

2014  
AT A GLANCE

DIRECTOR'S  
REPORT

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CROSS-APPOINTED  
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INTERNATIONAL

the  
**Wilson**  
centre

2014 ANNUAL REPORT  
HEALTH PROFESSIONS EDUCATION RESEARCH



# 2014 AT A GLANCE

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216  
Individual MEMBERS



11  
Core SCIENTISTS



7  
Cross-appointed SCIENTISTS



143  
General MEMBERS



95  
Peer Reviewed GRANTS



6.9  
Million GRANTS



143  
Peer Reviewed PUBLICATIONS



37  
Research FELLOWS



3  
Administrative STAFF



22  
EDUCATOR RESEARCHERS



33  
AFFILIATED SCHOLARS



2  
ENDOWED CHAIRS



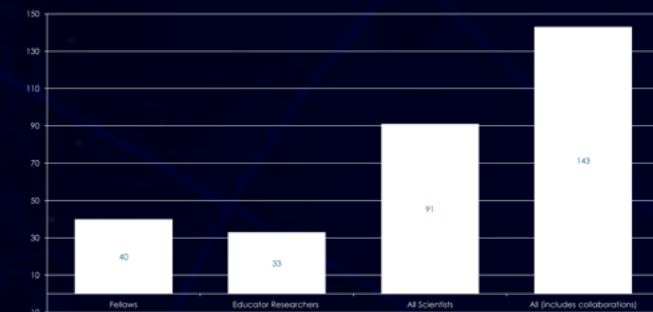
293  
Peer Reviewed PRESENTATIONS



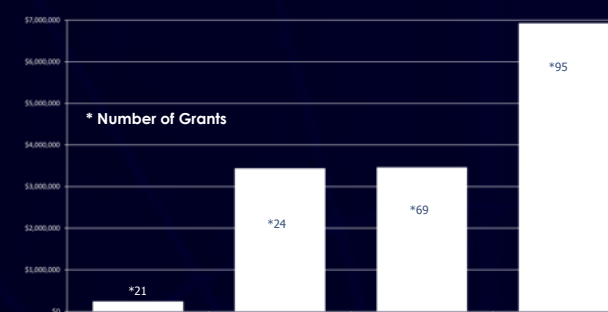
232  
Invited PRESENTATIONS



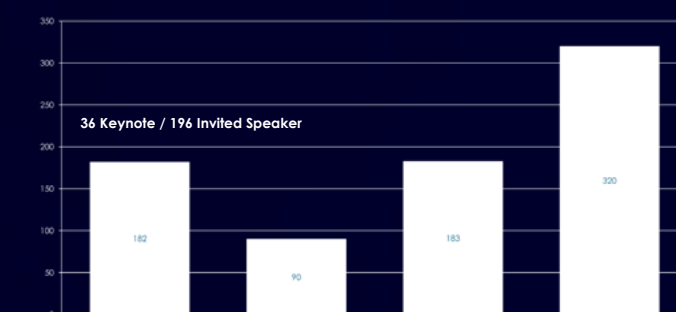
36  
KEYNOTE ADDRESSES



Peer Reviewed Publications (click graph for zoom)



Grant Capture (click graph for zoom)



Presentations (click graph for zoom)

36 Keynote / 196 Invited Speaker

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It is a great pleasure to present the 2014 Wilson Centre Annual Report. In the spring of 2014, the Wilson Centre was proud to present a strategic plan to guide the Centre's activities over the next five years and beyond. The development of the plan – Innovative Integration Within and Beyond the Wilson Centre – was the culmination of a comprehensive and rigorous process that included a review of background documents, a membership survey, and numerous internal and external strategic planning sessions and working group meetings. The strategic plan was also inspired by the vision, mission and goals of the Wilson Centre's two sponsoring organizations: the University of Toronto's Faculty of Medicine and the University Health Network.

In the Strategic Plan, the vision of the Wilson Centre is stated to be: A global leader in advancing healthcare education and practice through research. This year the Wilson Centre has had high productivity with 95 grants and a total of \$6,926,800 of peer-reviewed funding. Scientists, Fellows and Educator Researchers produced a total of 143 peer-reviewed publications, 320 peer-reviewed presentations, 196 invited presentations and 36 keynote addresses.

Finances (click graph for zoom)



## NEW APPOINTMENTS

Two new scientist appointments were made in 2014: Elise Paradis PhD joined the Postgraduate Medical Education (PGME) and the Wilson Centre as a Research Scientist, and Kulamakan (Mahan) Kulasegaram PhD joined the Undergraduate Medical Professions Education (UMPE) and the Wilson Centre as an Evaluation Research Scientist. There is more information about Elise and Mahan in the Scientists' section.

In November 2014 two new Cross-Appointed Scientists joined us. Stella Ng PhD an Assistant Professor, Department of Speech-Language Pathology, Director of Research at the Centre for Faculty Development, and Education Scientist at the Centre for Ambulatory Care Education. Geoff Norman PhD a Professor of Clinical Epidemiology & Biostatistics at McMaster University. In 2014 we started the search process for a new Curriculum Research Scientist with Undergraduate Medical Education.

It was with mixed emotions that in December we shared with you the news that Simon Kitto would be taking on a new role as of January 2015 at Ottawa University as Director of Research, Office of Continuing Professional Development Faculty of Medicine. I also shared with you that I was leaving the Wilson Centre at the end of December to take a new post in Denmark as Vice-Dean of Education Faculty of Health at Aarhus University. That was a very tough decision as I really enjoyed working at the Wilson Centre and living in Toronto. I wish to express my tremendous gratitude to all the people that I have collaborated with over the past two years within the Wilson

Centre and beyond - in the greater Toronto area and in Canada. In particular I wish to thank the Associate Director Vicki LeBlanc and the Wilson Centre staff, Mariana Arteaga, Cheryl Ku, and Douglas Buller, for their administrative and creative contributions. I also wish to express a big thanks to Nikki Woods for taking on the interim directorship until the new Director is in place.

Cultivating future research leaders in healthcare education and practice is part of the Wilson Centre mission. During the past two years we have experienced this mission to be fulfilled. Although the Wilson Centre can be proud hereof – this is also a challenge. However, with the support from the University of Toronto and the University Health Network, the Wilson Centre has demonstrated to be sustainable and attractive to highly qualified scientists. Yet, developing and implementing recruitment, retention and career advancement program will be important for the near future.

Another part of the Wilson Centre mission is to foster translation of new knowledge by promoting creative synergies between diverse theoretical perspectives, and between theory and practice. In reality this part of the mission is demonstrated by the scientists' extensive contribution to boards, councils, and committees locally, regionally, nationally, and internationally. Moreover, the scientists offer wide consultation and collaboration on practice-near projects. Finally, one example of bridging theory and practice is Dr. Cynthia Whitehead, Wilson Centre Cross-appointed Scientist, who was appointed Vice President, Education at Women's College Hospital.

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## AWARDS

Brian D. Hodges was awarded the Association for Studies on Medical Education Gold Medal award for outstanding contribution to Medical Education. Ayelet Kuper was awarded the 2014 CAME Meridith Marks New Educator Award.

## FELLOWSHIP

Our fellowship program in 2014 had 37 Fellows including 1 postdoctoral fellow. New Fellows included: Jean-Marie Castillo, Leigh Chapman, Tim Dwyer, Brandon Girardi, Rabia Khan, Polina Mironova, Malika Sharma, Rene Wong, and Mohammad Zubairi. 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.

I would like to congratulate Cristian Rangel PhD(c) and Arija Birze PhD(c) recipients of the 2014-2015 Currie Fellowships. In addition my warm congratulations to Joanne Goldman, Dominique Piquette, Walter Tavares, Catharine Walsh, and Euson Yeung who successfully completed their PhDs in 2014, Aaron Knox who successfully completed his MHPE, Clare Hutchinson and Nathan Zilbert who successfully completed their MEd, and Yvonne Hui, Gianni Lorello, and Priyanka Patel who also successfully completed their MSc.

I wish to thank the Fellowship Director, Mathieu Albert, and the Fellowship Committee for their efforts in making the fellowship an exceptional experience to our research students. The Wilson Centre can take pride in having a 100% completion rate for their PhDs. The Fellows at the Wilson Centre are enrolled in a variety of graduate programs across University of Toronto and at other universities. During 2013-2014 we have explored the possibility of establishing a graduate program connected to the Wilson Centre. I wish to thank Jeannine Girard-Pearlman and the Graduate Program Committee for their tireless efforts in seeking out the possibilities of doing so.

One of the overall goals in the Wilson Centre strategic plan is strengthen education to advance the field of research in healthcare education and practice. During 2014 the Wilson Centre has widened its educational offerings. In the spring 2014 the Wilson Centre offered a new Atelier in Experimental Research and continued to offer Ateliers on Qualitative Research. Also in 2014 the Scientists of the Wilson Centre contributed to two new pre-conference workshops at the AMEE conference – one on Experimental Research and one on Outcomes Research. In addition the Wilson Centre Community contributed to workshops and symposia at numerous conferences around the world. Moreover, in March 2014 the Wilson Centre hosted the inaugural The Hodges Education Scholarship International Symposium (THESIS) as a tribute to the huge contribution Brian Hodges has made in fostering the growth in the field of research in healthcare education and practice. This symposium will be held again in 2015. Also in March 2014 the Wilson Centre hosted a symposium titled Health Professions Globalized. Research into globalization and education is a new growing field taken up by the Wilson Centre Community.

## VISITING SCHOLARS

The Wilson Centre welcomed a series of visiting scholars from around the world in 2014: Drs. Ana Claudia Germani, Professor of Preventive Medicine at the University of Sao Paulo; Jonathan Hong, Colorectal Surgeon from Australia; Janneke Frambach, School of Health Professions Education University of Maastricht; and Flemming Bjerrum from University of Copenhagen, Denmark.

Charlotte V. Ringsted

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PhD

Ryan Brydges  
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Simon Kitto  
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Mahan Kulasegaram  
PhD

Ayelet Kuper  
MD DPhil FRCPC

Vicki LeBlanc  
PhD

Carol-anne Moulton  
MB:BS MEd PhD FRACS

Elise Paradis  
PhD

Charlotte V Ringsted  
MD MHPE PhD

Nicole Woods  
PhD



Mathieu Albert  
PhD

Associate Professor, Department of Psychiatry

### SOCIOLOGY OF HEALTH PROFESSIONS AND SCIENCES

Dr. Albert's current research projects study scientific knowledge production in health research and in the field of medical education research. The goal of his project on health research is to understand the dynamics of competition and collaboration between biomedical scientists, clinical scientists and social scientists in the emergent interdisciplinary health research field in Canada and the impact on scientific knowledge.

### PUBLICATION HIGHLIGHT:

Albert, M. & Paradis, E. (2014). Social scientists in the health research field: A clash of epistemic habitus In Handbook of Science, Technology, and Society. Editors: Daniel Lee Kleinman and Kelly Moore. (pp. 369-387) Routledge.

### RESEARCH FUNDING:

SSHRC

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Charlotte V Ringsted  
MD MHPE PhD

Nicole Woods  
PhD



Ryan Brydges  
PhD

Assistant Professor, Department of Medicine

### SELF-REGULATED LEARNING, PREPARATION FOR FUTURE LEARNING, MOTOR LEARNING & CONTROL, HEALTHCARE SIMULATION, AND HEALTH PROFESSIONS EDUCATION

Dr. Brydges' research activities focus on understanding how health professionals develop into self-regulated, life-long learners. He tests principles from the fields of motor learning and educational psychology to study how they apply in the specialized setting of medical education. He often conducts his studies using simulation-based training and assessment. Recent work in his program focuses on how trainees prepare for future learning, how they learn to self-monitor effectively (i.e., think about their own thinking), how educators and trainees differ in their conceptions of learning, how validity evidence is collected and organized in assessment of health professionals, and how to design training using educational technologies (e.g., iPad apps, web-based simulators) to enhance learning outcomes.

#### PUBLICATION HIGHLIGHT:

Task- versus ego-oriented feedback delivered as numbers or comments during intubation training. *Medical Education* 2014; 48:430-440. <https://www.researchgate.net/publication/260640852>

#### RESEARCH FUNDING:

ASE, SIM-one, RCPSC, Society for Simulation in Healthcare

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PhD

Charlotte V Ringsted  
MD MHPE PhD

Nicole Woods  
PhD



Brian D. Hodges  
MD PhD FRCPC

Professor, Department of Psychiatry, Faculty of Medicine  
Professor, Department of Adult, Leadership and Higher Education, Ontario Institute for Studies in Education  
Richard and Elizabeth Currie Chair in Health Professions Education Research  
Vice-President Education, University Health Network

### EVALUATION, GLOBALIZATION AND DISCOURSES OF COMPETENCE IN THE HEALTH PROFESSIONS

Dr. Hodges' research focuses on using discourse analysis to study the nature and construction of various aspects of health professional education and practice: competence, assessment, professional identity, and globalization. He is currently engaged in two projects, each funded for three years by Canada's Social Science and Humanities Research Council. The first, with colleagues at McGill University, is a study of the discourses of excellence, diversity and equity in Canadian medical schools admissions processes. The second with colleagues at McGill, Sherbrook and University of British Columbia is a study of concepts of validity in assessment. He is an active teacher and speaker, both in Toronto and internationally, on qualitative methods, discourse analysis and various dimensions of competence and assessment. He leads the AMS Phoenix Project, a 5-year initiative to rebalance compassion with the technical aspects of healthcare.

### PUBLICATION HIGHLIGHT:

Hodges BD, Lingard L. The Question of Competence: Reconsidering Medical Education in the Twenty-First Century. Ithaca, NY: Cornell University Press; 2012.

<http://www.thewilsoncentre.ca/About/QuestionofCompetence.aspx>

**RESEARCH FUNDING:**  
SSHRC, AMS

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PhDCharlotte V Ringsted  
MD MHPE PhDNicole Woods  
PhDSimon Kitto  
PhD

Assistant Professor, Department of Surgery, University of Toronto  
 Director of Research, Continuing Professional Development, University of Toronto  
 Senior Lecturer, Department of Surgery, Monah University  
 Visiting Scholar, Medical Case Centre, Karolinska Institutet

**EVALUATION, GLOBALIZATION AND DISCOURSES OF COMPETENCE IN THE HEALTH PROFESSIONS**

Dr. Kitto is a medical sociologist who has been working in health professions education research, sociology of surgery and health services research since 2002. His main research interests are studying how structural, historical and socio-cultural variables shape interprofessional clinical practice, educational settings and activities. Often, this involves studying issues related to identity/role expectation and formation, competency acquisition/performance and profession-based evidence/knowledge production within team contexts. His current research focuses on the nature and role of continuing interprofessional education and practice within the nexus of patient safety, quality improvement and implementation science intervention design and practice.

Dr Kitto's work has gathered active attention internationally resulting in invitations to present his work in the UK, Australasia, North America and Europe. Recent international collaborations include invited presentations, workshops and keynotes in Italy, Sweden, Finland, Denver, Japan and the Netherlands. His most recent international research collaboration is as a co-principal investigator with Professor Scott Reeves founding Director of Centre for Innovation in Interprofessional Education, University of California, San Francisco, on the project, 'Understanding the nature of interprofessional teamwork in intensive care units: a multi-institutional ethnographic study'. Dr Kitto has published over 66 research articles, several reports, chapters and books. His most recent publications focus on assessing IPE; barriers and facilitators to integrating continuing education, quality improvement, patient safety and knowledge translation initiatives. He is also an associate editor for the Journal of Interprofessional Care, BioMed Central Medical Education Journal and the Journal of Continuing Education in the Health Professions.

**PUBLICATION HIGHLIGHT:**

Rowland P, Kitto S. (2014) Patient safety and professional discourses: Implications for interprofessionalism. Journal of Interprofessional Care. Published online first 04 March 2014. Published July 2014. Vol. 28, No. 4, 331-338. doi: 10.3109/13561820.2014.891574 (CPA)

**RESEARCH FUNDING:**

Ministry of Health Japan; Canadian Cancer Society; National Agency: Provincia Autonoma di Bolzano Italy; Society for Academic CME; Gordon & Betty Moore Foundation



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MD MHPE PhD

Nicole Woods  
PhD



Mahan Kulasegaram  
PhD

Assistant Professor, Department of Family & Community Medicine

### TRANSFER AND ASSESSMENT OF KNOWLEDGE & SKILLS

Dr. Kulasegaram's research explores how assessment can impact clinical reasoning and integration of knowledge. Curricular goals such as integration, transfer of knowledge, and identity formation must be supported by the alignment of assessment practice. Using theories from cognitive psychology, psychometrics, and education psychology, his work conceptualizes assessment as an instructional opportunity that can reinforce curricular goals. Specifically, his research program highlights the importance of aligning cognitive processes that can support transfer of knowledge and how assessment can facilitate transfer appropriate processing. His other interests include the assessment and modelling of competency in trainees.

