval Clin Prac* 26 (2): 409-18, April 2020.
30. Tseng E, Zebib L, Zakrison T, Williams, Bernard A, Martin M, Zebib L, **Soklaridis S**, Kaafarani H, Zarzaur B, Crandall M, Seamon M, Winfield R, Bruns B. Perceptions of equity and inclusion in acute care surgery: From the #EAST4ALL survey. Accepted for publication to the *Annals of Surgery* on July 31, 2020.

## Education Research

31. Aagesen AH, Jensen RD, Cheung JJH, Christensen JB, Konge L, **Brydges R**, Thinggaard E, **Kulasegaram KM**. The Benefits of Tying Yourself in Knots: Unraveling the Learning Mechanisms of Guided-Discovery Learning in an Open-Surgical Skills Course. *Acad Med*. [In press]
32. **Agrawal S**, Kalocsai C, Ringstead C, Kidd S, **Wiljer D**, **Soklaridis S**. (Sep 2020) "It was great to break down the walls between patient and provider": Liminality in a co-produced advisory course for psychiatry residents. *Advances in Health Science Education*, <https://doi.org/10.1007/s10459-020-09991>.
33. **Albert, M.**, **Rowland, P.**, Friesen, F., Laberge, S. Interdisciplinarity in medical education research: Myth and reality. *Advances in Health Sciences Education*. DOI: 10.1007/s10459-020-09977-8 [In press]
34. Bentley, D.C. & **Lisk, K.** (2020). Previous Familiarity with an Anatomy Laboratory Exam Does Not Influence Preferred Timing Structure or Test Anxiety. *The FASEB Journal*, 34(1).
35. **Berkhout, Suze G.** and Zaheer, Juveria. 2021. "Digital Self-Monitoring, Bodied Realities: Re-Casting App-Based Technologies in First Episode Psychosis" *Catalyst: Feminism, Theory, Technoscience*. [In press]
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38. **Boyd V, Richardson L**, Veinot P, **Najeeb U, Kuper A**. A Dialogical Approach to Teaching for Person-Centred Care. (Published Abstract). *Can Med Educ J*. 2020 Apr;11(2) e89 (OD 1- 1 page 59). Available from: <https://journalhosting.ucalgary.ca/index.php/cmej/article/view/70081/53963>
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40. **Brydges R, Boyd V, Tavares W, Ginsburg S, Kuper A, Anderson M, Stroud L.** Assumptions about Competency-Based Medical Education and the State of the Underlying Evidence: A Critical Narrative Review. *Acad Med.* [In press]
41. **Brydges R, Boyd V, Tavares W, Ginsburg S, Kuper A, Stroud L.** Competency-based medical education: setting an evidence-informed research agenda. *Acad Med.* 2020 Apr. [In Press]
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43. **Brydges, R,** Tran, J, Miller, D, Goffi, A, Lee, C, **Mylopoulos M.** (2020). Establishing learning trajectories in the workplace: a self-regulated learning analysis. *Medical Education.*
44. Cabanaugh, N., Blanchard, I., **Tavares, W.** Qualitatively Synthesizing Broad and Diverse Literature: A Proposed Blending of Approaches to Conducting Literature Reviews. *International Journal of Qualitative Methods.*
45. Cassani C, Hiroyuki A, Anand GS, Chahal P, Dacha S, Duloy A, Ghassemi S, Huang C, Kowalski TE, Kushnir V, Qayed E, Sheth SG, Simons-Linares CR, Taylor JR, Umar SB, Vela SAF, **Walsh CM,** Williams RL, Wagh MS, ASGE Training Committee. Core curriculum for EUS. *Gastrointestinal Endoscopy.* 2020 Sep;76(3):476-81. doi: 10.1016/j.gie.2020.04.026.
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49. Dagnone JD, Glover Takahashi S, **Whitehead CR,** Spadafora SM. Reclaiming physician identity: It's time to integrate 'Doctor as Person' into the CanMEDS framework. *Canadian Medical Education Journal.* 2020; DOI: 10.36834/cmej.69182. [Epub ahead of print].

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152. Wong, Susan P.Y., Saritha Boyapati, Ruth Engelberg, **Janelle S. Taylor**, Bjorg Thorsteindottir, Ann M. O'Hare. "Experiences of U.S. Nephrologists in the Delivery of Conservative Care to Patients with Advanced Kidney Disease: A National Qualitative Study." *American Journal of Kidney Disease*, 2020; 75(2):167-176.. [https://www.ajkd.org/article/S0272-6386\(19\)30909-6/fulltext](https://www.ajkd.org/article/S0272-6386(19)30909-6/fulltext)
153. Yohanathan L, Loveday BPT, Brar N, Greig PD, McGilvray ID, **Moulton CA**, Gallinger S, Wei AC, Cleary SP. (2020). Effect of vessel preservation on splenic volume and function in patients with spleen preserving distal pancreatectomies. *HPB (Oxford)*. Epub ahead of print: S1365-.  
<http://dx.doi.org/10.1016/j.hpb.2020.01.01> [In press]



154. **Youssef A**, Keown-Stoneman C, Maunder R, Wnuk S, **Wiljer D**, **Mylopoulos M**, **Sockalingam S**. Differences in physical and mental health-related quality of life outcomes 3 years after bariatric surgery: A group-based trajectory analysis. *Surg Obes Relat Dis* 2020. [In press]