### PUBLICATION HIGHLIGHT:

The mediating effect of context variation in mixed practice for transfer of basic science. <http://www.ncbi.nlm.nih.gov/pubmed/25524224>

### RESEARCH FUNDING:

MCC, RCPSC, Dean's Education Fund (UofT)

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MD MHPE PhD

Nicole Woods  
PhD



**Ayelet Kuper**  
MD DPhil FRCPC

Assistant Professor, Department of Medicine  
Staff Physician, Sunnybrook Health Sciences Centre

### LEGITIMATE KNOWLEDGE IN MEDICAL EDUCATION

In 2014, Dr. Kuper complemented her sociohistorical analysis of struggles for disciplinary and epistemological legitimacy in the field of medical education research with an increasing emphasis on contemporary ramifications of these struggles within the medical training process. This included addressing gaps in current formal medical curricula as well as considering alternatives to current models of assessment and evaluation. She also continued to work to advance the local use of narrative and the humanities in medical education. She also continued to teach about qualitative methods to local and international audiences.

### PUBLICATION HIGHLIGHT:

Kuper A. When I Say... Cultural Knowledge. Med Educ 48 (12): 1148-9, Dec 2014.

### RESEARCH FUNDING:

CIHR, AMS Phoenix

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MD MHPE PhDNicole Woods  
PhDVicki LeBlanc  
PhDAssociate Director, The Wilson Centre  
Associate Professor, Faculty of Dentistry & Department of Medicine, Faculty of Medicine**INFLUENCE OF EMOTIONS ON PERFORMANCE AND LEARNING**

The delivery of health care is an emotional endeavor. Clinicians and trainees are constantly confronted with emotional events during which they must obtain and interpret information, make judgments regarding treatment options with different potential benefits and risks, and remember important clinical and patient related information. Conversely, patients must also process information and make important decisions regarding their care, all while experiencing a myriad of emotions. Current research in neuro- and cognitive sciences indicate that our emotional states and the emotional stimuli in our environment have significant impact on how we perceive the world around us, what we pay attention to, what we remember, as well as our judgments and decision-making. Dr. LeBlanc is working with colleagues and students, to explore the effects of emotions and stress on the performance of health professionals (emergency physicians, intensive care teams, paramedics) and front line workers (police recruits, police communicators, social workers). She has published over 60 peer-reviewed articles, and has authored 4 invited book chapters and 2 invited review articles on the topics of emotions and simulation. She has presented her work at national and international conferences, where she has garnered several presentation awards.

**PUBLICATION HIGHLIGHT:**

LeBlanc VR. (2014). Medical students find assessments stressful. Of course... but what do we do about it? *Perspectives on Medical Education*, 3(6), 401-404.  
<http://link.springer.com/article/10.1007/s40037-014-0152-x>.

Piquette D, Mylopoulos M, LeBlanc VR. (2014). Clinical supervision and learning opportunities during acute scenarios: A Qualitative Study. *Medical Education*, 48(8), 820-830.  
<http://onlinelibrary.wiley.com/doi/10.1111/medu.12492/full>

**RESEARCH FUNDING:**

SSHRC; Society for Academic Emergency Medicine; Dentistry Enrichment Endowment Fund, Faculty of Dentistry UoT

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Nicole Woods  
PhD



Carol-anne Moulton  
MB:BS MEd PhD FRACS

Associate Professor, Department of Surgery, University of Toronto  
Staff Surgeon, Hepatobiliary & Pancreatic Surgical Oncology, UHN

### JUDGMENT AND SELF-MONITORING IN PRACTICE

Dr. Moulton conducts research in the field of surgical judgment and decision-making, specifically focusing on how psychosocial factors might influence the individual surgeon. Employing a grounded theory methodology, Dr. Moulton explores the experiences of surgeons in the decisive moments of practice. Her work provides a vocabulary for understanding the psychosocial dimensions of surgical practice and contributes to a better understanding of the personal causes of surgeon error. Her ongoing clinical activities as a hepatobiliary surgeon and teacher provide a unique perspective for exploring her studies. She is director of the HPB Fellowship Program at University of Toronto.

### PUBLICATION HIGHLIGHT:

Piquette D, Moulton CA, LeBlanc VR. Clinical supervision during acute care episodes: Shifting to learning against the odds. *Advances in Health Care Education*, 2014, DOI: 10.1007/s10459-014-9571-z.

### RESEARCH FUNDING:

CPHI, CMPA, MRI, RCPSC, MCC

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PhD
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MD MHPE PhD
- Nicole Woods  
PhD



Elise Paradis  
PhD

Assistant Professor, Department of Anesthesia

### THE RISE OF COLLABORATION IN HEALTHCARE

Dr. Paradis' current research investigates different aspects of the rise of a collaborative imperative in healthcare. With co-scientists Mathieu Albert and Ayelet Kuper, she has studied the impact of interdisciplinary reforms on social scientists and humanities scholars in Canada. With co-scientist Cynthia Whitehead, she has documented the emergence and rise of interprofessional education in the medical literature, and argued that power and conflict are conspicuously missing. Finally, with colleagues in the United States and the UK, she has studied interprofessional collaboration in the intensive care unit, and shown the continued relevance of professional boundaries and hierarchies.

### PUBLICATION HIGHLIGHT:

Interdisciplinary promises versus practices in medicine: The decoupled experiences of social sciences and humanities scholars. <http://www.ncbi.nlm.nih.gov/pubmed/25500163>

Exploring the nature of interprofessional collaboration and family member involvement in an intensive care context. <http://www.ncbi.nlm.nih.gov/pubmed/23672585>

### RESEARCH FUNDING:

CIHR

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- Nicole Woods  
PhD



**Charlotte V. Ringsted**  
MD MHPE PhD

Professor, Department of Anaesthesia  
Director, The Wilson Centre  
BMO Chair in Health Professions Education Research  
Honorary Professor, Maastricht University

### **CLINICAL WORKPLACE-BASED AND SIMULATION-BASED TRAINING AND ASSESSMENT OF COMPETENCE; PATIENTS AS TEACHERS**

Dr. Ringsted's research in 2014 focused on simulation-based training and assessment of competence. Using a mix of methods both quantitative and qualitative she is engaged in the exploration of validity evidence of assessment formats related to simulation-based training and to the field of surgery. Her current research explores a variety of instructional methods – including dyad training – and how this works for novice learning. She is also currently involved in projects relating to engaging service-users as advisors for psychiatric patients in collaboration with a group of researchers at CAMH.

#### **PUBLICATION HIGHLIGHT:**

Räder SBEW, Henriksen AH, Butrymovich V, Sander M, Jørgensen E, Lönn L, Ringsted CV. A study of the effect of dyad practice versus that of individual practice on simulation-based complex skills learning and of students' perception of how and why dyad practice contributes to learning. Acad Med. 2014;89:1287-94..

#### **RESEARCH FUNDING:**

AMS Phoenix Caring Project grant, UofT Department of Anesthesia Merit Award, Laerdal Foundation, TrygFonden/Denmark

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PhD



Nicole Woods  
PhD

Assistant Professor, Department of Surgery  
Director, Education Evaluation, Department of Surgery  
Associate Director, Centre for Ambulatory Care Education at Women's College Hospital

### DEVELOPMENT OF CLINICAL REASONING IN HEALTH PROFESSIONS EDUCATION

Dr. Woods is a cognitive psychologist with research interests related to learning and memory in the health professions. Her research program explores how the integration of basic and clinical sciences can enhance memory and diagnostic performance. She has used laboratory and classroom-based studies of integration to develop a model of clinical reasoning that describes the mental representation of disease categories and accounts for both biomedical and clinical knowledge. Ongoing projects include experiments on the effect of order of instruction on memory and transfer of biomedical knowledge and an observational study of the integration of competencies during patient care.

### PUBLICATION HIGHLIGHT:

Preparing medical students for future learning using basic science instruction. Maria Mylopoulos and Nicole Woods. *Medical Education*, Vol 48, Issue 7, pages 667-673, July 2014

<http://www.mededucconversations.com/2014/06/11/preparing-medical-students-for-future-learning-using-basic-science-instruction/>

RESEARCH FUNDING:  
MCC, RCPS

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Shiphra Ginsburg  
MD MED FRCPCMaria Mylopoulos  
PhDMaria Athina (Tina)  
Martimianakis  
MA MEd PhDStella Ng  
PhDGeoff Norman  
PhDFiona Webster  
PhDCynthia Whitehead  
MD PhDShiphra Ginsburg  
MD MED FRCPC PhDProfessor, Internal Medicine (Respirology)  
Staff Physician, Mount Sinai Hospital**UNDERSTANDING AND EVALUATING PROFESSIONALISM AND CLINICAL PERFORMANCE**

Dr. Ginsburg's primary research program is now focused on trying to understand how clinical supervisors conceptualize, assess and communicate about the performance and competence of their learners, with a focus on the language used in workplace-based assessment. Her initial research program focused on understanding and evaluating professionalism in medicine. This work is continuing and extending into the domain of the practicing clinician. Dr. Ginsburg's research involves the use of qualitative methods (constructivist grounded theory) and mixed methods. Other research interests and areas of collaboration include a series of studies on the effect of the context/environment on evaluation, the evaluation of clinical teachers and issues around academic publishing and education scholarship. Dr. Ginsburg participates in professionalism and education initiatives at the local, national and international levels; she serves as Deputy Editor at the journal Medical Education and is on the Editorial Board of Academic Medicine. Dr. Ginsburg is the Director of the Eliot Phillipson Clinician-Educator Training Program and Director of Education Research and Scholarship, both in the Department of Medicine. In her roles for the department, Dr. Ginsburg enjoys mentoring trainees and other faculty members in the development of their own research and scholarship.

**PUBLICATION HIGHLIGHT:**

<http://scholar.google.ca/citations?user=1re0AgcAAAJ&hl=en>

**RESEARCH FUNDING:**

RCPSC, NBME, MCC, ABIM, EDF



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Martimianakis  
MA MEd PhD

Stella Ng  
PhD

Geoff Norman  
PhD

Fiona Webster  
PhD

Cynthia Whitehead  
MD PhD



Maria Mylopoulos  
PhD

Assistant Professor, Department of Paediatrics  
Education Researcher, SickKids Learning Institute

### DEVELOPMENT AND MAINTENANCE OF EXPERTISE

Dr. Mylopoulos' research program explores the development and maintenance of adaptive expertise, with a particular focus on how health professionals deal with uncertainty and novelty in their daily problem solving. The aim of her research is to evolve understanding of processes that underpin adaptive expertise as it occurs in real-world contexts using theoretical frameworks of clinical reasoning, knowledge building and distributed cognition. The ultimate goal of her research is to translate this understanding to educational design that promotes the development of adaptive expertise. In 2014, notable work included the project 'Preparing medical students for future learning using basic science instruction', funded by the Medical Council of Canada. Together with Dr. Nikki Woods, Dr. Mylopoulos explored the impact of basic science instruction on the development of 'preparation for future learning', a key ability of adaptive experts.

### PUBLICATION HIGHLIGHT:

Preparing medical students for future learning using basic science instruction. Mylopoulos M, Woods N. Med Educ. 2014 Jul;48(7):667-73. doi: 10.1111/medu.12426.  
<http://www.ncbi.nlm.nih.gov/pubmed/24909528>

**RESEARCH FUNDING:**  
MCC, RCPC

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PhDFiona Webster  
PhDCynthia Whitehead  
MD PhD

Maria Athina (Tina)  
Martimianakis  
MA MEd PhD

Assistant Professor, Department of Paediatrics  
Director of Medical Education Scholarship, Department of Paediatrics

**SOCIO-POLITICS OF KNOWLEDGE PRODUCTION IN HEALTH PROFESSIONS**

Dr. Martimianakis is appointed to the Department of Paediatrics as an Assistant Professor and directs the Office of Medical Education Scholarship which oversees efforts to enhance the capacity of faculty and residents to evolve a scholarly educational practice. Her research explores the intersection of governance and faculty experiences and draws from a combination of critical sociopolitical traditions, including Foucauldian discourse analysis. Theoretically she studies the material effects of discourse, particularly the ways in which professional identity is constructed through discursive relationships. Tina's current research projects include the exploration of how discourses of collaboration relate to team dynamics and the effects these relationships have on team learning. This work is evolved in paediatric and adult emergency and acute care clinical contexts. She is also exploring how competing discourses of integration manifest at different levels of educational activity and studying the effects of globalization on the field of medical education more broadly.

**PUBLICATION HIGHLIGHT:**

The world as the new local clinic: A critical analysis of three discourses of global medical competency.  
Maria Athina (Tina) Martimianakis, Frederic W. Hafferty. *Social Science & Medicine* 87 (2013) 31e38

**RESEARCH FUNDING:**

RCPSC, AMS, Gold Foundation, Dean's Education Fund (UofT)

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PhDGeoff Norman  
PhDFiona Webster  
PhDCynthia Whitehead  
MD PhDStella Ng  
PhD

Assistant Professor, Dept. of Speech-Language Pathology, University of Toronto  
 Director of Research, Centre for Faculty Development (CFD)  
 Education Scientist, Centre for Ambulatory Care Education (CACE)

Dr. Stella Ng is exploring how health professionals create practice-based knowledge within complex social contexts. Her research aims to reveal how health professionals develop and deploy esoteric forms of knowledge when faced with uncertainty or conflicted values, and how existing social and healthcare structures influence practice. One ongoing study focuses on the work that occurs when health professionals must share and negotiate knowledge with schools to support children, with chronic conditions, in accessing school-based health support. Investigating the social and systemic coordinators of practice when healthcare professionals apply various forms of knowledge and enact multiple roles outside of traditional healthcare settings, this research is asking: What forms of knowledge are being used and when? What and whose knowledge is seen as legitimate, and by whom? How are these conceptions and structures of legitimate knowledge being coordinated, socially and systemically?

Answering these types of questions may help the health professions education field approach practical efforts, like competency-based education, evidence-based practice, or curricular design, with empirically rich and nuanced understandings of the dynamic, socially coordinated and constructed nature of practice, and how health professionals develop and deploy practice-based knowledge therein. Stella's research is primarily influenced by theories of reflective practice as "epistemology of practice" and critical/constructivist qualitative research approaches.

**PUBLICATION HIGHLIGHT:**

Ng S., Stooke R., Regan K., Hibbert K., Schryer C., Phelan S., & Lingard L. (2013). An institutional ethnography inquiry into the work at the health care - special education interface: A research protocol. *International Journal of Integrated Care*, 13(Jul-Sep), e033. Retrieved from URN:NBN:NL:UI:10-1-114741.

**RESEARCH FUNDING:**

Research Funding: CIHR Open Operating, AMS Phoenix Foundation, Arnold P. Gold Foundation, EDF

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Stella Ng  
PhD

Geoff Norman  
PhD

Fiona Webster  
PhD

Cynthia Whitehead  
MD PhD



Geoff Norman  
PhD

Professor of Clinical Epidemiology & Biostatistics, McMaster University

### DUAL PROCESSING MODELS OF CLINICAL REASONING

Dr. Norman received a BSc in physics from the University of Manitoba in 1965 and a PhD in nuclear physics from McMaster University in 1971, and subsequently a M.A. in educational psychology from Michigan State University in 1977. He is the author of 10 books in education, measurement and statistics, and over 300 journal articles.

Dr. Norman's primary research is in the area of expert diagnostic reasoning – how clinicians arrive at a diagnosis. His 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. He has contributed to the theoretical foundation of problem-based learning. He has also been involved in student assessment and medical school admissions. He has developed and validated a number of innovative assessment methods, and has made substantial contributions to assessment methodology.

### PUBLICATION HIGHLIGHT:

Norman GR, Sherbino J, Dore KM, Wood TJ, Young ME, Gaismeier W, Monteiro S, Kreuger S. The etiology of diagnostic errors: A controlled trial of System 1 vs. System 2 reasoning. *Academic Medicine*, 2014; 89:277-84.

**RESEARCH FUNDING:**  
SSHRC, NSERC

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PhDFiona Webster  
PhDCynthia Whitehead  
MD PhDFiona Webster  
PhDEducation Scientist/Assistant Professor, Department of Family & Community Medicine  
CIHR New Investigator**ETHNOGRAPHIC APPROACHES TO RESEARCH IN HEALTH PROFESSIONS EDUCATION**

Dr. Webster is appointed to the Department of Family and Community Medicine (DFCM) as an Assistant Professor and is a Cross-Appointed Scientist at the Wilson Centre. She is cross-appointed to the Institute of Health Policy, Management and Evaluation (IHPME); the Dalla Lana School of Public Health; and the Institute of Medical Science (IMS). She is a member of the IMS Executive Committee. Through her cross-appointments she teaches two graduate courses in qualitative research methods, knowledge translation, and also co-teaches in the annual Wilson Centre Qualitative Research Atelier Series. She is an Academic Fellow of the Centre for Critical Qualitative Research in Health (CQ) at the University of Toronto. Her current research focuses on the social organization of patient centred care and education, specifically in relation to complex patients with chronic pain and multi-morbidities, using institutional ethnography and constructivist grounded theory. She is an Executive member of BRIDGES, a collaborative initiative between the Faculty of Medicine and DFCM, and chairs the Qualitative Research Committee.