## Appendix 2

### GRANT FUNDING RECEIVED BY WILSON CENTRE SCIENTISTS AND RESEARCHERS FROM JANUARY 1, 2020 TO AUGUST 31, 2020

#### COVID-19 RELATED GRANTS

Authors	Grants Title	Granting Agency	\$ Amount 2020	Period
Co-PIs: <b>Berkhout S</b> , Abbey S, Sheehan K	Caring for Our Physicians and TeamUHN During the COVID-19 Pandemic: Rapid Delivery and Evaluation of a Multi-Component Mental Health Support Program	MSH UHN AMO Innovation Fund for COVID-19	\$214,442.00	2020 – 2021
PI: Bowles R, Co-Is: Blanchard I, Goldstein J, De Montigny L, <b>Tavares W</b>	Canadian Paramedicine Response to COVID-19: Challenges and Innovations	Natural Sciences and Engineering Research Council of Canada	\$75,000.00	
PI: Langlois S, Co-Is: Switzer-MacIntyre S, Tassone M, <b>Mylopoulos M</b>	Re-Deployment in Response to COVID-19: Knowledge Mobilization for Occupational and Physiotherapy	Continuing Professional Development COVID-19 Response Fund	\$10,000.00	May 2020 – May 2021
Co-PIs: Lunskey YJ, Drubin A, Lack J, Thakur A, Co-Is: Bobbette N, Durbin J, Grier E, Hamdani S, Hardy J, Hole R, McMorris C, Ries H. <b>Sockalingam S</b> , Steel L, Streisslberger E, Thomson K	Supporting the mental health needs of adults with development disabilities and their families during COVID-19: A national capacity building project.	Canadian Institutes for Health Research (CIHR) COVID-19 Mental Health and Substance Use Operating Grant	\$199,996.00	2020 Aug – 2021 Aug
Co-PIs: <b>Piquette D</b> , <b>Brydges R</b> , Co-Is: <b>Ng S</b> , Spring J, Onyura B, Cuthbertson B	Evaluating the Rapid Implementation of Educational Resources During a Pandemic: The Case of the Quick ICU Training for COVID-19 Initiative	Post-MD Education - Continuing Professional Development – University of Toronto – CPD Covid 19 Response Fund	\$9,900.00	2020 May – 2021 Mar
PI: <b>Rojas D</b> , Co-Is: <b>Whitehead C</b> , <b>Paul R</b> , Vigod S, Wasserman L, Barker L, Wright E	Rapid upscaling of psychiatric virtual care education in response to COVID-19	University of Toronto Post MD Education, Continuing Professional	\$9,675.00	2020 May – 2020 Dec

		Development COVID-19 Response Fund		
PI: <b>Rowland P</b> , Co-I: Lowe M, Tripp T, Richardson J, Oja L, <b>Tavares W, Woods N, Ng S</b>	Rapid knowledge mobilization in response to the COVID-19 pandemic	University of Toronto CPD COVID-19 Response Fund	\$9,993.50	2020 May – 2020 Dec
PIs: Strudwick G, <b>Crawford A, Sockalingam S</b> , Co-Is: Agic B, Bonato S, Green N, Impey D, Kassam I, Mehta R, Sequeira L, <b>Soklaridis S, Wiljer D, Youssef A</b>	Digital interventions to support population mental health during and after the COVID-19 Pandemic: A knowledge synthesis.	Canadian Institutes of Health Research, Operating Grant: Knowledge Synthesis: COVID-19 in Mental Health & Substance Use	\$50,000.00	2020 May – 2021 Apr
Co-PIs: Thombs BD, Benedetti A, Co-Is: Agic B, Boruff J, Fahim C, Markham S, Martin M, Moore A, Rice D, <b>Sockalingam S</b> , Turecki G, Wu Y	Identifying effective mental health interventions and populations in need: A COVID-19 living systematic review	Canadian Institutes for Health Research (CIHR) COVID-19 Mental Health and Substance Use Operating Grant	\$199,836.00	2020 Aug – 2021 Aug
Co-PIs: Thombs BD, Benedetti A, Culos-Reed SN, Co-Is: Agic B, Bartlett S, El-Baalbaki G, Hebblethwaite S, Levis B, Markham S, Martin M, Moore A, Patten S, Rice D, Sauve M, <b>Sockalingam S</b> , Turecki G, Varga J, Wu Y, Wurz A	Identification of factors to improve effectiveness of implementation of a multi-faceted COVID-19 mental health intervention: Follow-up to the SPIN-CHAT Trial	Canadian Institutes for Health Research (CIHR) COVID-19 Mental Health and Substance Use Operating Grant	\$89,901.00	2020 Aug – 2021 Aug
PI: <b>Whitehead C</b> , Dean, MD Program, Northern Ontario School of Medicine; and Vice-Dean, MD Program, University of Toronto, Co-Is: <b>Rojas D</b> , Cameron E, <b>Kulasegaram M</b> , Ross B, <b>Mylopoulos M</b> , Hogard E, Tackett S, Wilson D, Young M, Hamstra S	SAINT: Studying Accreditation Innovation at NOSM (Northern Ontario Medical School) and Toronto (University of Toronto)		\$24,658.00	2020 Jul – 2021 Jun

Co-PIs: <b>Woods N</b> , Freeman R, Team Members: <b>Kulasegaram M</b> , <b>Mylopoulos M</b> , <b>Rowland P</b> , <b>Rojas D</b> , Murdoch S, Grundland B, Papadacos T, <b>Paul R</b> , Moaveni A, <b>Whitehead C</b>	Creating and Sustaining the Pivot to Virtual Primary Care: Implementation and Evaluation of the Virtual Care Competency Training Roadmap (VicCTR)	Continuing Professional Development COVID- 19 Response Fund	\$9,912.79	2020 May – 2021 May
		<b>TOTAL</b>	<b>\$903,314.29</b>	

### EDI RELATED GRANTS

<b>Authors</b>	<b>Grants Title</b>	<b>Granting Agency</b>	<b>\$ Amount 2020</b>	<b>Period</b>
Co-PIs: Nixon S, Maracle D, Nnorom O, Co-I: <b>Kuper A</b>	Advancing Equity through Health Professions Education: Collaborative Development of a Research Program based on the 'Coin Model of Privilege and Allyship'.	Canadian Institutes of Health Research (CIHR). Planning and Dissemination Grants.	\$20,000.00	2020 Jan – 2020 Dec
PI: <b>Soklaridis S</b> , Co- Is: <b>Kuper A</b> , Paton M, Macleod A, Le Blanc C, Silver I, Lin E, Agic B, Busari J, <b>Sockalingam S</b> , <b>Whitehead CR</b>	Beyond "mini-me" and #MeToo: Building physician's leadership capacity to support the success of people with diverse needs and experiences.	Royal College of Physicians and Surgeons of Canada. Medical Education Research Grants	\$49,786.69	2020 July – 2022 June
		<b>TOTAL</b>	<b>\$69,786.69</b>	

### ALL OTHER GRANTS

<b>Authors</b>	<b>Grants Title</b>	<b>Granting Agency</b>	<b>\$ Amount 2020</b>	<b>Period</b>
PI: <b>Berkhout S</b>	Lessons from the Nocebo Effect: Developing a Graphic Medicine Companion Curriculum Bridging Bioethics, Neuroscience, and Visual Arts-Based Learning	University of Toronto PGME Humanities Education Matching Funds	\$5,000.00	2020 – 2021