**PUBLICATION HIGHLIGHT:**

Gagliardi A, Webster F, Brouwers M, Baxter N, Finelli A, Gallinger S. How does context influence collaborative decision-making for health services planning, delivery and evaluation?: An ethnographic study of integrated knowledge translation. *BMC Health Serv Res.* 2014 Nov 19;14(1):545.

Webster F, Rice K, Dainty K, Zwarenstein M, Durant S, Kuper A. The Failure of Patients: The Hidden Curriculum of ED Wait Times and the Implications for Clinical Training. *Academic Medicine.* Published on-line September 2014.

**RESEARCH FUNDING:**

CIHR, CCO-OICR Health Services Research Program, AHSC AFP Innovation Fund

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Martimianakis  
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Stella Ng  
PhD

Geoff Norman  
PhD

Fiona Webster  
PhD

Cynthia Whitehead  
MD PhD



Cynthia Whitehead  
MD PhD

Associate Professor, Department of Family & Community Medicine  
Vice-President Education, Women's College Hospital

### CRITICAL DISCOURSE ANALYSIS OF HEALTH PROFESSIONS EDUCATION

Dr. Whitehead is the Vice-President Education, Women's College Hospital and Associate Professor in the Department of Family and Community Medicine (DFCM) at the University of Toronto. She was also the Acting Chair of the DFCM from January to April 2014, and inaugural Vice-Chair Education in the DFCM until June 2014. She is an academic family physician at Women's College Hospital in Toronto, Cross-Appointed Scientist at the Wilson Centre, Education Scientist at the Centre for Ambulatory Care and AMS Phoenix Fellow. She completed her PhD in 2011, examining discourses of the good doctor in medical education over the past century. Her areas of interest include ambulatory education, primary care education, outcomes-based education and the history of medical education. Her research focuses on critical discourse analysis (CDA) of various aspects of health professions education. Current major projects she is leading include a CDA of the historical emergence of interprofessional education in Canada, and a CDA of the journal 'Medical Education' over its first 50 years of publication.

### PUBLICATION HIGHLIGHT:

Whitehead C, Kuper A, Freeman R, Gundland B, Webster F. Compassionate care? A critical discourse analysis of Canadian family medicine standards. *Medical Education*. 2014 Jun;48(6):632-43.

### RESEARCH FUNDING:

CIHR, AMS Phoenix Project, WCH AFP Innovation Fund

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## ABDULLAH AL-OZAIRI MD

is a graduate from the University of Aberdeen, where he completed both his MD and his MSc in Public health and health services research. Abdullah has recently begun his MSHPE under supervision of Brian D. Hodges with an interest in how organizational leadership and system change contributes to health professional education.

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**ARIJA BIRZE**  
**BSc MA**

is a PhD student 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. She is now a 2014-16 Currie Fellowship recipient. Her current research interests include how the gendered organization of emotional, high stress occupations is written into the body and biologically translated into health inequalities.

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## JEAN-MARIE CASTILLO MD

is a Family Medicine Physician graduated at Nantes Medical School, France. Jean-Marie is a candidate in the Master of Health Professions Education (MHPE) at the University of Illinois at Chicago and a research fellow at the Wilson Centre under the guidance of Drs. Woods and Whitehead. His research interests include the role of basic sciences on clinical knowledge and clinical practice in the undergraduate medical studies, the Family Medicine residency program and Family Medicine practice.

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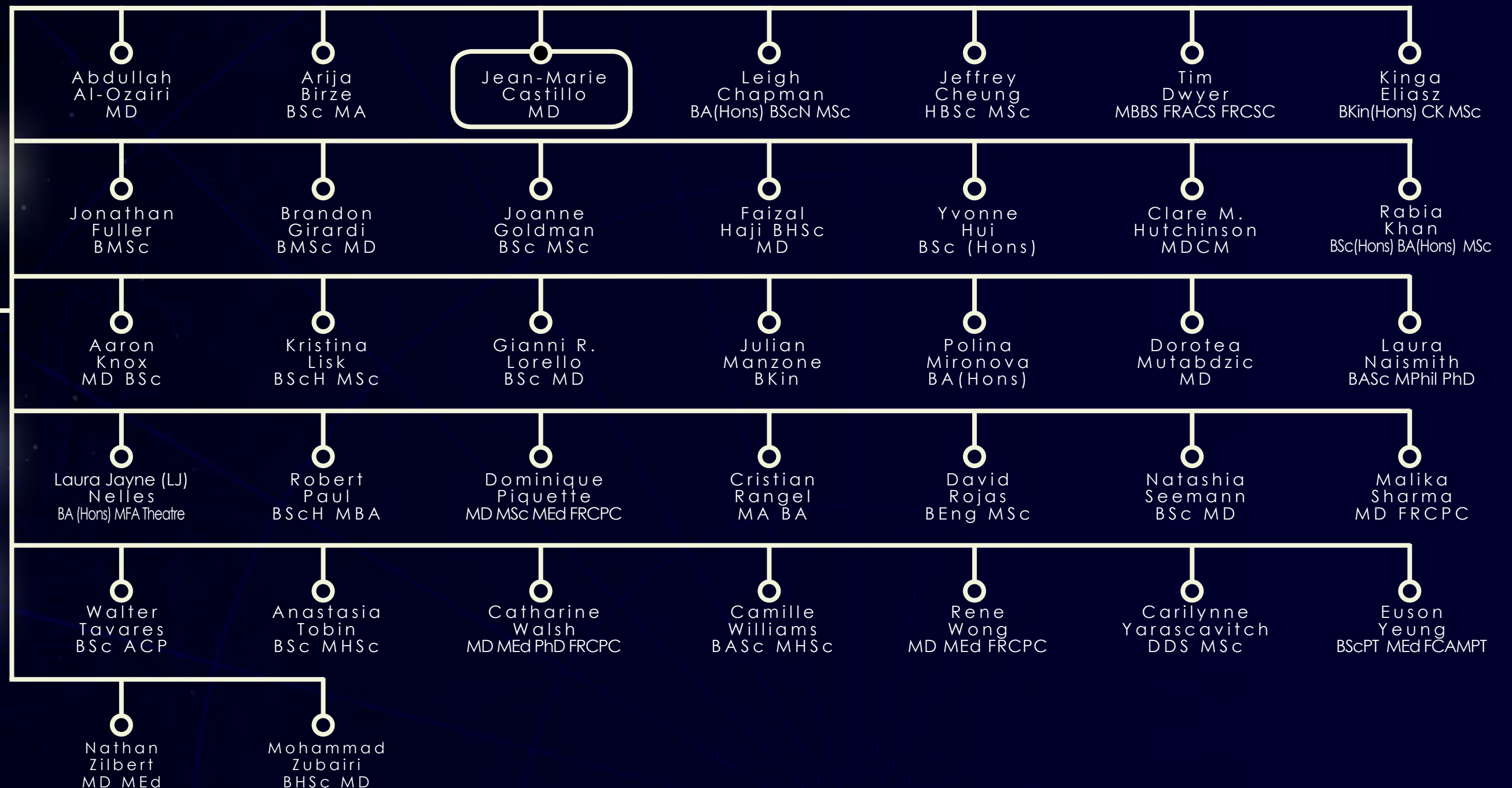
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## LEIGH CHAPMAN

BA(Hons) BScN MSc

is a PhD Student at the Lawrence S. Bloomberg Faculty of Nursing under the supervision of Sioban Nelson. Leigh's doctoral research will explore the way competency assessment of regulated health professional employees is enacted and understood in a Canadian academic hospital. Leigh is also a Fellow at The Wilson Centre, under the supervision of Brian Hodges.

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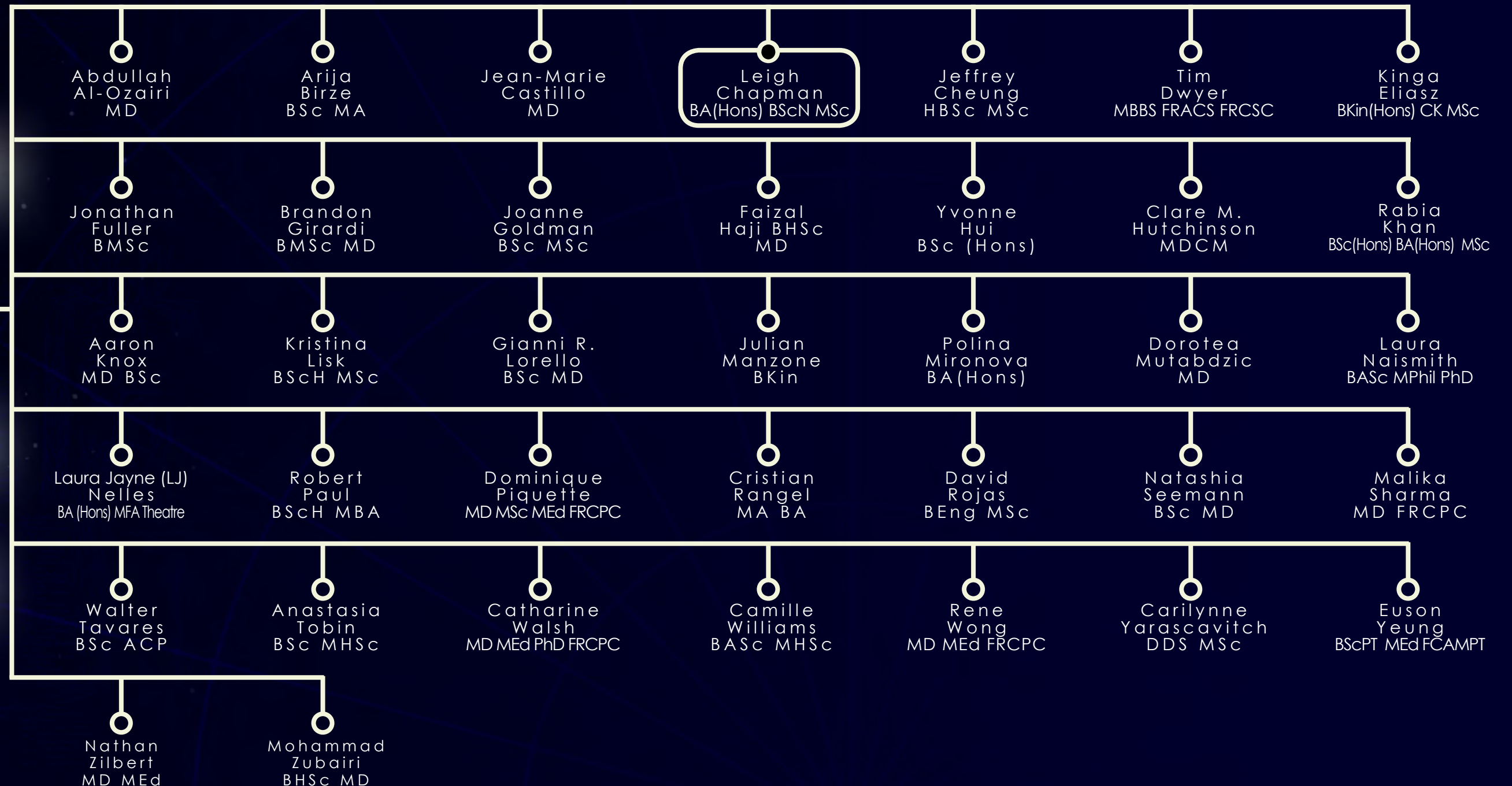
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**JEFFREY CHEUNG**  
**HBSc MSc**

is a graduate from the University of Toronto, where he completed both his HBSc in Neuroscience and MSc in Medical Science. Jeffrey is completing his PhD studies under the supervision of Dr. Ryan Brydges with an interest in the instructional design of simulation-based medical education and the role of explanation in procedural skill learning and transfer.

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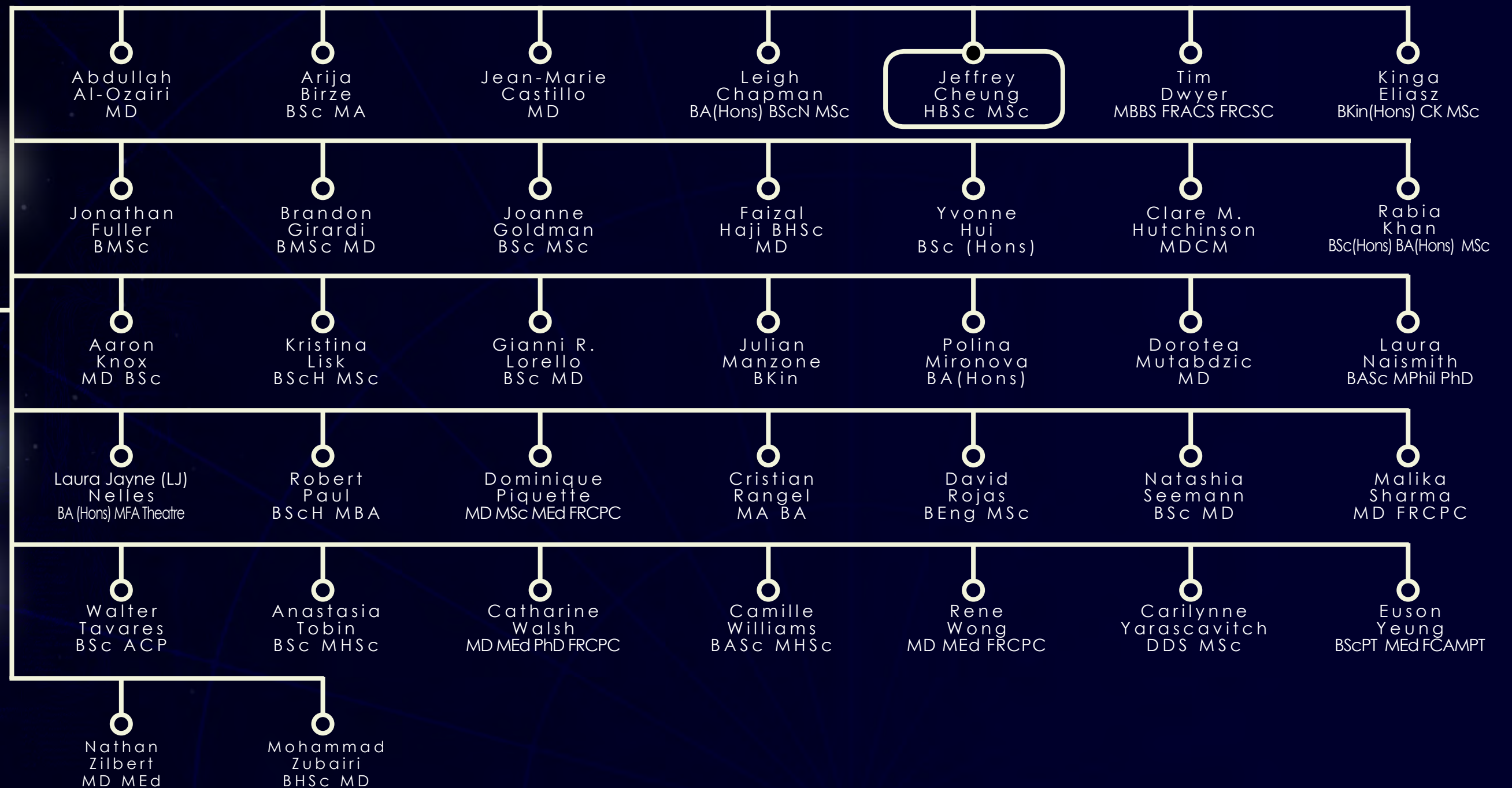
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**TIM DWYER**  
**MBBS FRACS FRCS**

is an orthopaedic surgeon at the University of Toronto. In 2013 Tim transferred from the Master's program at the Institute of Medical Science to the PhD program, where his research focus is on outcomes assessment in the setting of competency-based medical education. His committee is comprised of Dr Brian Hodges (supervisor), Dr Mahan Kulasegaram and Dr Charlotte Ringsted.

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## KINGA ELIASZ BKIN(HONS) CK MSc

is a PhD candidate under the supervision of Dr. Lyons in the Department of Kinesiology at McMaster University. Kinga is also a research fellow at SickKids Learning Institute and the Wilson Centre under the supervision of Drs. Woods and Dubrowski. Her doctoral research examines physical and psychological factors that influence technical skill acquisition in novice medical trainees. Outside of her dissertation work, Kinga is also a project coordinator for multi-site research that investigates healthy older drivers.

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**BRANDON GIRARDI**  
**BMSc MD**

completed an honours undergraduate degree in Physiology and Pharmacology at the University of Western Ontario and a medical degree at Queen's University. He is currently completing postgraduate surgical training in Orthopaedic surgery at the University of Toronto while concurrently completing a Master's of Health Professional Education at the Ontario Institute for Studies in Education. Under the supervision of Dr Lucas Murnaghan and Dr Carol-anne Moulton, Brandon is investigating the role of pre-clinical training camps in the preparation of junior surgical residents for hospital practice.

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## JOANNE GOLDMAN BSc MSc

was a PhD candidate at the Institute of Medical Science, University of Toronto. She received a BSc and MSc in Nutrition from Ryerson University and University of Toronto, respectively. Before beginning her PhD, Joanne worked as a research associate at the Office of Continuing Education and Professional Development and as managing editor of the Journal of Interprofessional Care. In her PhD work, Joanne received funding from a CIHR Doctoral Research Award to examine the meso-structural factors that shape interprofessional interactions around processes of discharge in general internal medicine and micro-level interprofessional interactions. Joanne successfully defended her PhD in December 2014.

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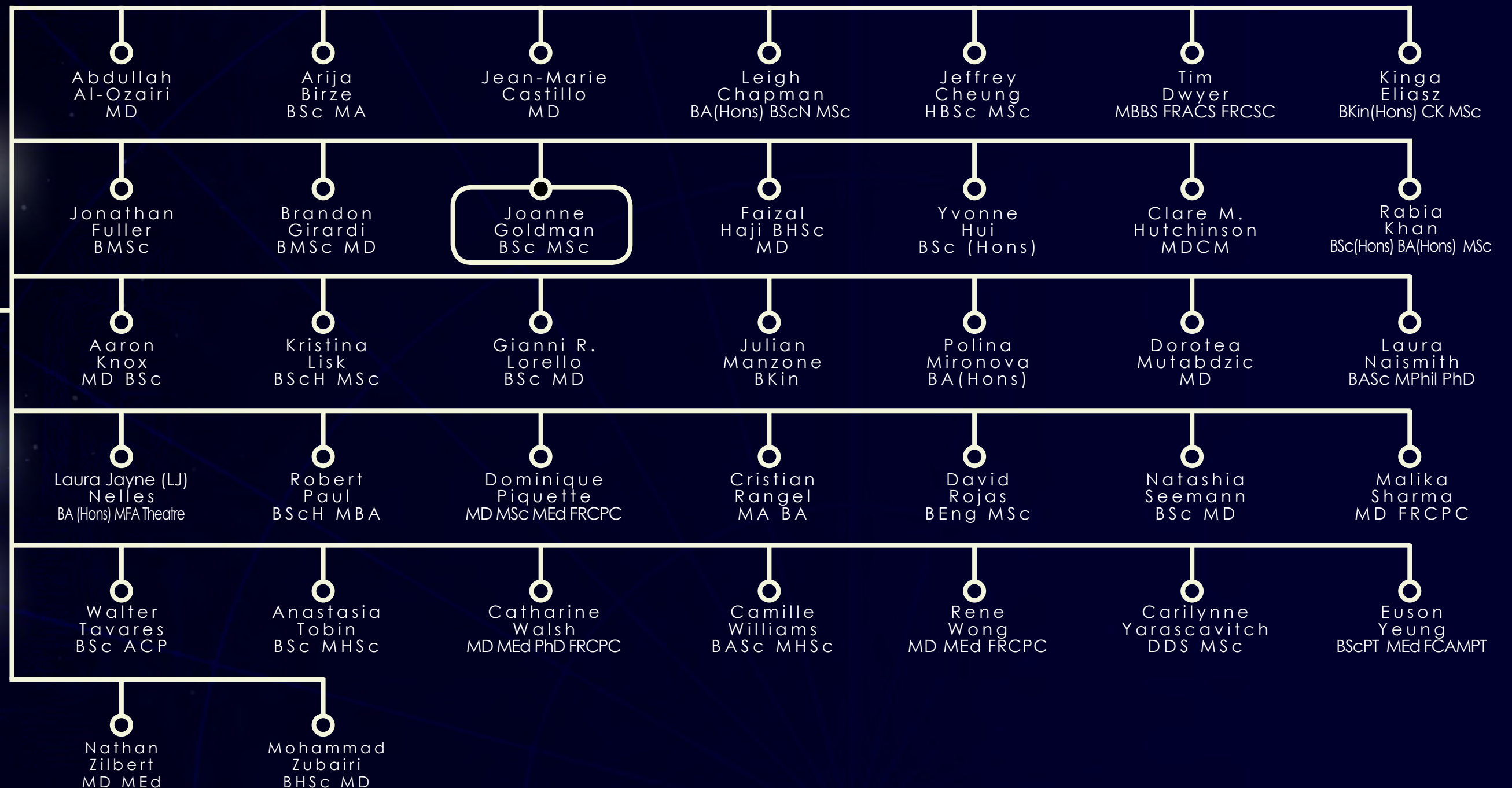
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## FAIZAL HAJI BHSc MD

is a PhD candidate at the University of Toronto, Institute of Medical Science. Faizal received his Bachelors of Health Sciences in 2005 and undergraduate medical degree in 2008 from McMaster University. He is currently a 4th year neurosurgical resident at Western University. He is taking time from his clinical training to pursue graduate studies and research fellowships at the Wilson Centre and SickKids Learning Institute, under the supervision of Dr. Adam Dubrowski. His research interests include the use of cognitive load theory to evaluate instructional design of simulation based education and training for complex surgical skills.

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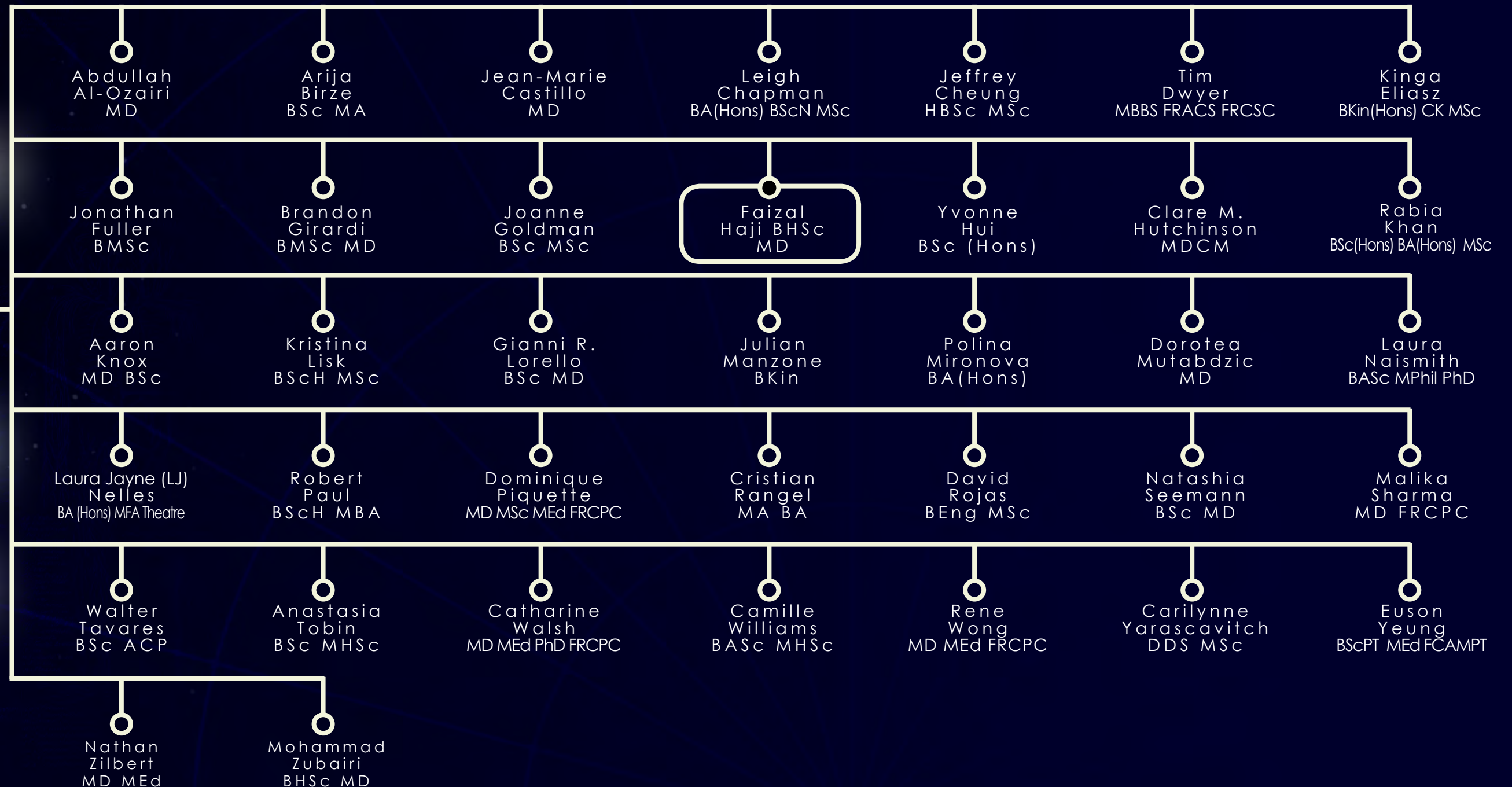
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## YVONNE HUI BSc (Hons)

is a candidate in the Master of Science program through the Institute of Medical Science under the supervision of Dr. Heather Carnahan. She has completed a research fellowship at the Centre for Ambulatory Care Education (CACE) and is currently completing a research fellowship at the Wilson Centre. Her research focus is looking at mental imagery ability in medical education.

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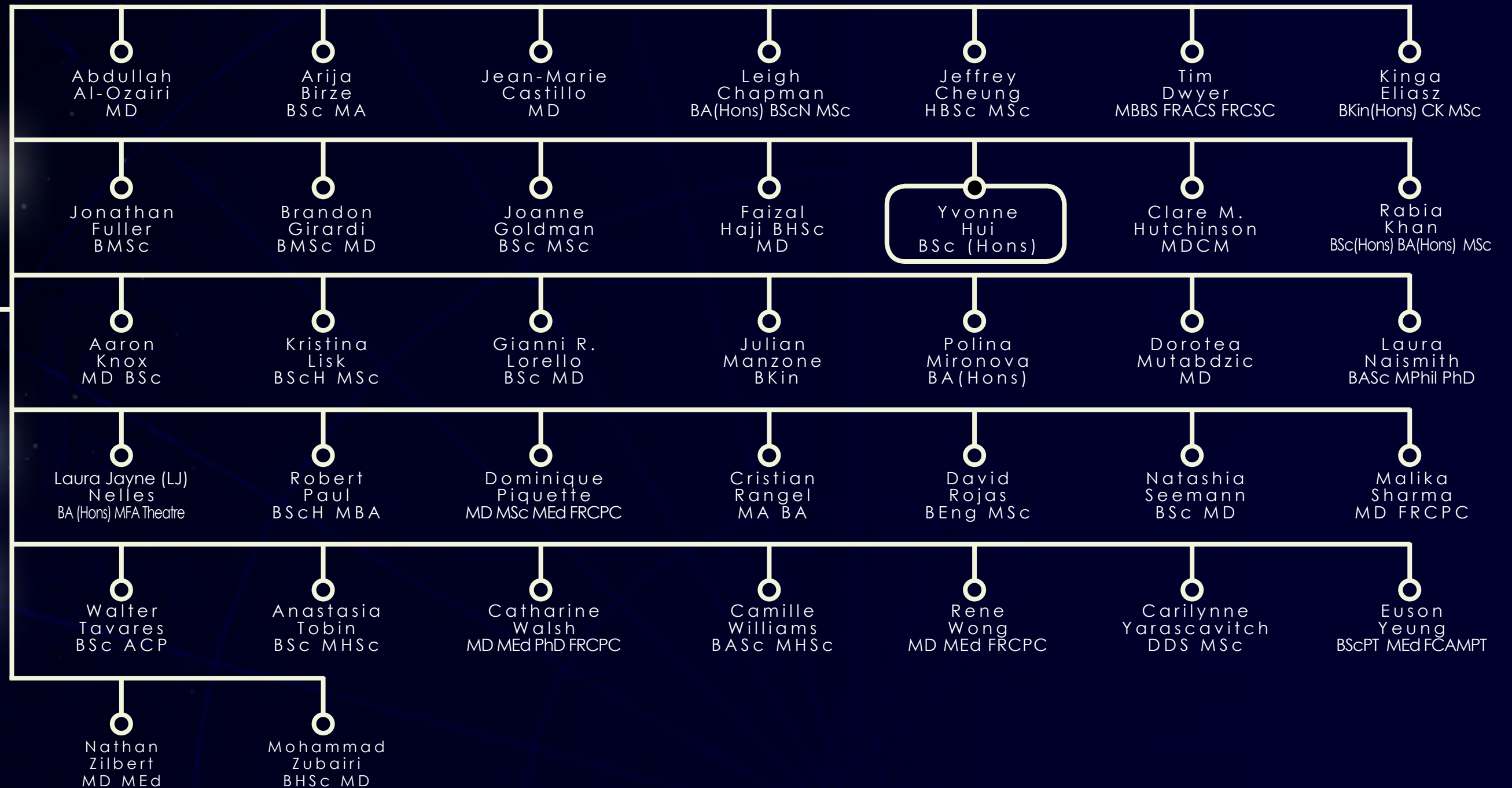
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## CLARE M. HUTCHINSON MDCM

graduated from McGill University Faculty of Medicine in 2004. She completed residency in Pediatrics in 2007, and Pediatric Rheumatology fellowship at the Hospital for Sick Children in 2009. She is currently pursuing a Masters of Health Professions Education through the University of Illinois at Chicago. Her research focuses on how best to teach and evaluate postgraduate trainees in the Pediatric musculoskeletal examination.

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**RABIA KHAN**  
BSc(Hons) BA(Hons) MSc

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.

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**AARON KNOX**  
**MD BSc**

is a Plastic Surgery resident in the Clinician Investigator Program at the University of British Columbia. He is a candidate in the Master of Health Professions Education (MHPE) at the University of Illinois at Chicago under the guidance of Dr. Ryan Brydges and Dr. Ara Tekian. His current research interests include competency based medical education and use of multimedia for learning procedural skills.

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**KRISTINA LISK**  
**BSCH MSc**

is a PhD candidate in the Graduate Department of Rehabilitation Sciences at the University of Toronto. She completed her undergraduate degree in Life Sciences at Queen's University and her Masters of Science in Clinical Anatomy at the University of Western Ontario. Her current research focuses on the role of basic science education in developing clinical assessment skills. Kristina is also completing a research fellowship at The Wilson Centre under supervision of Dr. Nikki Woods.

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## GIANNI R. LORELLO BSc MD

is a PGY-4 in Anesthesiology – Clinician Investigator Program at The University of Toronto currently enrolled as a Master's student at The Institute of Medical Sciences. He received his BSc in Biopharmaceutical Sciences – Medicinal Chemistry option and his MD both from The University of Ottawa. Gianni's main thesis work is a mixed methods project looking at how self-regulated learning compares to instructor-regulated learning for cardiac auscultation skill acquisition and retention, and how instructors' teaching strategies trainees' conceptions of learning in a subsequent learning session.