Co-PIs: <b>Berkhout S</b> , Kalocsai C	Limits of Cure: A Comparative Qualitative Pilot and Metanarrative Review of Treatment Resistance in Schizophrenia and Depression	University of Toronto Department of Psychiatry Excellence Funds	\$19,536.00	2020 – 2021
Co-PIs: <b>Berkhout S</b> , Fritsch K	Frictions of Futurity and Cure in Transplant Medicine	New Frontiers Research Fund, Exploration Program	\$249,995.00	2020 – 2022
Co-PIs: <b>Boyd V, Ng S</b> Collaborators: <b>Kawamura A, Kumagai A</b> , Angela Orsino, <b>Woods N</b>	Teaching for critical reflection in medical education: tracing the effects on report-writing and practice outcomes for school-based healthcare	Spencer Foundation Small Grant	\$60,000.00	2020 July – 2021 Dec
PI: <b>Brydges R</b> , Co-Is: <b>Ng S, Tavares W</b> , McIntyre, Butler D.	Prepared to Learn: Toward Valid Assessments of Self-Regulated Learning from Classroom to Workplace	Social Sciences and Humanities Research Council. Insight Grant	\$99,496.00	2020 May
PI: Charise A, Co-Is: Hartbly C, Ezezika O, Leffler E, Campbell M, Manti R, Freeman B, <b>Woods N</b> , Parsons J, <b>Crawford A</b>	Flourish: The Arts and Social Wellness Cluster. UTSC Clusters of Scholarly Prominence Program (CSPP)	University of Toronto Scarborough, Office of the Vice-Principal Research & Innovation	\$599,780.00	2020 Sept – 2023 Aug
PI: <b>Cil T</b> Co-Is: McCreedy D, Hofer S, O'Neill A, Parsyan A	Robotic Nipple-Sparing Mastectomy with Immediate Prosthetic Breast Reconstruction: A Prospective Study of Feasibility, Safety and Patient Reported Outcomes.	Breast Friends Conquer All Grant Competition. Princess Margaret Hospital Breast Site Group	\$20,000.00	2020 June – 2021 June
PI: Coret M, Supervisor: <b>Martimianakis MA</b>	How does technology impact our definition of “a good death”?	Ontario Medical Student Association/Associated Medical Services	\$5,000.00	2020
PI: Gould M, Supervisor: <b>Walsh C</b>	Assessment of the impact of antegrade enema insertion on health care utilization in pediatric patients with constipation: A	Ontario Association of Gastroenterology - Canadian Association of Gastroenterology Resident Research Award	\$5,000.00	2020 July - 2021 June

	population-based cohort study			
PIs: Henderson J, Hawke L, Relihan, Courey, Bowers, Chaim G, Cheung, Cleverley C, Darnay K, <b>Soklaridis S</b>	Impact of youth and caregiver engagement in youth mental health and substance use service development: A patient-oriented research study.	CIHR SPOR Impact Assessment Operating Grant	\$50,000.00	2020 Mar – 2021 Feb
Co-PIs: Humphrey-Murto S, Rangel C, Co-Is: Maniate J, Sujana Kumar S, Stal J, Watanabe Duffy K, Buba M, <b>Whitehead C</b> . Collaborators: Ranade S	Training physicians and learners in the use of EHR: What have we learned? A case study of three hospitals	Royal College of Physicians and Surgeons of Canada, Strategic Grant	\$30,000.00	2020 Feb – 2022 Jan
PI: Jaarsma A, Co-I: <b>Berkhout S</b>	Placebo Talks Back	SSHRC Insight Grant Program	\$74,992.00	2020 – 2023
Co-PIs: Jeyalingam T, Mosko J, Co-Is: Grover SC, Heitman SJ, <b>Walsh C</b>	Competence in the assessment and management of colonic polyps: A survey-based study of Canadian gastroenterology trainees and recent graduates	Canadian Association of Gastroenterology / ABBVie Education Research Grant	\$7,500.00	2020 Jan – 2021 Jan
PI: Khan R Co-Is: Grover S, Boutis K, Waschke K, Pusic M, Ménard C, <b>Walsh CM</b> (Research Supervisor)	Improving optical diagnosis and management decision making skills for colorectal polyps using cognitive simulation with deliberate practice: a prospective cohort study	PSI Foundation Resident Research Grant	\$38,735.74	2020 Sept – 2021 Aug
PI: <b>Kulasegaram K</b> , Co-Is: Grierson L, Touchie C, Katsoulas E, Hogenbrik J, Eva K, Chahine S, Wood T	Research data management capacity building initiative: health professions education	Social Sciences and Humanities Research Council (SSHRC) Connections Grant	\$15,100.00	2020 Jan – 2021 Jan
<b>Lisk K</b>	Applying Design Thinking Principles to Developing 3D Printed Models for Anatomy Education	Humber College: Teaching Innovation Fund	\$1,000.00	2020 Jan

<b>Moulton C</b>	Crew resource management in the OR: the need for culture change.	MSH UHN Innovation Fund- Operating Grant	\$172,101.00	2020 Jan – 2022 Jan
Co-PIs: Pikula A, Sheehan K, Co-Is: <b>Berkhout S</b> , Cameron J, Casaubon L, Kalocsai C, Kapral M, Linkewich E, Rac V, <b>Soklaridis S</b> , Swartz R, Yu A	Y-STROKE NEEDS: Psychosocial Needs and Occupational Functioning in young stroke survivors	Canadian Institutes of Health Research, Project Grant Priority	\$87,000.00	2020 Jan – 2021 Jan
PI: <b>Piquette D</b> , Co-Is: Dodek P, Burns K, Hamilton M, Sarti A	Exploring Moral Orientation, Moral Decision-make, and Moral distress among medical students, residents, and new faculty: A mixed-methods study.	Education Research Unit, Sunnybrook Health Sciences Centre – Education Research & Scholarship Grant	\$9,360.00	2020 Mar – 2021 Mar
PI: <b>Rojas D</b> , Co-Is: MacKinnon K, Owen J, <b>Ng S</b>	Toward evidence-informed gender-affirming medicine CPD: An evaluation of a free online education tool	Continuing Professional Development's Research & Development Grant	\$4,245.00	2020
PI: <b>Rowland P</b> , Co-Is: <b>Tavares W</b> , <b>Martimianakis MA</b> , Bandiera G, <b>Hodges BD</b> , Waring .	Exploring Tensions in the Clinical Learning Environment: A Qualitative Study of Policies and Practices Related to Trainees Involved in Safety Events in Academic Teaching Hospitals.	Royal College of Physicians and Surgeons Medical Education Research Grant	\$37,109.00	2020 July – 2023 July
Co-PIs: <b>Sockalingam S</b> , <b>Soklaridis S</b> Co-Is: Luconi F, Paton M, Wooster E, Moore D, <b>Tavares W</b>	Trends in Continuing Medical Education in health professions	Society for Academic Continuing Medical Education (SACME)	\$10,015.05	2020 Apr – 2020 Dec
Co-PIs: <b>Soklaridis S</b> , Harris H, Co-Is: Arbour S, Lin E, Gruszecki S, Islam F, Kalocsai C, <b>Sockalingam S</b> , Summerville C, Whitley R. Collaborators: Stergiopoulos V, Johnson A	Our recovery, our outcomes: Co-Producing an evaluation of recovery colleges	Canadian Institutes of Health Research, Catalyst Grant: Patient-Oriented Research	\$99,990.00	2020 Mar – 2021 Feb