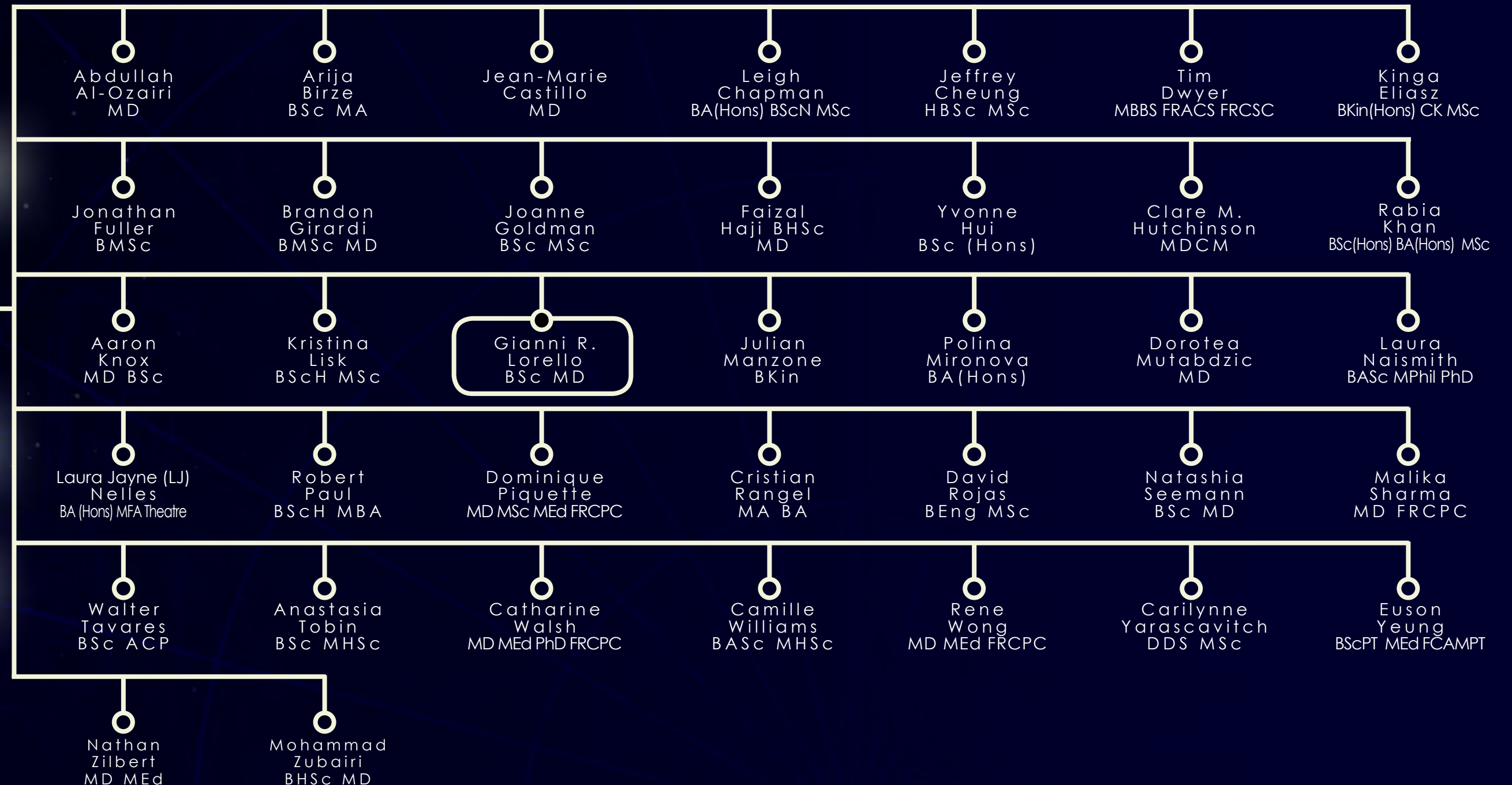
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## JULIAN MANZONE BKIN

received his Bachelors of Kinesiology with High Honours at the University of Toronto in 2013. He is currently a second year MSc student at the Institute of Medical Science under the supervision of Dr. Charlotte Ringsted and Dr. Ryan Brydges. His research focuses on the effects of self-regulated learning on preparation for future learning in simulation-based medical education. Furthermore, he is enrolled in the Stepping Stones Teacher Development Program and is a Teaching Assistant at the University of Toronto for the Human Anatomy and Histology undergraduate course.

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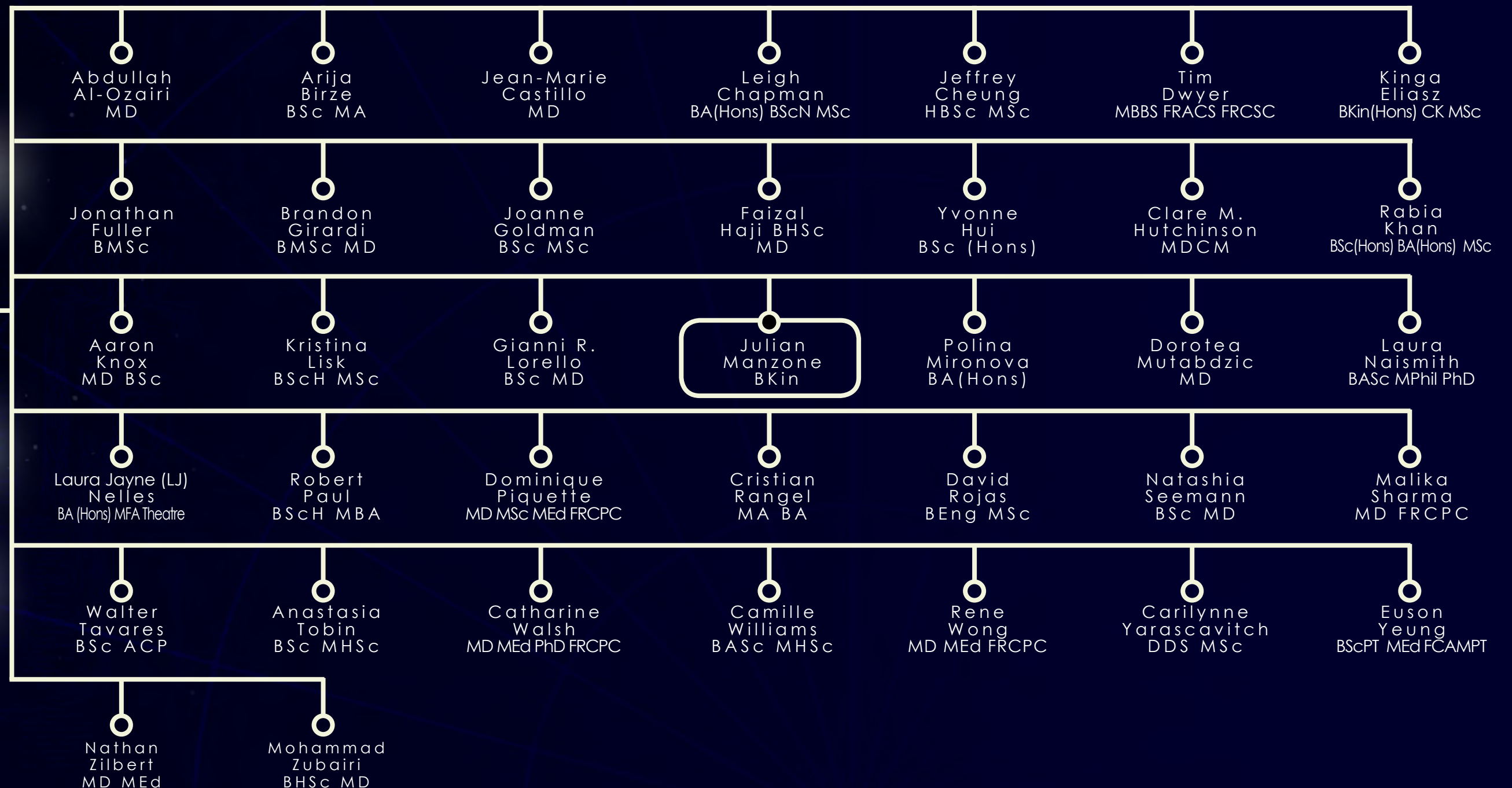
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## POLINA MIRONOVA

BA(Hons)

is a first-year MSc student at the Institute of Medical Science. Under the supervision of Dr. Carol-anne Moulton, she is investigating the dynamics of instructor-led feedback delivery and student-initiated feedback-seeking behaviours in skills acquisition. Upon completing her Master's degree, Polina is planning to explore the cognitive underpinnings of student-driven learning and assessments in medical training.

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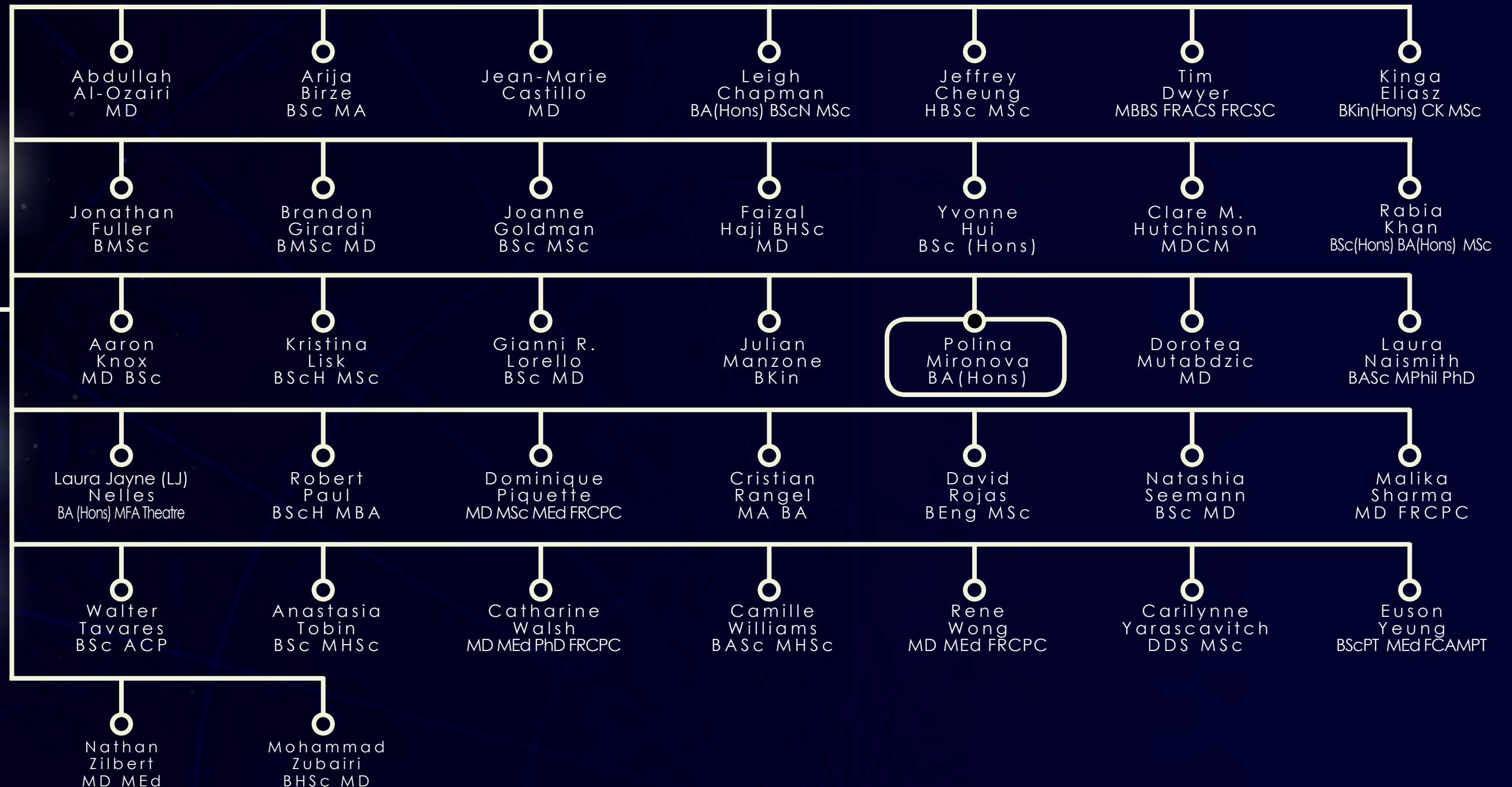
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## DOROTEA MUTABDZIC MD

is a general surgery resident at the University of Toronto. She completed both undergraduate and medical degrees at the University of Toronto. She is currently pursuing a Masters of Education degree at the Ontario Institute for Studies in Education. Dorotea is studying coaching in surgery, under the supervision of Dr. Carol-anne Moulton.

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**LAURA NAISMITH**  
**BASc MPhil PhD**

completed her PhD in Educational Psychology at McGill University in 2013. She currently holds the Ray Chang Postdoctoral Fellowship in Medical Education at the HoPingKong Centre for Excellence in Education and Practice at the Toronto Western Hospital, a joint fellowship with the Wilson Centre. Her research focuses on supporting medical trainees in simulation-based procedural skills training, by addressing cognitive, motivational and affective dimensions of learning.

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**LAURA JAYNE (LJ) NELLES**  
BA (HONS) MFA THEATRE

is a PhD candidate at York University in the Department of Theatre and an educator at The Cyril & Dorothy, Joel & Jill Reitman Centre for Alzheimer's Support and Training at Mount Sinai Hospital. LJ continues to work as a professional artist and holds an MFA in acting and directing. Her doctoral work focuses on pedagogical methods and the lived experience of artistic process. She investigates the phenomenological and neuro-scientific aspects of performance training and the embodied knowledge that is a result of practice in order to determine how best performance methods can be applied to the health professions to develop self-awareness, enhance communication and promote embodied practice. She has extensive experience in simulation and works with the therapeutic application of simulation methodology.

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**ROBERT PAUL**  
**BSch MBA**

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.

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**DOMINIQUE PIQUETTE**  
**MD MSc MEd FRCPC**

obtained her MD degree at the University of Montreal in 2000. She then completed an internal medicine residency, followed by a fellowship in intensive care medicine. In 2005, she completed a clinical fellowship in adult critical care at the Sunnybrook Health Sciences Centre. She then became a fellow at the Wilson Centre and completed a Master in Medical Education at OISE in 2008. Dr. Piquette joined the Department of Critical Care of Sunnybrook as an intensivist in July 2007. In September 2008, she started a PhD degree through the Institute of Medical Science with the objective to better understand the relationships between clinical supervision, patient care and learning in acute care settings. She also continues to develop and implement educational initiatives for the improvement of critical care-related skills of residents and fellows.

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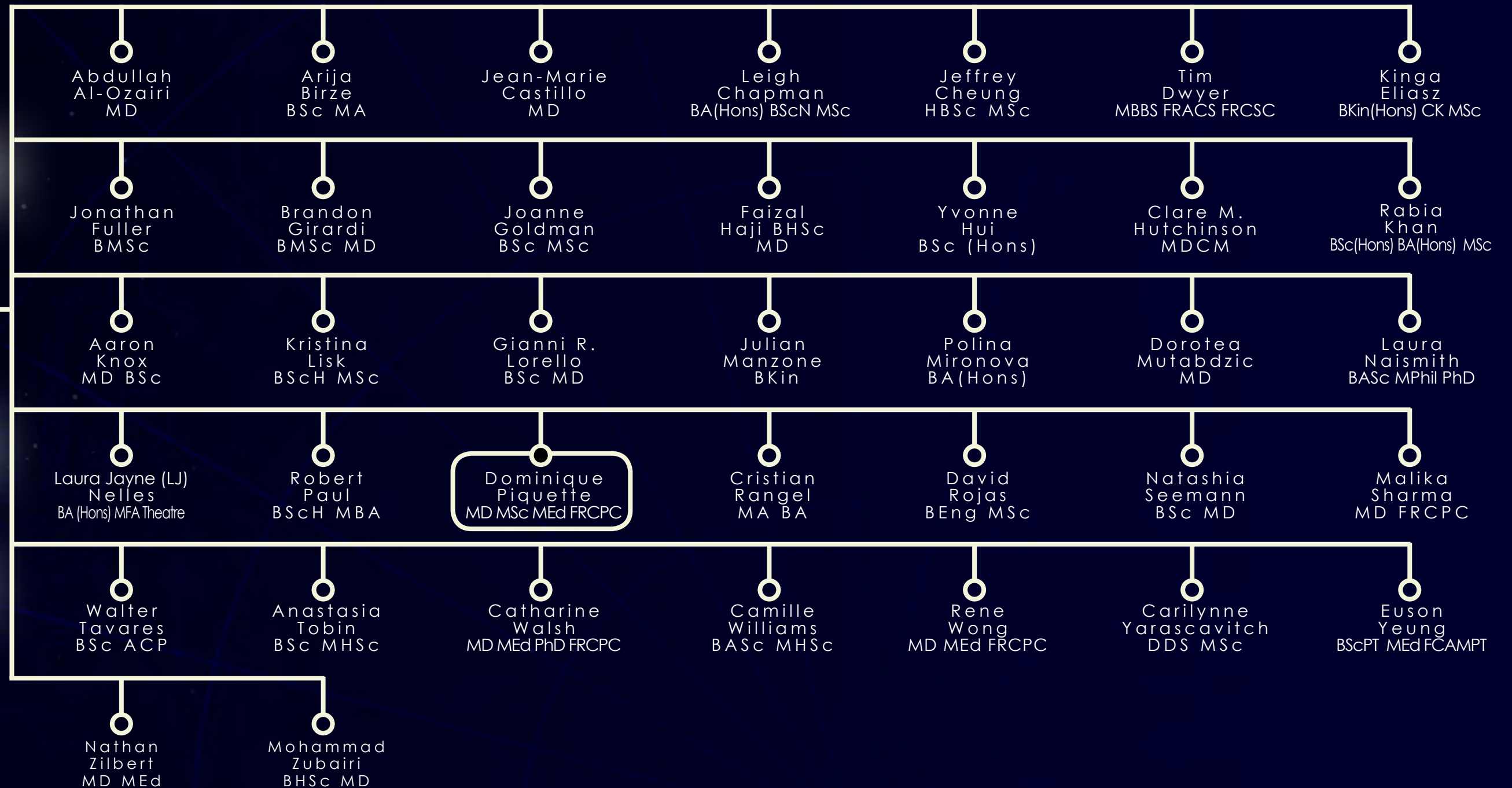
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**CRISTIAN RANGEL**  
**MA BA**

is a PhD student in the Department of Sociology, UofT. His dissertation studies how physicians' humanitarian and advocacy work for refugee care and non-status immigrants influence human rights and political discourse in Canada and Spain. In both countries, physicians have organized political protests and challenged their governments for curtailing the health care rights of non-status immigrants in the name of national values and fiscal responsibility. These two cases are exemplars of important transformations in political and professional power fields in Western democracies. Canadian Doctors for Refugee Care (CDRC) is a homegrown political and professional phenomenon, while the Spanish's Medicos del Mundo (MDM) is an international humanitarian organization. Despite their organizational differences and mandates, both groups mobilize evidence-based rationales to challenge the state in order to reinstate the health care rights of refugees and non-status immigrants in each country.