PI: Strudwick G, Co-Is: Mehta R, <b>Crawford A, Sockalingam S</b> , Tajirian T, Gratzner D, <b>Wiljer D</b> , Lucas A, Holescheck B, Carter S. Collaborators: O'Neill S, Torous J	Co-producing interventions to improve the adoption of OpenNotes in Ontario mental health contexts	Discovery Fund Seed Grant. Centre for Addiction and Mental Health, Discovery Fund.	\$199,120.00	2020 Oct – 2022 Oct
Co-PIs: <b>Tavares W</b> , Alam F, Co-Is: Matava C, Kapralos B, Dubrowski A, <b>Brydges R</b>	Exploring the Validity of Virtual Clinical Performance Assessments	The Medical Council of Canada Research in Clinical Assessment Grant Competition	\$37,444.00	2020 May
PI: Thakur A, Co-Is: <b>Sockalingam S, Soklaridis S</b> , Lunsky Y, Vikram P, Boyd K	IDD competencies of practicing psychiatrists in Canada: A needs assessment	Continuing Professional Development Research & Development Grant, University of Toronto	\$5,000.00	2020 Feb – 2021 Jan
PI: <b>Walsh C</b> , Co-Is: Grover S, Boutis K, Waschke K, Pusic M, Khan R, Ménard C	Cognitive simulation and deliberate practice to improve optical diagnosis and management decision-making skills for colorectal polyps	American Society for Gastrointestinal Endoscopy 2020 Research Award	\$93,800.00	2020 July – 2022 June
Co-PIs: <b>Walsh C</b> , Dowhaniuk JK, Co-Is: Klassen A, Mileski H, Connan V	Pediatric Celiac Symptom Index: development of a patient-reported outcome measure for children with celiac disease	Canadian Celiac Association James A. Campbell Research Award	\$25,000.00	2020 July – 2021 June
Co-PIs: <b>Walsh C</b> , Jeyaligam T, Co-Is: <b>Brydges R, Tavares W, Mylopoulos M</b>	Exploring supervisors' decisions about procedural entrustment in simulation-based and workplace-based settings	Royal College of Physicians and Surgeons of Canada. 2019 Strategic Grant	\$29,425.00	2020 Apr – 2021 Sept
PI: <b>Wiljer D</b> , Sahlia M (Program Lead), Co-Is: Beaudoin E, Gillan C, <b>Kulasegaram M, Mylopoulos M</b> , Pham Q, <b>Rowland P</b> , Russell A, Shen, <b>Tavares W, Woods N, Hodges B</b>	Accelerating the appropriate adoption of Artificial Intelligence in health care through building new knowledge, skills, and capabilities in the Canadian health care professions	Future Skills Centre	\$1,519,702.00	2020 Apr – 2022 Mar
		<b>TOTAL</b>	<b>\$3,610,445.79</b>	



## Appendix 3

### A. PRESENTATIONS DELIVERED BY WILSON CENTRE SCIENTISTS AND RESEARCHERS FROM JANUARY 1, 2020 TO AUGUST 31, 2020

#### COVID-19 RELATED PRESENTATIONS

NATIONAL			
Authors	Abstract / Presentation Title (including posters)	Conference	Year
<b>Sockalingam S</b> , Cassin S, <b>Crawford A</b> , Bagley D	Virtual Mental health During COVID-19: Adapting to the New Normal in Obesity Care	Canadian Association for Bariatric Physicians and Surgeons 2020 National Webinar Series	2020

#### EDI RELATED PRESENTATIONS

INTERNATIONAL			
Authors	Abstract / Presentation Title (including posters)	Conference	Year
<b>Kumagai A</b>	We Make the Road While Walking: Teaching & Learning for Social Justice	Medical Center Hour. University of Virginia School of Medicine. Charlottesville, Virginia, USA.	2020
NATIONAL			
Authors	Abstract / Presentation Title (including posters)	Conference	Year
<b>Fournier C, Richardson L, Whitehead C</b>	Space for the sacred in health care? The integration of Indigenous medicines into biomedicine	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>Fournier C, Rojas D, Richardson L, Whitehead C</b> , King S.	Decolonizing evaluation: A case study	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>Johnston J</b> , Manca A, Pope L, Reid H, <b>Whitehead C</b>	Raising critical consciousness: Introducing social justice to generalist clinical teaching.	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>Sachdeva M, Richardson L, Whitehead C, Paul R</b>	Evaluation of the Indigenous health curriculum in Canadian undergraduate medical education	Canadian Conference on Medical Education (CCME). Virtual.	2020

<b>LOCAL/PROVINCIAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Kumagai A</b>	Webinar: Resisting Anti-East Asian Racism During COVID-19 and Beyond	Office of Inclusion & Diversity, Faculty of Medicine, University of Toronto. Virtual.	2020

## OTHER PRESENTATIONS

<b>INTERNATIONAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Albert M</b>	Shedding light on the dark side of the moon: Interdisciplinarity in health research	Symposium on interdisciplinarity organized by Nikolas Rose. King's College. London, United Kingdom.	2020
<b>Albert M</b>	Education Research and Science Policy	Faculty of Educational Sciences, University of Helsinki. Helsinki, Finland.	2020
<b>Albert M, Rowland P, Friesen F, Laberge S</b>	Interdisciplinarity in medical education research: Myth and reality	Eastern Sociological Society Conference. Philadelphia, Pennsylvania, USA.	2020
<b>Berkhout S</b>	Multiplicity and Space for the Unspeakable: Art, Lifeworld, and the Limits of Narrative in Psychosis	EASST/4S Annual Conference. Prague, Czech Republic.	2020
<b>Berkhout S</b>	Nocebos, Nocebo Studies, and STS: Meaning-Making and Recalcitrance	EASST/4S Annual Conference. Prague, Czech Republic.	2020
<b>Kumagai A</b>	Telling Stories, Creating Art: a Dialogue about Creative Art in Health Professions Education	University of Virginia School of Medicine. Charlottesville, Virginia, USA.	2020
<b>Kumagai A</b>	Dialogues on the Threshold: Reflection, Dialogue and the Possibilities of Care	Medical Center Hour. University of Virginia School of Medicine. Charlottesville, Virginia, USA.	2020
<b>Rojas D</b>	A new curriculum evaluation framework: Determining curriculum effectiveness using assessment and evaluation data	The Ottawa Conference. Kuala Lumpur, Malaysia.	2020

<b>Sockalingam S</b>	Avoiding the curriculum carousel: Approaches to curriculum development	American Association of Directors of Psychiatric Residency Training- 2020 Annual Meeting. Dallas, Texas, USA.	2020
<b>Sockalingam S</b>	Invited Moderator. Presenters: McMahon G, Campbell C, Kutob R. Beachside chat – Personal reflections on what it means to be a leader in change.	Society for Academic Continuing Medical Education 2020 Annual Conference. Miami, Florida, USA.	2020
Tackett S, Ho M-J, <b>Kulasegaram K</b> , van Zanten M, <b>Whitehead C</b>	Medical school accreditation around the world: Past, present, and future	The Ottawa Conference. Kuala Lumpur, Malaysia.	2020
<b>Tavares W</b>	Roads Less Travelled: Understanding the “Why” in Simulation as an Integrated CPD Activity	Society for Academic Continuing Medical Education 2020 Annual Conference. Miami, Florida, USA.	2020
<b>Tavares W</b>	Program Evaluation and Assessing for Change	Society for Academic Continuing Medical Education 2020 Annual Conference. Miami, Florida, USA.	2020
<b>Taylor J</b>	Elder Orphans in the Community: A Mixed-Methods Analysis of Data from the Adult Changes in Thought (ACT) Study	Center for Studies in Demography and Ecology (CSDE) Seminar Series. University of Washington. Seattle, Washington, USA.	2020
<b>Taylor J</b>	Hastings Center project on “Dementia and the Ethics of Choosing When to Die.”	Workshops as part of the development of a Hastings Center Report. Virtual.	2020
Tolsgaard M, Nayahan L, Thinggaard E, Konge L, <b>Kulasegaram K</b>	Research in Assessment	The Ottawa Conference. Kuala Lumpur, Malaysia.	2020
<b>Walsh CM</b>	The effect of an international competitive leaderboard on self-motivated simulation-based CPR practice	Physician Scientist Development Program Annual Meeting. Long Beach, USA.	2020
<b>Wiljer D, Crawford A, Martimianakis T, Sliemers S, Strudwick</b>	Learning Digital Compassion: A Global Challenge for AI and Big Data	Society for Academic Continuing Medical Education 2020 Annual Conference. Miami, Florida, USA.	2020
<b>Wiljer D, Crawford A, Martimianakis T, Sliemers S, Strudwick</b>	Learning Digital Compassion: A Global Challenge for AI and Big Data	Cancer AI and Big Data: Success Through Global Collaboration Conference. Toronto, Ontario.	2020

<b>Wright SR, Boyd VA</b>	The hidden curriculum of compassionate care: can assessment drive compassion?	AAMC Building Better Curriculum Webinars.	2020
<b>NATIONAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
Albert L, <b>Kawamura A</b>	Stimulating Critical Thinking	2020 Canadian Rheumatological Association Annual Scientific Meeting. Victoria, BC, Canada	2020
Bishay K, Calo N, Scaffidi MA, <b>Walsh CM</b> , Anderson J, Rostom A, Dube C, Keswani RN, Heitman S, Hilsden RJ, Shorr R, Grover SC, González Moreno E, Forbes N	Endoscopist feedback is associated with improvements in colonoscopy quality indicators: A systematic review and meta-analysis	Canadian Digestive Diseases Week. Montreal, Quebec, Canada	2020
<b>Boyd V, Richardson L</b> , Veinot P, Abdelhalim T, Bell MJ, <b>Feilchenfeld Z</b> , <b>Najeeb U, Piquette D</b> , Rawal S, Wong R, <b>Wright S, Whitehead C, Kumagai A, Kuper A.</b>	A dialogical approach to teaching for person-centred care	Canadian Conference on Medical Education (CCME). Virtual.	2020
Haney S, <b>Brydges R, Kuper A, Rowland P, Ginsburg S</b>	Bringing the Patient Voice to Professionalism in Medical Education	Canadian Conference on Medical Education (CCME). Virtual.	2020
Herzog L, <b>Ng S, Boyd VA</b> , Kangasjarvi E, McNeil B, <b>Richardson L</b> , Baker L	Educating for Critical Consciousness in the Clinical Teaching Environment. Workshop	Canadian Conference on Medical Education (CCME) . Virtual.	2020
Khan R, Scaffidi MA, Gimpaya N, Tham D, Atalla M, Al-Mazroui A, Gholami R, Satchwell JB, <b>Walsh CM</b> , Grover SC	Impact of a simulation-based augmented reality curriculum on polypectomy skills among novice endoscopists: A randomized controlled trial	Canadian Digestive Diseases Week. Montreal, Quebec, Canada.	2020
<b>Kulasegaram KM</b>	Connecting the Dots: Using Multi-Insitutional Data to Evaluate Medical Education	Canadian Conference on Medical Education (CCME) . Virtual.	2020
<b>Kuper A</b>	Person-Centred Care: Broadening the Curriculum Beyond Bioscience	Medical Grand Rounds. Department of Medicine, University of Ottawa. Ottawa, Canada.	2020
Nutik M, <b>Woods N</b> , Moaveni A, Alvi R, Owen	Assessing Generalism in Undergraduate Medical Education	Canadian Conference on Medical Education (CCME). Virtual.	2020