SCIENTISTS

Abdullah  
Al-Ozairi  
MDArija  
Birze  
BSc MAJean-Marie  
Castillo  
MDLeigh  
Chapman  
BA(Hons) BScN MScJeffrey  
Cheung  
HBSoc MScTim  
Dwyer  
MBBS FRACS FRCSCKinga  
Elias  
BKin(Hons) CK MScCROSS-APPOINTED  
SCIENTISTSJonathan  
Fuller  
BMSocBrandon  
Girardi  
BMSoc MDJoanne  
Goldman  
BSc MScFaizal  
Haji BHSc  
MDYvonne  
Hui  
BSc (Hons)Clare M.  
Hutchinson  
MDCMRabia  
Khan  
BSc(Hons) BA(Hons) MScAaron  
Knox  
MD BScKristina  
Lisk  
BSoc MScGianni R.  
Lorello  
BSc MDJulian  
Manzone  
BKinPolina  
Mironova  
BA(Hons)Dorotea  
Mutabdzic  
MDLaura  
Naismith  
BASoc MPhil PhD

MEMBERSHIP

Laura Jayne (LJ)  
Nelles  
BA(Hons) MFA TheatreRobert  
Paul  
BSoc MBADominique  
Piquette  
MD MSc MEd FRCPCCristian  
Rangel  
MA BADavid  
Rojas  
BEng MScNatasha  
Seemann  
BSc MDMalika  
Sharma  
MD FRCPCEDUCATION  
EVENTSWalter  
Tavares  
BSc ACPAnastasia  
Tobin  
BSc MHScCatharine  
Walsh  
MD MEd PhD FRCPCCamille  
Williams  
BASoc MHScRene  
Wong  
MD MEd FRCPCCarilynne  
Yarascavitch  
DDS MScEuson  
Yeung  
BScPT MEd FCAMPT

INTERNATIONAL

Nathan  
Zilbert  
MD MEdMohammad  
Zubairi  
BHSc MD

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**DAVID ROJAS**  
**BEng MSc**

is a PhD candidate at the Institute of Medial Science, University of Toronto. He is also a fellow at the Wilson Centre under the supervision of Ryan Brydges. His research focuses in the use of online platforms as preparatory tools for simulation in health professions education. He is also interested in learner's motivation, and more specifically, how is this affected by the integration of new technologies into health professions education.

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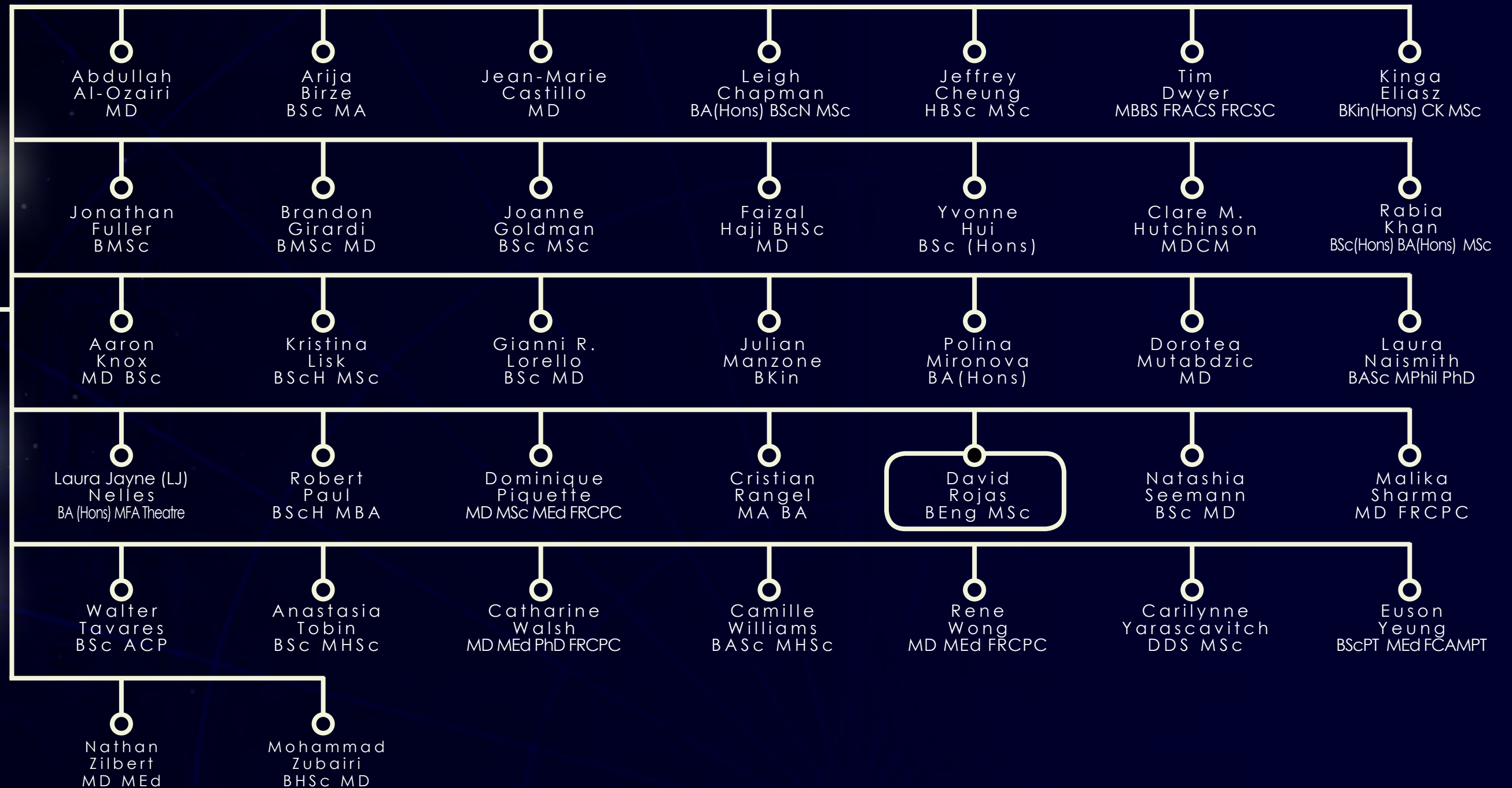
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## NATASHIA SEEMANN BSc MD

is a General Surgery resident pursuing a Master's of Science at the Institute of Medical Science, University of Toronto as part of the Surgeon Scientist Training Program. She is a fellow at the Wilson Centre under the supervision of Dr. Carol-anne Moulton. Natasha's research interest understands how stress affects surgeons in the operating room.

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## MALIKA SHARMA MD FRCPc

is a general internist and infectious diseases physician. She is currently completing an M.Ed. in Health Professions Education at OISE under the guidance of Drs. Ayelet Kuper and Tina Martimianakis and is a research fellow at the Wilson Centre for Research in Education. Her research focus critically examining how we frame, understand, teach, and evaluate advocacy. Her areas of clinical interest include HIV, women's health, and the health of marginalized communities.

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**WALTER TAVARES**  
**BSc ACP**

is a PhD student at McMaster University in the Department of Clinical Epidemiology and Biostatistics and Program for Education Research and Development. Walter holds faculty positions with Centennial College, the University of Toronto including the Centre for Faculty Development and the Royal College of Physicians and Surgeons. He also remains active as a Advanced Care Paramedic while serving as Chair of Research and Development for the Paramedic Association of Canada. Walter is supervised by Dr. Kevin Eva and his research focuses on simulation and the assessment of competence, with emphasis on rater cognition and judgment.

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## ANASTASIA TOBIN BSc MHSc

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 honours 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.

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**CATHARINE WALSH**  
**MD, MEd, PhD, FRCPC**

graduated from the University of Toronto, Faculty of Medicine in 2003 and completed her residency in Paediatrics (2006) and fellowship in Paediatric Gastroenterology (2009) at the Hospital for Sick Children. Dr. Walsh received her Master of Education (Health Professions Education Specialization) from the Ontario Institute for Studies in Education, University of Toronto in 2010. Dr. Walsh completed her PhD through the Institute of Medical Science in conjunction with research fellowships at the Wilson Centre and the Hospital for Sick Children in Sept 2014. Currently, she is a Clinician Educational Scientist and Staff Gastroenterologist at the Hospital for Sick Children in Toronto. Dr. Walsh's research expertise is in using quantitative inquiry to understand factors that influence the acquisition of clinical skills in both the simulated and clinical environments and in the development, validation and implementation of novel methods of assessment of clinical competence.

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**CAMILLE WILLIAMS**  
**BASc MHSc**

completed degrees in Engineering Science and Clinical Engineering at the University of Toronto and is currently pursuing a PhD in Rehabilitation Science while undertaking a Wilson Centre fellowship. With the supervision of Dr. Heather Carnahan, her research is focused on the use of haptic guidance techniques for motor skill learning. This work will have application to the development of virtual reality simulators for training technical clinical skills as well as development of robotic therapies for physical rehabilitation.

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**RENE WONG**  
**MD MEd FRCPC**

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.

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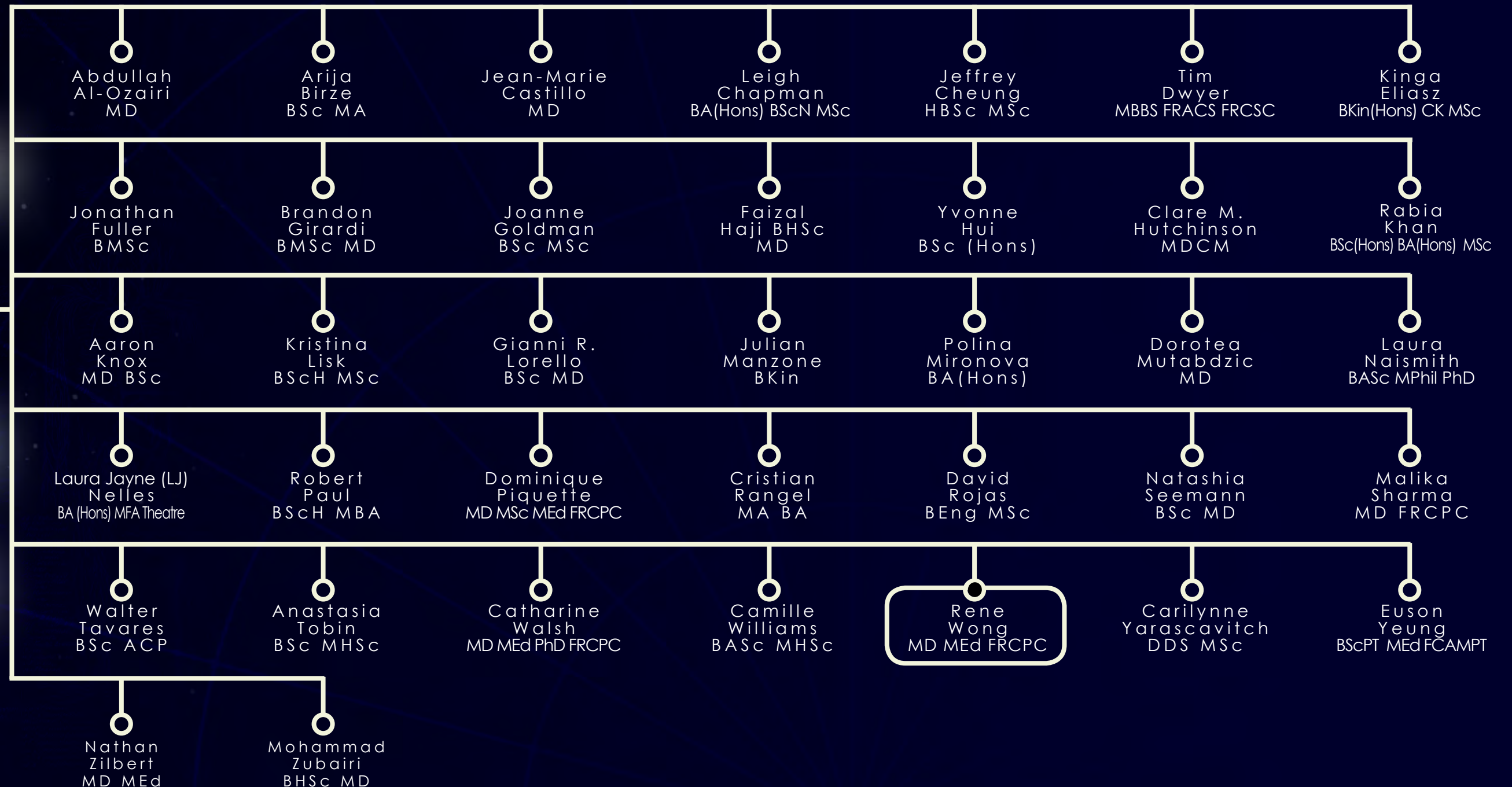
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## CARILYNNE YARASCAVITCH DDS MSc

is completing her PhD at the University of Toronto, Faculty of Dentistry. She began her Wilson Centre Fellowship in 2007 during her residency in general anaesthesia, receiving her Masters of Dental Anaesthesia in 2008 and Specialty Certification in 2009. Under the supervision of Dr. Vicki LeBlanc, her doctoral work investigates the effects of acute stress on team performance during simulated patient crises in the context of medical emergencies in the dental office. Carilynne is an Assistant Professor and Head of Dental Anaesthesia at the University of Toronto, Faculty of Dentistry. She is the Director of Education Research, Active Staff in the Department of Dentistry, and an ACLS Instructor with Sunnybrook Health Sciences Centre in Toronto. She looks forward to a future leadership role in the field of Dental Education Research.

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## EUSON YEUNG BScPT MEd FCAMPT

is a PhD candidate at the University of Toronto, Graduate Department of Rehabilitation Sciences. He completed his Master of Education (Adult Education) at the Ontario Institute for Studies in Education, University of Toronto, in 2005 and is currently on faculty in the Department of Physical Therapy at the University of Toronto. He is an education research fellow at the Wilson Centre with a research interest in the assessment of clinical reasoning. His doctoral work is focused on the development and validation of a measure to assess clinical reasoning as a component of the Canadian manual and manipulative physiotherapy licensing examinations.

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## NATHAN ZILBERT MD MeD

is a resident in the Division of General Surgery at the University of Toronto. He is currently a Wilson Centre Fellow under the supervision of Dr. Carol-anne Moulton. He is studying preoperative planning in order to develop strategies to teach and evaluate this component of surgical judgment. During his fellowship he completed the Master of Education program in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education/University of Toronto.

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## MOHAMMAD ZUBAIRI BHS<sub>c</sub> MD

is a Developmental Pediatrician completing a clinical fellowship at Holland Bloorview Kids Rehabilitation Hospital. He is pursuing his work in medical education as a research fellow at The Wilson Centre while he completes his Masters of Education through the Ontario Institute for Studies in Education (OISE). He is working under the supervision of Dr. Tina Martimianakis and Dr. Maria Mylopoulos with a focus on cultural competency and safety in the field of pediatric rehabilitation.