J, Leberzon JG, Freeman R			
Panisko D, <b>Najeeb U</b>	Clinical Teaching Practicum	Canadian Conference on Medical Education (CCME). Virtual.	2020
Parshuram C, <b>Piquette D</b>	INCURS: Intensive Care Unit Resident Schedule Study	The Canadian Critical Care Trial Group Spring Meeting. Virtual.	2020
Paton M, Waterman S, <b>Whitehead C, Kuper A</b>	Representations of administrative staff and faculty over 50 years of 'Reports from the Dean'	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>Piquette D</b> , Carnevale FA, Burns K, Sarti A, Dodek P	Moral Distress in Canadian Critical Care Physicians: Educational Implications	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>Rowland P</b>	"When I say ... professional learning"	MERIT McMaster. Virtual.	2020
Smeraglio A, Goldman J, Lo L, <b>Kuper A</b> , Wong B	The use of theory in quality improvement and patient safety education: A scoping review	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>Sockalingam S</b> , Serhal E, Wozney L	Evolving Learning and Practice for E-Mental Health	Mental Health Commission of Canada's 9th Annual E-Mental Health Conference. Toronto, Ontario, Canada.	2020
<b>Wiljer D</b> , Wong H	Youth User-Experience and Engagement with Thought Spot: A Mental Health App for Postsecondary Students	eHealth 2020 Virtual Pop-up. Filling Mental Health Gaps with High-Tech. Toronto, ON, Canada.	2020
<b>Wright S, Boyd VA, Woods N</b> , Sharma M, <b>Richardson L</b> , Giroux R, Okafor I, <b>Mylopoulos M</b>	Experiences of 'first in family' medical students	Canadian Conference on Medical Education (CCME). Virtual.	2020
Wong R, Kitto S, <b>Whitehead C</b>	Examining the unintended effects of intraprofessional (primary-specialty) care models using a critical social theoretical lens	Canadian Conference on Medical Education (CCME). Virtual.	2020
<b>LOCAL/PROVINCIAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Berkhout S</b>	Encountering the Unspeakable: Arts-Based Research Methods and the Limits of Narrative in A Study of First Episode Psychosis	University Health Network Grand Rounds. Toronto, Ontario, Canada.	2020
<b>Berkhout S</b>	Multiplicity and Space for the Unspeakable in an	"Neurological Imaginary" Series. Neurosciences and	2020

	Ethnographic Study of First Episode Psychosis	STS graduate programs, York University. Toronto, Ontario, Canada.	
<b>Cil T</b>	Breast Surgery: Perspectives for a Breast Radiologist	Joint Department of Medical Imaging, University Health Network, University of Toronto Department of Radiology Webinar.	2020
<b>Freeman R, Rojas D, Kulasegaram R, Woods N</b>	Adaptive Education: Developing Competence in Virtual Care	Best Practice in Education Rounds. Toronto, Ontario, Canada.	2020
<b>Kawamura A, Kim C</b>	Toe-walking in Children: Diagnosis and Management	Pediatric City-Wide Rounds. Toronto, Ontario, Canada	2020
<b>Kawamura A</b>	Simulation – Giving a diagnosis of autism spectrum disorder	Developmental Pediatrics Academic Half Day. Holland Bloorview Kids Rehabilitation Hospital. Toronto, Ontario. Canada.	2020
<b>Kumagai A</b>	Subspecialty Rounds	Department of Medicine, Women's College Hospital. Toronto, Ontario, Canada	2020
<b>Kumagai A</b>	Invited Speaker	Vice Chair Fireside Chat. University of Toronto, Department of Medicine, Subspecialty Programs. Toronto, Ontario, Canada	2020
<b>Kumagai A</b>	Chronos, Kairos and the Dialogical Moment	Social Theory Journal Club. The Institute for Education Research, UHN & Wilson Centre, University of Toronto. Toronto, Ontario, Canada	2020
<b>Martimianakis MA</b>	The Promise and Perils of Organizational Change	Convergence Healthcare Education Conference. The School of Continuing Education at Michener/UHN. Toronto, Ontario, Canada.	2020
<b>Martimianakis MA</b>	The Unbearable Necessity of Myth (Busting)	Best Practice in Education Rounds. Toronto, Ontario, Canada.	2020
<b>Martimianakis MA</b>	What Does it Really Take to Succeed?	Big Ideas Lecture Series. University Health Network- TIER. Toronto, Ontario, Canada.	2020
<b>Munshi A, Hattangadi T, Lalani Y, Soklaridis S, Najeeb U, Sockalingam S</b>	Performance, Success, and Challenges – Experiences of IMG Residents in the Department of Psychiatry	Harvey Stancer Research Day 2020. University of Toronto. Toronto, Ontario, Canada	2020

<b>Rowland P</b>	Voice and silence in patient safety	Keynote invited by University Health Network's Patient Experience. Toronto, Ontario, Canada.	2020
<b>Steenhof N</b>	Embracing the Struggle	Convergence Healthcare Education Conference. The School of Continuing Education at Michener/UHN. Toronto, Ontario, Canada.	2020
<b>Tavares W</b>	The Art and Science of "Learning Conversations"	Centre for Faculty Development, University of Toronto. Toronto, Ontario, Canada	2020
<b>Taylor J</b>	Finding Traces of Dementia Caregiving Relations in Medical Research and Medical Records Data	"Neurological Imaginary" Series. Neurosciences and STS graduate programs, York University. Toronto, Ontario, Canada.	2020
<b>Wiljer D</b>	Digital Compassion: Learning with Patients in the Digital Age	Grand Rounds. Department of Obstetrics and Gynaecology. Mount Sinai Hospital – Sinai Health System. Toronto, Ontario, Canada.	2020
<b>Woods N, Ng S, Tavares W</b>	Education, meet COVID-19: Considerations and contributions from education science and scholars.	The Sciences of COVID-19 Lecture Series. The Institute for Education Research. Virtual.	2020
<b>Wright S, Whitehead C, Stewart M</b>	Person-centred care in family medicine: Opportunities and educational strategies	Celebration of Education Scholarship. University of Toronto. Toronto, Ontario, Canada	2020

**B. PRESENTATIONS ACCEPTED BUT NOT DELIVERED DUE TO COVID BY WILSON CENTRE SCIENTISTS AND RESEARCHERS FROM JANUARY 1, 2020 TO AUGUST 31, 2020**

**EDI RELATED PRESENTATIONS**

<b>INTERNATIONAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Kuper A</b>	Health Professions Education as a Vehicle for Social Justice	South African Association of Health Educationalists Annual Conference. Cape Town, South Africa.	2020
<b>Kuper A</b>	Promoting Equity and Inclusion: Learning from the Humanities and Social Sciences	Medicinsk Uddannelseskongference (MUK) 2020 (Danish Medical Education Conference). Århus, Denmark.	2020
<b>NATIONAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
Giannitsopoulou S, Philips C, Najeeb U	Creating a Community of Care: Supporting Racialized Students Through Equity-Based Mentorship	International Day for the Elimination of Discrimination and Harassment Conference Event. Toronto, Ontario, Canada.	2020
<b>LOCAL/PROVINCIAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Taylor J</b>	Admitting Privileges: How Well-Intentioned Admissions Practices Can Perpetuate Inequality	Hodges Research Symposium. Wilson Centre for Research in Medical Education. Toronto, Ontario, Canada.	2020