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## SCIENTISTS

Albert	Mathieu	Psychiatry
Brydges	Ryan	Medicine
Hodges	Brian D.	Psychiatry
Kitto	Simon	Surgery
Kulasegaram	Mahan	Family & Community Medicine
Kuper	Ayelet	Medicine
LeBlanc	Vicki	Medicine / Dentistry
Moulton	Carol-anne	Surgery
Paradis	Elise	Anaesthesia
Ringsted	Charlotte V.	Anaesthesia
Woods	Nicole	Surgery

## CROSS APPOINTED SCIENTISTS

Ginsburg	Shiphra	Medicine
Martimianakis	Maria Athina	Paediatrics
Mylopoulos	Maria	Paediatrics
Ng	Stella	Speech Language Pathology
Norman	Geoff	Medicine
Webster	Fiona	Family & Community Medicine

## EDUCATOR RESEARCHERS

Ahmed	Najma	Surgery
Austin	Zubin	Faculty of Pharmacy
Backstein	David	Surgery
Bandiera	Glen	Emergency Medicine
Bogo	Marion	Faculty of Social Work
Cavalcanti	Rodrigo	Medicine
Cil	Tulin	Surgery
Donovan	Andrea	Medical Imaging
Freeman	Risa	Family & Community Medicine
Friedman	Zeev	Anaesthesia
Grantcharov	Teodor	Surgery
Leslie	Karen	Paediatrics
Lieff	Susan	Psychiatry
MacRae	Helen	Surgery
Maniate	Jerry	Medicine
Morgan	Pam	Anaesthesia
Murnaghan	M. Lucas	Surgery
Oandasan	Ivy	Family & Community Medicine
Okrainec	Alan	Surgery
Silver	Ivan	Psychiatry
Sonnadara	Ranil	Surgery
Stroud	Lynfa	Medicine

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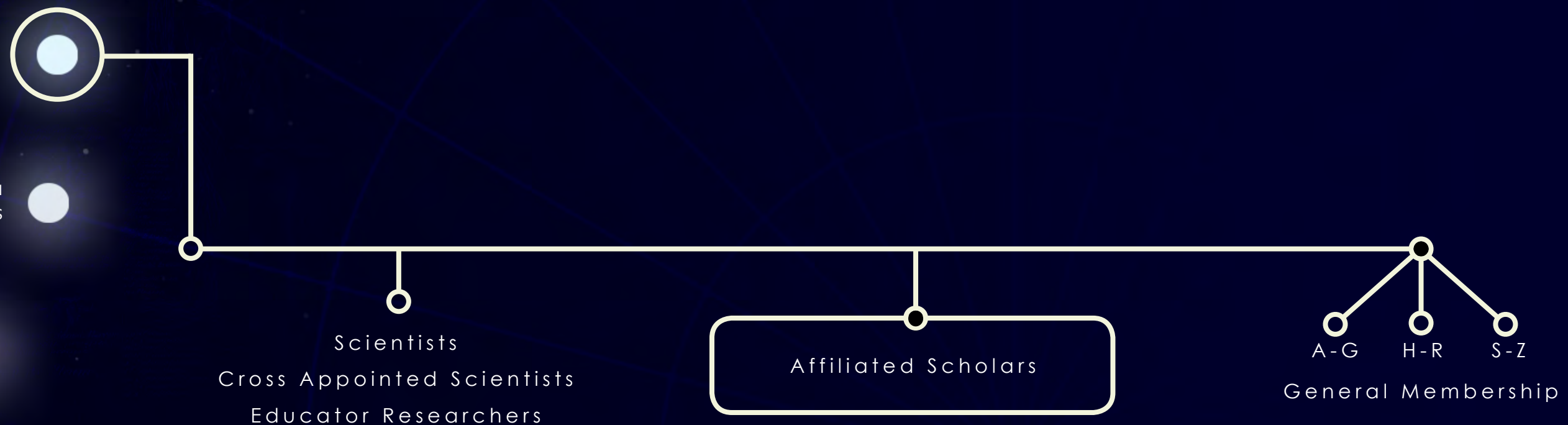
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## AFFILIATED SCHOLARS

Bleakley	Alan	Peninsula Medical School, UK
Carnahan	Heather	Memorial University of Newfoundland
Chatalalsingh	Carole	College of Dietitians of Ontario
Courneya	Carol-Ann	University of British Columbia
Dempster	Laura	Faculty of Dentistry, University of Toronto
Derbew	Miliard	Faculty of Medicine, U of Addis Ababa, Ethiopia
Ellaway	Rachel	Northern Ontario School of Medicine
Espin	Sherry	Ryerson University, Toronto
Eva	Kevin	University of British Columbia
Gachoud	David	Université de Lausanne
Gordon	Suzanne	Cornell University Press
Ho	Ming-Jung	National Taiwan University
Kneebone	Roger	Imperial College in London, UK
Lingard	Lorelei	Western University

McGuire	Wendy	School of Social Work
McNaughton	Nancy	Standardized Patient Program, University of Toronto
Nordquist	Jonas	Karolinska Institutet
Norman	Geoff	McMaster University, Hamilton
Nyhof-Young	Joyce	Department of Radiation Oncology
Parker	Kathryn	Holland Bloorview
Pottier	Pierre	Université de Nantes
Rao	Goutham	NorthShore, University of Chicago
Regehr	Glenn	University of British Columbia
Rowland	Paula	Allied Health/Health Professions @ UHN
Schryer	Catherine F.	Ryerson University
Stalmeijer	Renée	Maastricht University
Segouin	Christophe	Hôpital Lariboisière, faculté de médecine, Paris, France



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# MEMBERSHIP

## GENERAL MEMBERSHIP

Agur	Anne	Surgery
Ahmad	Zareen	Medicine
Anastakis	Dimitri	Surgery
Arweiler	Delphine	Wilson Centre
Balki	Mrinalini	Anesthesia & Pain Management
Ballon	Bruce	Psychiatry
Batty	Helen	Family & Community Medicine
Berger	Elizabeth	Paediatric
Berkhout	Suze	Psychiatry
Bismilla	Zia	Paediatric
Bouchal	Claire	Associated Medical Services
Bradley	Renate	Radiation Oncology
Branigan	Monica	Family & Community Medicine
Bryden	Pier	Psychiatry
Byrne	Niall	Wilson Centre
Chan	Grace	Sutherland Chan Clinic
Chan	Teresa	McMaster University
Childs	Ruth	OISE/UT
Chiu	Aubrey	Behavioural Sciences & Health Research at UHN
Cole	Donald	Dalla Lana School of Public Health
Cordon	Charissa	Collaborative Academic Practice at UHN
Côté	Luc	Université Laval
Court	John P.M.	Psychiatry
Dattilo	Kathleen	Anaesthesia

Derbel	Sadok	Sutherland-Chan School & Clinics
Deutsch Salamon	Sabrina	York University
Devlin-Cop	Sandra	Nursing
Dewa	Carolyn S.	Psychiatry/CAMH
Dimitropoulos	Gina	Social Work
Downar	James	Medicine
Downar	Jonathan	Psychiatry
Finch	Paul	Conestoga College Institute of Technology & Advanced Learning
Forte	Milena	Family & Community Medicine
Fournier	Cathy	Social Anthropology at Dalhousie U
Fournier	Tammy	Massage Therapy
Fox	Ann	Nutritional Sciences
Frost	David	Medicine
Gagliardi	Anna	Surgery
Gauthier	Geneviève	Educational & Counseling Psychology, McGill University
Giuliani	Meredith	Radiation Oncology
Glover Takahashi	Susan	Postgraduate Medical Education
Goguen	Jeannette	Medicine
Goldbloom	David	Psychiatry
Gotlib-Conn	Lesley	Family & Community Medicine
Graves	Lisa	Family & Community Medicine
Gupta	Rajesh	Medicine

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## GENERAL MEMBERSHIP

Hanna	Elizabeth	Interprofessional Education at Bridgepoint Health
Hanson	Mark	Psychiatry
Harnett	Nicole	Radiation Therapy
Harvey	Bart	Dalla Lana School of Public Health
Hilliard	Robert	Paediatrics
Hoogenes	Jen	McMaster University
Howard	Andrew	Surgery
Hutchinson	Clare	Paediatrics
Johnson	Ian	Public Health Science
Kendall	Sandra	Joseph & Wolf Lebovic Health Complex at Mount Sinai Hospital
Kenny	Lisa	Medicine
Kim	Sarah	Dalla Lana School of Public Health
Knickle	Kerry	Standardized Patient Program
Koppel	Cristina	London, UK
Korenblum	Marshall	Psychiatry
Kotsakis	Afrothite	Paediatrics
Kubasik	Wendy	Manager/Integrated Medical Education
Landes	Megan	Family & Community Medicine
Lax	Leila	Biomedical Communications, Institute of Medical Science
Lazor	Jana	Family & Community Medicine
Lee	Christie	Medicine
Lo	Christopher	Toronto General Research Institute
Locke	Kenneth	Medicine
Lowe	Mandy	Toronto Rehabilitation Institute
Maggi	Julie	Psychiatry

Malette	Claire	York University
McQueen	Sydney	McMaster University
Mehta	Sanjay	Paediatrics
Meier	Rosemary	Psychiatry
Mitchell	Gail	Nursing
Mori	Brenda	Physical Therapy
Munshi	Alpna	Psychiatry Resident
Naik	Viren	University of Ottawa
Nelson	Sioban	Nursing
Nichol	Kathryn	Dalla Lana School of Public Health
Orchanian-Cheff	Ani	Information Specialist & Archivist, UHN
Pain	Clare	Psychiatry
Pakes	Barry N.	Dalla Lana School of Public Health
Parikh	Sagar	Psychiatry
Paul	Narinder	Medical Imaging
Perrier	Laure	Continuing Education
Peterkin	Allan D.	Psychiatry
Pittini	Richard	Obstetrics & Gynecology
Promislow	Sara	Faculty of Nursing
Rachlis	Anita	Medicine
Ratnapalan	Savithiri	Paediatrics
Ravitz	Paula	Psychiatry
Richards	Joy	Nursing
Richardson	Denyse	Medicine
Rogal	Stan	Standardized Patient Program
Romano	Donna	IPE & IPC at Mt Sinai Hospital
Rosenfield	Jay	Paediatrics

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Saary	Joan	Occupational Medicine
Safir	Oleg	Surgery
Sander	Carole	Toronto Rehab-UHN
Sanguins	Heather	Wilfrid Laurier University
Schneeweiss	Suzan	Paediatrics
Schneider	Rayfel	Paediatrics
Schreiber	Martin	Medicine
Selles	Johanna	Emmanuel College
Shaw	James	Rehabilitation Institute-UHN
Sheehan	Kathleen	Psychiatry
Simmons	Brian	Newborn & Developmental Paediatrics
Sinclair	Lynne	Toronto Rehabilitation Institute
Smith	Cathy	Standardized Patient Program
Sockalingam	Sanjeev	Psychiatry
Soklaridis	Sophie	Centre for Addiction and Mental Health
Sohn	Brenda	St. Joseph's Health Centre
Soren	Barbara J.	Knowledge Media Design Institute
Spitzer	Rachel F.	Obstetrics & Gynaecology
Steinberg	Rosalie	Psychiatry
Stergiopoulos	Vicky	Psychiatry
Stovel	Rebecca	Medicine
Styra	Rima	Psychiatry

Syed	Khalid	Surgery
Szumacher	Ewa	Radiation Oncology
Tabak	Diana	Standardized Patient Program
Tait	Gordon	Surgery
Tassone	Maria	Physical Therapy
Ternamian	Artin	Obstetrics & Gynaecology
Tobe	Sheldon	Medicine
Ungar	Thomas	Psychiatry
Valani	Rahim A.	Emergency Medicine
Van den Heuvel	Meta	Academic Pediatric Fellow at HSC
Verma	Sarita	Postgraduate Medical Education
Verma	Sunil	Medical Oncology/Hematology
Wadey	Veronica	Surgery
Wadhwa	Anu	Paediatrics
Wagner	Susan J.	Speech Language Pathology
Whatley	Shawn	Southlake Regional Health Centre
Wiljer	David	Centre for Addiction and Mental Health
Windrim	Rory	Obstetrics & Gynecology
Wright	Sarah	Toronto East General Hospital
Wu	Mary Xiumei	Toronto School of Traditional Chinese Medicine
Yunker	Marika	Psychiatry
Yu	Catherine	Medicine
Yu	Eric	Medicine

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# EDUCATION EVENTS

## THE HODGES EDUCATIONAL SCHOLARSHIP INTERNATIONAL SYMPOSIUM AT THE WILSON CENTRE (THESIS)

The Wilson Centre held this inaugural one-day international health professions education scholarship symposium on March 20, 2014.

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 Vice-President of Education at the University Health Network.

The theme for this inaugural year was the "Caring, Compassionate & Competent Physician". We enjoyed the keynote addresses of Cees van der Vleuten, Chair Department of Educational Development and Research, Scientific Director School of Health Professions Education at the Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University; and of Iain Wilkinson, Senior Lecturer in Sociology at the University of Kent's School of Social Policy, Sociology and Social Research.

## THE RICHARD K. REZNICK WILSON CENTRE RESEARCH DAY

The annual Richard K. Reznick Wilson Centre Research Day, held on October 31, was a successful event highlighting research in health professional education 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 professional education underway at the University of Toronto and TAHSN. This year there were 40 presentations (23 podium presentations, 16 poster sessions and 1 panel). Professor Nate Kornell from Williams College, Williamstown, MA, gave an engaging and provocative address entitled "Productive struggle as a way to make conceptual knowledge stick".

The Richard Reznick Outstanding Research Paper Award was presented to two Wilson Centre Fellows: Joanne Goldman PhD(c) for her paper entitled: "Medical training and interprofessional collaboration in discharge: an exploration of education and quality implications"; and to Faizal A. Haji MD, PhD(c) for his paper entitled: "Competing effects? The impact of simulation task complexity and context similarity on novice learning". Nathan Bugden MEd received the best poster award for his presentation entitled: "Assessing the impact of a 360-degree survey on perceptions of feedback culture within interprofessional healthcare teams". Tina Martimianakis PhD, Wilson Centre Scientist, received the Wilson Centre Mentorship Award 2013-2014 in recognition of outstanding individual mentorship in the Wilson Centre Fellowship Program. Walter Tavares PhD, Wilson Centre Fellow, received the Wilson Centre Award for Highest Rated Presentation at the Wilson Centre Research Rounds 2013-2014 for the presentation entitled: "Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies".

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## ATELIER WILSON CENTRE

### QUALITATIVE RESEARCH REFINED

The Wilson Centre presented its 7th Qualitative Research Atelier program on October 6-9, 2014. Qualitative Research Refined was a four-day intensive program in qualitative education research. This program is designed with the intermediate qualitative researcher in mind. The Wilson Centre Atelier represents not only an opportunity to help our community build research skills but also an opportunity for the tutors to model an approach to research that underscores the need to view problems from different perspectives and to be respectful and thoughtful about theoretical and methodological diversity.

This dynamic and interactive program was led by Simon Kitto, Tina Martimianakis, Nancy McNaughton, Maria Mylopoulos, Elise Paradis, Fiona Webster, and the participation of Mariana Arteaga, Cheryl Ku and Douglas Buller.

### SMART EXPERIMENTAL DESIGN & STATISTICAL THINKING

The Wilson Centre presented its 1st Experimental Research Atelier program on March 17-19, 2014. It was a three-day intensive program in education research using quantitative methods. Participants are able to develop improved understanding and skills in experimental research design, analysis, and implementation (research question, study design, data collection & analysis details) that advances the field of health professions education, to a sufficient degree that it is ready to be implemented at their home institution.

This dynamic and interactive program was led by Ryan Brydges, Mahan Kulasegaram, Vicki LeBlanc, Charlotte Ringsted, Nikki Woods, and the participation of Mariana Arteaga, Cheryl Ku and Douglas Buller.

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### EDUCATION RESEARCH ROUNDS

#### JANUARY 20

Predictable chaos: The effects of emotions on cognition  
**Vicki LeBlanc** (Wilson Centre Scientist)

The role of error in motor learning and medical education:  
A performance-learning paradox  
**Kinga Eliasz** (Wilson Centre Fellow)

#### FEBRUARY 24

Selecting and simplifying: Rater performance and behavior  
when considering multiple competencies  
**Walter Tavares** (Wilson Centre Fellow)

The fight to get in (and leave out): Rounds &  
interprofessional boundary work in the intensive care unit  
**Elise Paradis** (Presenter, WC Scientist), Myles Leslie,  
Scott Reeves, Simon Kitto

#### APRIL 14(1)

How should we measure cognitive load in postgraduate  
simulation-based education?  
**Laura Naismith** (Presenter, WC Fellow), Stephan  
Hambaz, Rodrigo B. Cavalcanti

Identification of students with clinical skills deficiencies:  
The iOSCE  
**Rajesh Gupta** (Presenter, Wilson Centre Member),  
Mahan Kulasegaram, Richard Pittini

#### APRIL 14(2)

Comparing the effects of self- and instructor-regulated  
learning on skill acquisition, retention and trainees'  
learning strategies

**Gianni R. Lorello** (Presenter, Wilson Centre Fellow),  
Maria Mylopoulos, Barry Issenberg, Carol-anne Moulton,  
Ryan Brydges

Disrupting diagnostic reasoning: The effect of  
interruptions on the diagnostic performance of residents  
and emergency physicians.