**OTHER PRESENTATIONS**

<b>INTERNATIONAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Berkhout S</b> , Zaheer J, Remington G	Digital Self-Monitoring and Embodiment in First Episode Psychosis: Ethical Considerations	2020 Congress. Schizophrenia International Research Society. Florence, Italy.	2020



<b>Berkhout S</b>	Grappling with the Ethics and Evidence of Placebos in Long-term Schizophrenia Clinical Trials	2020 Congress. Schizophrenia International Research Society. Florence, Italy.	2020
<b>Berkhout S</b>	Multiplicity and Space for the Unspeakable: Exploring the Limits of Narrative in a Study of First Episode Psychosis	Association for the Advancement of Philosophy in Psychiatry Annual Meeting. Philadelphia, Pennsylvania, USA.	2020
Bishay K, Calo N, Scaffidi MA, <b>Walsh CM</b> , Anderson J, Rostom A, Dube C, Keswani RN, Heitman S, Hilsden RJ, Shorr R, Grover SC, González Moreno E, Forbes N	Endoscopist feedback is associated with improvements in colonoscopy quality indicators: A systematic review and meta-analysis	Digestive Diseases Week. Chicago, Illinois, USA.	2020
<b>Cil T</b>	Impact of pre-operative MRI on Ductal Carcinoma in Situ Surgical Outcomes: a study in Canadian Women	The American Society of Breast Surgeons, Annual Meeting. Las Vegas, Nevada, USA.	2020
DiLabio J, Bismilla Z, Finan E, Ayoub M, Almandhari H, Connan V, Moussa A, Schmölzer GM, <b>Walsh CM</b>	Development of competency assessment tools for neonatal intubation and mask ventilation: An international Delphi study	Pediatric Academic Societies Meeting. Philadelphia, Pennsylvania, USA.	2020
Gillan C, <b>Hodges B</b> , <b>Wiljer D</b> , Dobrow M	How are medical imaging and radiation therapy preparing for artificial intelligence?	International Society of Radiation and Radiological Technologists World Congress. Dublin, Ireland.	2020
Gimpaya N, Scaffidi M, Khan R, Tham D, Atalla M, Ahmed A, Elsohl K, Gholami R, Satchwell JB, Laplante S, <b>Walsh CM</b> , Grover S	Impact of augmented reality on procedural skills acquisition in a simulation-based training curriculum for polypectomy: A randomized controlled trial	Digestive Diseases Week. Chicago, Illinois, USA.	2020
Jeyalingam T, <b>Brydges R</b> , <b>Ginsburg S</b> , McCreath GA, <b>Walsh CM</b>	Conceptualizing entrustment in endoscopic training	Digestive Diseases Week. Chicago, Illinois, USA.	2020
Kaul I, <b>Walsh CM</b> , Queliza K, Waschke KA, Fishman DS	Courses to enhance pediatric endoscopists' colonoscopy skills and ability to teach endoscopy: Initial North American experience	World Congress of Pediatric Gastroenterology, Hepatology and Nutrition. Copenhagen, Denmark.	2020
Kaul I, <b>Walsh CM</b> , Queliza K, Waschke KA, Fishman DS	Colonoscopy skills and train the trainer courses for pediatric endoscopy: North American experience	Digestive Diseases Week. Chicago, Illinois, USA.	2020

<b>Lisk K</b>	Cognitive Integration: The Value of Explicitly Communicating the Connections Between Anatomy and Clinical Science	American Association for Anatomy Conference. San Diego, California, USA.	2020
<b>Ng S</b>	Compassionate care in complex health systems	UCSF Education Showcase 2020. Academy of Medical Educators, University of California San Francisco. San Francisco, California, USA.	2020
<b>Rowland P</b> , Fancott C, Abelson J	Metaphors of organization in patient involvement programs: Connections and contradictions	Organisational Behaviour and Healthcare Conference (OBHC). Manchester, UK.	2020
Ruan W, Hunt S, Pawa S, Dsouza S, Kothari S, Banerjee P, <b>Walsh CM</b> , Fishman D	Ergonomics in pediatric gastrointestinal endoscopy	World Congress of Pediatric Gastroenterology, Hepatology and Nutrition. Copenhagen, Denmark.	2020
Ruan W, <b>Walsh CM</b> , Pawa S, Banerjee P, Kothari S, Souzas D, Fishman DS	Ergonomics in pediatric gastrointestinal endoscopy	Digestive Diseases Week. Chicago, Illinois, USA.	2020
Scaffidi M, Li J, <b>Walsh CM</b> , Khan R, Genis S, Gimpaya N, Bradley-Ridout G, Grover S	Self-assessment of gastrointestinal endoscopy: A systematic review	Digestive Diseases Week. Chicago, Illinois, USA.	2020
Smeraglio A, Goldman J, Lo L, <b>Kuper A</b> , Wong B	The Use of Theory in QI and PS Education: A Scoping Review	AAMC Integrating Quality Meeting. Kansas City, Missouri, USA.	2020
<b>Tavares W, Kuper A, Kulasegaram K, Whitehead CR</b>	Navigating Philosophical Positions in Assessment: Theoretical and Practical Considerations	The Ottawa Conference. Kuala Lumpur, Malaysia.	2020
<b>Taylor J</b>	Elder Orphans in the Community	Institute of Gerontology, Wayne State University. Detroit, Michigan, USA.	2020
<b>Taylor J</b>	End Times: When Older Adults with Dementia in Seattle Become 'Elder Orphans'	Chronic Living Conference. University of Copenhagen. Copenhagen, Denmark.	2020
<b>Taylor J</b>	Ethnographic Adventures in Medical Record	Department of Anthropology, Wayne State University. Detroit, Michigan, USA.	2020
Vresk L, Marcon MA, Martincevic I, Connan V, Varghese R, White J,	E-learning compared to one-on-one teaching for coeliac disease and the	World Congress of Pediatric Gastroenterology,	2020