**Sandra D. Monteiro** (Presenter, Wilson Centre  
Member), Jonathan D. Sherbino, Jonathan S. Ilgen,  
Kelly L. Dore, Timothy J. Wood, Meredith E. Young,  
Glen Bandiera, Danielle Blouin, Wolfgang Gaissmaier,  
Geoffrey R. Norman, Elizabeth Howey

#### MAY 26

Clinical supervision and learning in acute care  
environments: A multifaceted relationship.  
**Dominique Piquette** (Wilson Centre Fellow)

#### JUNE 23 (Guest Education Presentation)

Bedside Teaching: Past, Present, Future? A discursive  
exploration of a signature pedagogy  
**Peter Cantillon** PhD student, Maastricht University

#### NOVEMBER 17

Exploring health professionals' organizational accountability  
through workplace-based competency assessment.  
**Leigh Chapman** (Wilson Centre Fellow)

Defining types of feedback that would enhance the  
internet-supported leaning experience in health  
professions education.  
**David Rojas** (Wilson Centre Fellow)

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## FELLOWS' EDUCATION SESSIONS

The 2014 seminar series consisted of fourteen 2-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.

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**Using theory to frame research** (Faculty-led session)

**Presentation construction** (Faculty-led session)

**Works in Progress Session 1** (Fellow-led session)

**Studies of expertise in clinical reasoning** (Faculty-led session)

**Writing techniques and strategies** (Guest session)

**Collaborative research** – Panel Discussion (Faculty-led session)

**Grant writing workshop** (Faculty-led session)

**Oral presentation skills** (Guest session)

**Introduction to social theory as applied to HPE** (Faculty-led session )

**Knowledge Translation Session** (Guest session)

**Clarifying thinking in order to clarify writing** (Guest session)

**Introduction to Simulation & Skills Acquisition** (Faculty-led session)

**Employment options** (Faculty-led panel session)

**Works in Progress Session 2** (Fellow-led session)

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## COLLABORATIVE PARTNERS

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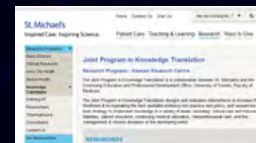
Centre for Ambulatory Care Education (CACE) at Women's College Hospital



SIMone – Ontario Simulation Network



The Ho Ping Kong Centre for Excellence in Education & Practice



The Joint Program in Knowledge Translation



The Li Ka Shing Knowledge Institute at St. Michael's Hospital



The Temerty/ Chang International Centre for Telesimulation and Innovation in Medical Education



The Toronto Addis Ababa Academic Collaboration (TAAAC)



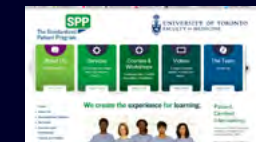
The Toronto Addis Ababa Psychiatry Project (TAAPP)



University of Toronto Centre for Faculty Development at St. Michael's Hospital



University of Toronto Office of Interprofessional Education



University of Toronto Standardized Patient Program



University of Toronto Surgical Skills Centre at Mount Sinai Hospital



University of Toronto Faculty of Medicine, Continuing Professional Development



University of Toronto Faculty of Medicine, Postgraduate Medical Education



University of Toronto Faculty of Medicine, Undergraduate Medical Professions Education

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Visiting Professors

International Visits

The Wilson Centre welcomed a series of visiting scholars from around the world in 2013 who spend from a day to two days with us: Drs. Farhan Bhanji, Department of Pediatrics, McGill University; Izabel Meister Coelho, Faculdades Pequeno Príncipe - Complexo Pequeno Príncipe, Brazil; Michael Ewers, Charite - Universitaetsmedizin Berlin, Institute of Health and Nursing Science, Germany; Elizabeth Gauferg, Jean and Harvey Picker Director, Arnold P. Gold Foundation Research Institute, Harvard Medical School, Massachusetts; Wendy Hu, Director of Academic Program at University of Western Sydney; James Kwan, Medical Education (Assessments), School of Medicine, University of Western Sydney; Jenelle Matic, School of Medicine | University of Western Sydney; Nu Viet Vu, Professor & Director, University of Geneva Faculty of Medicine Unit of Development and Research in Medical Education, Switzerland; and Helen Surgenor, Head of Medical Fundraising, Development & Alumni Relations Office, Queen's University Belfast, Belfast

We also welcomed four visiting scholars from around the world in 2014 who were here from a month to a year:

**Dr. Ana Claudia Germani** from Brazil visited us June 12 to August 12, 2014. She is a physician and since 2011 she has been working as a professor of Preventive Medicine in School of Medicine, University of Sao Paulo. In 2013, she joined the Brazilian group from Foundation for Advancement of International Medical Education (FAIMER) and since then she has been focusing on healthcare education about health promotion, particularly involving interprofessional initiatives.

**Jonathan Hong MD** is visiting us from July 2014 to June 2015. He is a Colorectal Surgeon from Australia. At the Wilson Centre he is working closely with Dr. Carol-anne Moulton and Dr. Helen MacRae on the project "Rectal Cancer Surgery: Assessing slowing down when you should". He is planning to return to Sydney in July 2015 to an academic practice in Colon and Rectal Surgery at one of the premier units in Australia. In support of his training in Canada, he has received scholarship funding from Australia. Dr. Hong has an interest in knowledge translation and in assessment.

**Janneke Frambach PhD** from Maastricht University visited us from September 8 until October 24th. She recently completed her PhD research on the globalization of problem-based learning in medical education. Currently, she works as an assistant professor at the School of Health Professions Education, Maastricht University, where she is involved in the management, implementation and research of international projects and collaborations. During her visit she was able to further develop her thoughts on the area of globalization in medical education, and her skills as a multidisciplinary researcher of cross-cultural issues. Dr. Martimianakis was the WC Scientist liaison during her visit.

**Flemming Bjerrum MD, PhD(c)** from Denmark visited us from September 27 until December 20th. For the past three years, he has been involved in research projects focusing on surgical skills acquisition and implementation, both as principal and co-investigator. The purpose of Flemming's visit was to develop a better understanding of the theoretical aspects in surgical and medical education. Both as a basis for future research projects and as part of his PhD to gain research experience abroad. During his 3 months visit, he looked at the current evidence for using procedural training compared with enabling skills in minimal invasive surgery. Dr. Ringsted was the Scientist liaison during his visit.

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American Association of Colleges of Pharmacy Annual Meeting, Grapevine TX

American College of Surgeons AEI Annual Meeting, San Francisco, CA

American College of Surgeons Clinical Congress, San Francisco, CA

American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania

American Sociological Association Meeting, San Francisco, CA

Association of American Medical Colleges, Chicago, IL

Association of Medical Education in Europe, Milan, Italy

Association of Surgical Education, Chicago, IL

British Sociological Association Conference, Birmingham, UK

Canadian Conference for Medical Education, Ottawa, ON

Canadian Association of Occupational Therapists, Fredericton, NB

Canadian Critical Care Conference, Whistler, BC

Canadian Paediatric Society Annual Meeting, Montreal, PQ

Canadian Society of Plastic Surgeons, Calgary, AB

Canadian Society Sociology of Health Conference, Montreal, PQ

Canadian Society for the Study of Higher Education, St. Catharines, ON

College of Family Physician of Canada, Section of Teachers Annual Family Medicine Forum, Quebec, PQ

Congress of the Canadian Neurological Sciences Federation Meeting, Banff, AB

Creating Space III Conference, Quebec City, PQ

Danish Association of Medical Education Conference, Copenhagen, Denmark

Eastern Sociological Society conference, Baltimore

International AIDS Conference, Melbourne, Australia

International Association for Dental Research, Capetown, South Africa

International Conference on Residency Education, Toronto, ON

International Conference on Emergency Medicine, Hong Kong, China

International Congress of Qualitative Inquiry, U of Illinois at Urbana-Champaign, IL

International Congress of the World Federation of Occupational Therapists, Yokohama, Japan

International Federation of Orthopaedic Manipulative Physical Therapy Teachers Meeting, Utrecht, NL

International Meeting on Simulation in Healthcare, San Francisco, CA

International Ottawa Conference, Ottawa, Ontario

International Pediatric Simulation Symposia and Workshops, Vienna, Austria

Medicine Meets Virtual Reality Meeting, Manhattan Beach, CA

Master of Health Professions Education Summer Conference, Chicago, IL

North American Society for Pediatric Gastroenterology Hepatology and Nutrition Meeting, Chicago, IL

North American Primary Care Research Group Annual Meeting, New York, NY

Qualitative Analysis Conference, London, ON

Royal College of Physicians and Surgeons, Toronto, ON

Rogano Research Academy for Medical Education Meeting, Milan, Italy

Simulation Summit, Toronto, ON.

The Australian & New Zealand Association for Health Professional Educators, Queensland, AU

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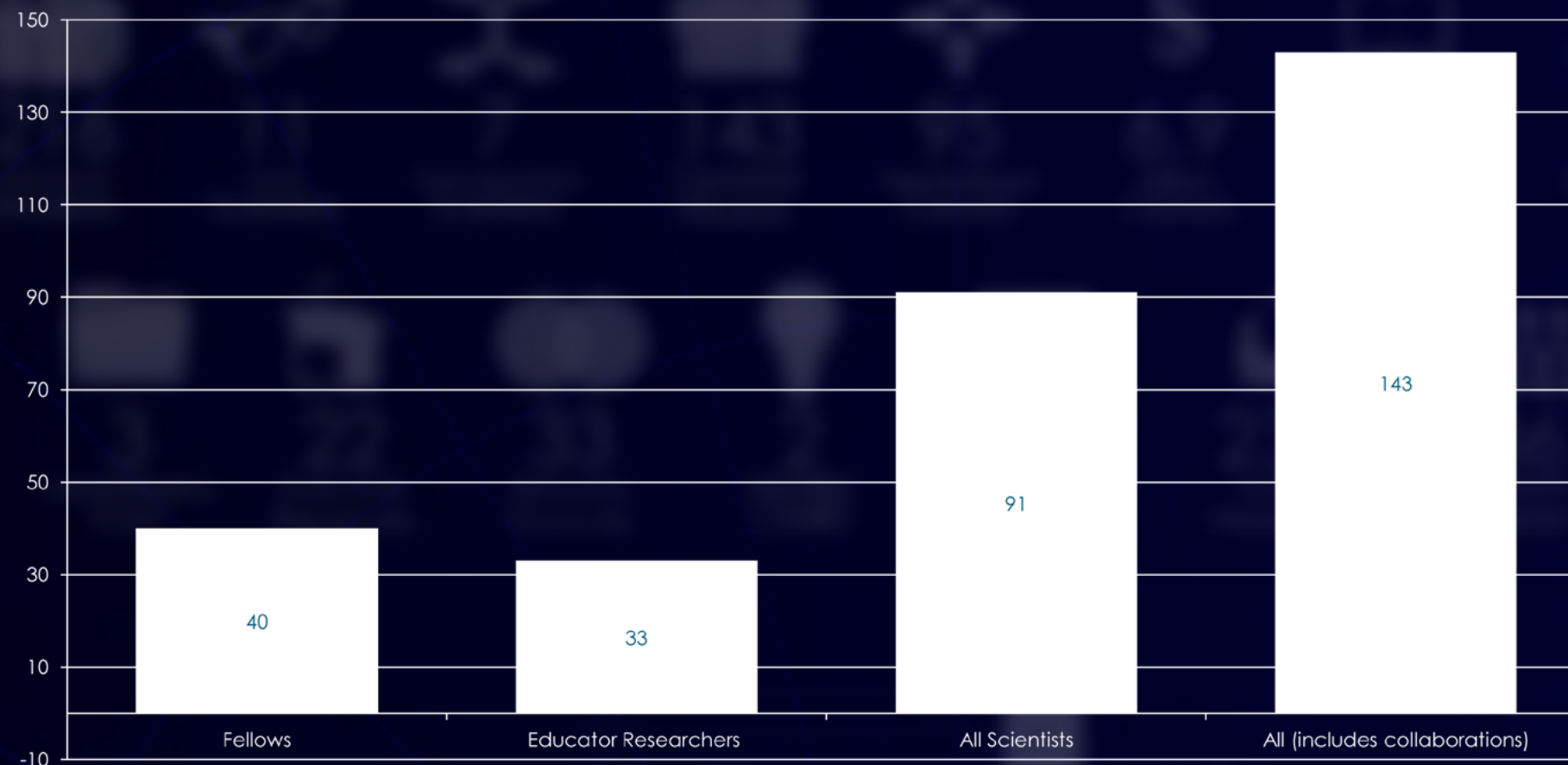
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Grant Capture (click graph to return)

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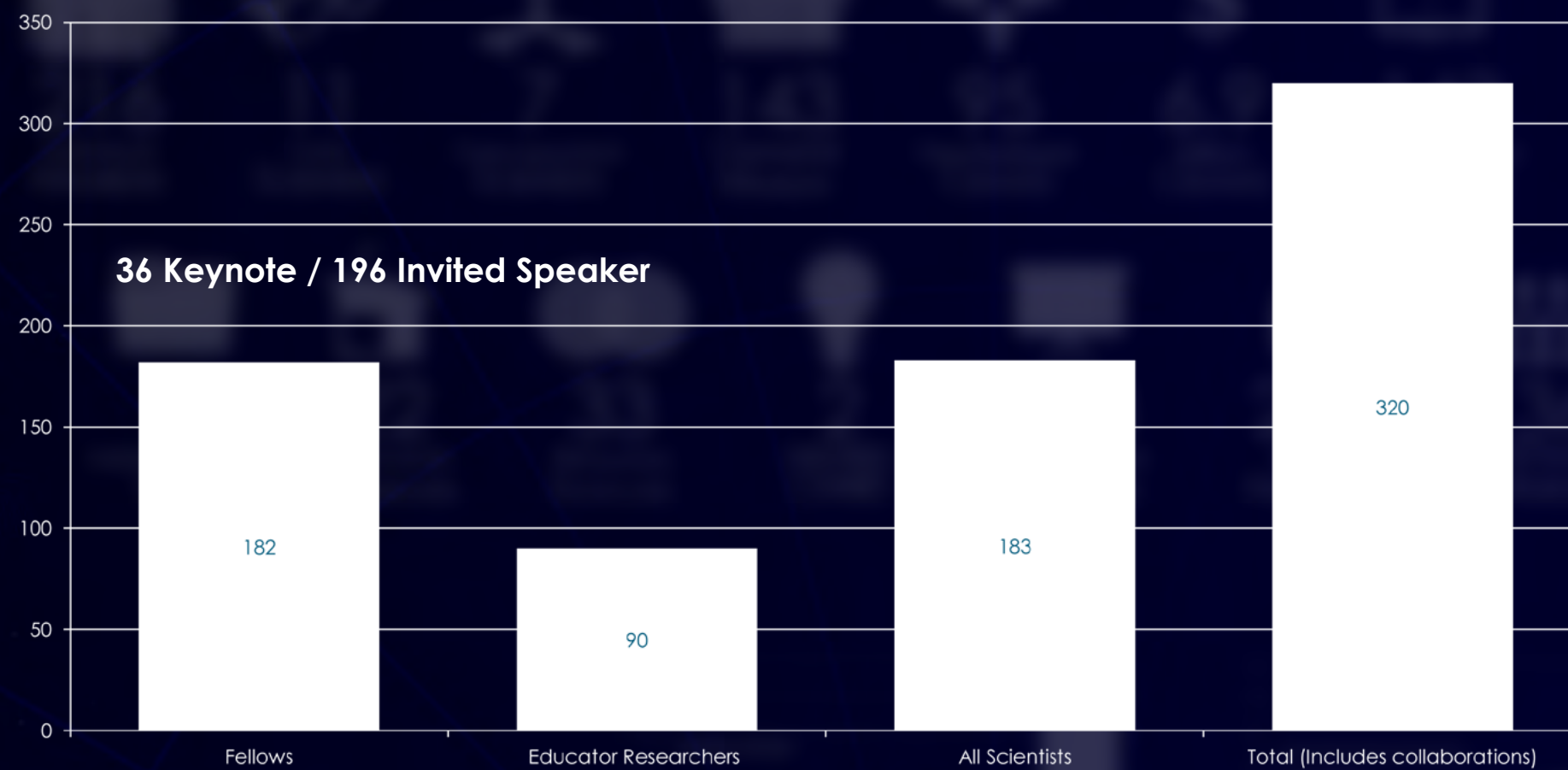
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## Finances (click graph to return)