McCreath GA, <b>Walsh CM</b>	gluten-free diet: A randomized controlled trial	Hepatology and Nutrition. Copenhagen, Denmark.	
<b>Walsh CM, Brydges R, Ginsburg S, McCreath G, Jeyalingam T</b>	Entrustment decision-making in endoscopic training: How faculty judge trainee readiness for independence	World Congress of Pediatric Gastroenterology, Hepatology and Nutrition. Copenhagen, Denmark.	2020
<b>Walsh CM</b>	Is stimulation worth the time and expense?	Digestive Diseases Week. Chicago, Illinois, USA.	2020
<b>Walsh CM</b>	Quality Indicators in Endoscopy: ESPGHAN/NASPGHAN Joint Guideline 2020	World Congress of Pediatric Gastroenterology, Hepatology and Nutrition. Copenhagen, Denmark.	2020
<b>NATIONAL</b>			
<b>Authors</b>	<b>Abstract / Presentation Title (including posters)</b>	<b>Conference</b>	<b>Year</b>
<b>Berkhout S</b>	Humanism in Medical Humanities	Creating Space X. Vancouver, British Columbia, Canada.	2020
<b>Berkhout S</b>	"The Devil's Work": Grappling with Diagnosis and the Politics of Cure in First Episode Psychosis	McGill Advanced Study Institute in Cultural Psychiatry. McGill University. Montreal, Quebec, Canada.	2020
<b>Berkhout S</b>	Visualizing and Performing the Limits of Narrative in a Study of First Episode Psychosis	Creating Space X. Vancouver, British Columbia, Canada.	2020
Paton M, Waterman S, <b>Whitehead CR, Kuper A</b>	Would you call yourself a professional: Reflections on the research process	Creating Space 10: What's in a Word: Exploring the Multiple Meanings of Humanism in Contemporary Healthcare and Health Professions Education- Canadian Association for Health Humanities Annual Conference. Vancouver, BC, Canada.	2020
<b>Steenhof N</b>	Feedback training for Simulation Lab Instructors	Canadian Pharmacy Education and Research Conference. Montreal, Quebec, Canada.	2020
<b>Steenhof N</b>	Understanding how failure is productive	Canadian Pharmacy Education and Research Conference. Montreal, Quebec, Canada.	2020
<b>Steenhof N</b>	Use of Virtual Interactive Cases in a 3rd year Pharmacy Skills Lab	Canadian Pharmacy Education and Research	2020

		Conference. Montreal, Quebec, Canada.	
LOCAL/PROVINCIAL			
Authors	Abstract / Presentation Title (including posters)	Conference	Year
<b>Boyd VA, Forsey J</b>	Paradigms in medical education research	OSMERC Conference. Toronto, Ontario Canada.	2020
<b>Kuper A</b>	One Idea I'm Really Excited About...	Division of General Internal Medicine 2020 Research Day. Toronto, Ontario, Canada.	2020
<b>Stroud L</b>	Interesting Case Vignettes	2nd HoPingKong Workshop in Complex Medicine. Toronto, Ontario, Canada.	2020
White DG, Glazier R, Martin D, Shapiro M, <b>Whitehead C</b> , Carroll J, Freeman R, Crann S, Kidd M	The MasterClass Series in Family Doctor Leadership: Evaluation of a new approach to leadership development	Citywide Research Rounds, Department of Family & Community Medicine, University of Toronto. Toronto, Ontario, Canada,	2020
<b>Wiljer D</b>	Invited Speaker	Target Insight 2020 Conference. University of Toronto- Department of Radiation Oncology. Toronto, Ontario, Canada.	2020

## Appendix 4

### A. AWARDS AND PRIZES RECEIVED BY WILSON CENTRE SCIENTISTS AND RESEARCHERS FROM JANUARY 1, 2020 TO AUGUST 31, 2020

#### Salary support awards

##### **Berkhout S**

*Local*

2020 - Ongoing (renewable) **Department of Psychiatry Academic Scholar Award**. University of Toronto, Toronto, Canada

#### Other Honours, Distinctions and Awards

##### **Cil TD**

*International*

2020 **Conquer Cancer Merit Award** (Co-Investigator), American Society of Clinical Oncology

##### **Hutchinson C**

*Local*

2020 **Teaching Award of Merit**- Peters Boyd Academy, Faculty of Medicine, University of Toronto, Toronto, Canada

##### **Kulasegaram KM**

*Local*

2020 **Colin Woolf Award for Excellence in Program Development and Coordination for Annual Paediatric Update** (Team Award). Faculty of Medicine, University of Toronto, Toronto, Canada

##### **Kumagai AK**

*International*

2020 **Anne L. Brodie Award and Professorship in Medical Education**, University of Virginia, Charlottesville, Virginia, United States

##### **McNaughton N**

*Local*

2020 **Award for Innovation**, Annual Recognition Awards, Michener Institute of Education at UHN, Toronto, Canada

##### **Piquette D**

*Local*

2020 **Special COVID Teaching Award**, Interdepartmental Division of Critical Care Medicine, University of Toronto, Toronto

##### **Tait G**

*Local*

2020 **W.T. Aikins Award**, (Excellence in Development and Use of Educational Innovations) University of Toronto, Toronto, Canada

**Walsh CM**

*National*

2020 **Special Commendation- IHDCYH Talks Video Competition**, Canadian Institutes of Health Research

*Local*

2018-2019 **Colin Woolf Award for Excellence in Program Development and Coordination** (Team Award: SickKids Paediatric Update Planning Committee) Faculty of Medicine, University of Toronto, Toronto, Canada

**Wiljer D**

*Local*

2020- **Excellence in Teaching – Master of Health Informatics Program**, Faculty Retreat - Institute of Health Policy, Management and Evaluation, University of Toronto. Toronto, Ontario, Canada

**B. AWARDS AND PRIZES RECEIVED BY WILSON CENTRE FELLOWS FROM  
JANUARY 1, 2020 TO AUGUST 31, 2020**

**Boyd V**

*Local*

2020- **Ontario Graduate Scholarship**, Ontario Provincial Government & University of Toronto, Toronto, Ontario, Canada

2020- **Scace Graduate Fellowship**, University of Toronto, Toronto, Ontario, Canada

**Cupido N**

*Local*

2020-**The Currie Fellowship- 1<sup>st</sup> year of funding**, The Wilson Centre, Toronto, Ontario, Canada

**Forsey J**

*Local*

2020- **Ontario Graduate Scholarship**, Ontario Provincial Government & University of Toronto, Toronto, Ontario, Canada

**Gavarkovs A**

*National*

2020- **The Frederick Banting and Charles Best Canada Graduate Scholarship Doctoral Award**, The Canadian Institutes of Health Research, Canada

*Local*

2020-**The Currie Fellowship- 2<sup>nd</sup> year of funding**, The Wilson Centre, Toronto, Ontario, Canada

**Youssef A**

*Local*

2020- **Institute of Medical Science Open Fellowship Award**, University of Toronto. Toronto, Ontario, Canada