2014 At a Glance

- Individual Members: 216
- Core Scientists: 11
- Cross-appointed Scientists: 7
- General Members: 143
- Peer Reviewed Grants: 95
- Million Grants: $6.9
- Peer Reviewed Publications: 143
- Research Fellows: 37

- Administrative Staff: 3
- Educator Researchers: 22
- Affiliated Scholars: 33
- Endowed Chairs: 2
- Peer Reviewed Presentations: 293
- Invited Presentations: 232
- Keynote Addresses: 36

- Peer Reviewed Publications: 293
- Grant Capture: $6.9 Million
- Presentations: 232
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.

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. More-over, 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.
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, Maliko 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, 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 Yong, 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
Mathieu Albert
PhD

Associate Professor, Department of Psychiatry

SOCIETY 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:

RESEARCH FUNDING:
SSHRC
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:**

**Research Funding:**
ASE, SIM-one, RCPSC, Society for Simulation in Healthcare
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, Sherbrooke 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:**
http://www.thewilsoncentre.ca/About/QuestionofCompetence.aspx

**Research Funding:**
SSHRC, AMS
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.

**Evaluation, Globalization and Discourses of Competence in the Health Professions**

**Publication Highlight:**

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

Research Funding:
MCC, RCPSC, Dean's Education Fund (UofT)
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:**

**Research Funding:**
CIHR, AMS Phoenix
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:**


**Research Funding:**
SSHRC; Society for Academic Emergency Medicine; Dentistry Enrichment Endowment Fund, Faculty of Dentistry UoT
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:

Research Funding:
CPHI, CMPA, MRI, RCPSC, MCC
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:


Research Funding:
CIHR
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:**

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

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

**Research Funding:**
MCC, RCPSC
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 Phillips 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=1re0AgcAAAAJ&hl=en

**Research Funding:**
RCPSC, NBME, MCC, ABIM, EDF
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:

Research Funding:
MCC, RCPSC
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)
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:**

**Research Funding:**
Research Funding: CIHR Open Operating, AMS Phoenix Foundation, Arnold P. Gold Foundation, EDF
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 in innovative assessment methods, and has made substantial contributions to assessment methodology.

**Publication Highlight:**

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 (IHME); 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:**


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

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**Cross-Appointed Scientists**

- Shiphra Ginsburg
  - MD MEd FRCPC

- Maria Mylopoulos
  - PhD

- Maria Athina (Tina) Martimianakis
  - MA MEd PhD

- Stella Ng
  - PhD

- Geoff Norman
  - PhD

- Fiona Webster
  - PhD

- Cynthia Whitehead
  - MD PhD
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:**

**Research Funding:**
CIHR, AMS Phoenix Project, WCH AFP Innovation Fund
Abdullah Al-Ozairi 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.
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.
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.
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.

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.
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.
Tim Dwyer
MBBS FRACS FRCSC

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.
Kinga Eliasz
BK(hon)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.
Jonathan Fuller
BMSc

is a student in the MD/PhD Program at the University of Toronto. He previously completed a Bachelor’s of Medical Science degree from Western University in London, Ontario. His current area of research focus is the philosophy of medicine. Jonathan uses approaches from the philosophy of science to explore our understanding of evidence-based practice and chronic disease, especially in the context of patients with multiple chronic diseases. Jonathan is visiting the Philosophy Department at the University of California, San Diego for the first half of 2014.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
Laura Naismith
BASc MPPhil 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 HoPing Kong 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.
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.
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.
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 at 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.
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.
David Rojas
BEng MSc

is a PhD candidate at the Institute of Medical Science, University of Toronto. He is also a fellow at the Wilson Centre under the supervision of Ryan Brydges. His research focuses 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.
Natasha 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.
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 Martinianakis and is a research fellow at the Wilson Centre for Research in Education. Her research focuses 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.
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.
Fellows

Abdullah Al-Ozairi MD
Arija Birze BSc MA
Jean-Marie Castillo MD
Leigh Cheung BSc MSc
Jeffrey Cheung HBSc MSc
Tim Dwyer MBBS FRACS FRCSC
Kinga Eliasz BKin(Hons) CK MSc

2014 at a Glance

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.

Cross-Appointed Scientists

Jonathan Fuller BMSc
Brandon Girardi BMSc MD
Joanne Goldman BSc MSc
Faiqal Haji BHSc MD
Yvonne Hui BSc(Hons)
Clare M. Hutchinson MDCM
Rabia Khan BSc(Hons) BA(Hons) MSc

Memberships

Laura Jayne (LJ) Nelles BA(Hons) MFA Theatre
Robert Paul BScH MBA
Dominique Flourell MD MSc MEd FRCPC
Cristian Rangel MA BA
David Rojas BEng MSc
Natasha Seemann BSc MD
Laura Nal combined BASc MPHil PhD

Education Events

Walter Tavares BSc ACP
Anastasia Tobin BSc MHSc
Catharine Williams MD MEd PhD FRCPC
Camille Williams BASc MHSc
Rene Wong MD MEd FRCPC

International

Nathan Zilbert MD MEd
Mohammad Ziauddin BHSc MD
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.
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.
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.
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.
Euson Yeung
BSc-Pt 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.
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.
Mohammad Zubairi
BSc 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.
Membership

Scientists

Albert Mathieu Psychiatry
Brydges Ryan Medicine
Hodges Brian D. Psychiatry
Kitt 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
CL Tulin Surgery
Donovan Andrea Medical Imaging
Freeman Risa Family & Community Medicine
Friedman Zeev Anaesthesia
Grantcharov Teodor Surgery
Leslie Karen Paediatrics
Lief Susan Psychiatry
MacRae Helen Surgery
Maniate Jerry Medicine
Morgan Pam Anaesthesia
Murnaghan M. Lucas Surgery
Ondasen Ivy Family & Community Medicine
Ukraine Alun Surgery
Silver Ivan Psychiatry
Sonnadara Ranil Surgery
Stroud Lynfa Medicine

Affiliated Scholars

A-G
H-R
S-Z

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Cross Appointed Scientists Educator Researchers
## Membership

### Affiliated Scholars

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<tr>
<th>Affiliations</th>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Affiliated Scholars</td>
<td>Bleakley Alan</td>
<td>Peninsula Medical School, UK</td>
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| Affiliated Scholars| McGuire Wendy       | School of Social Work                                          |
|                    | McNaughton Nancy     | Standardized Patient Program, University of Toronto            |
|                    | Nordquist Jonas      | Karolinska Institut                                           |
|                    | 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      |

### Cross Appointed Scientists

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<td>Royal Stan</td>
<td>Standardized Patient Program</td>
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<td>Romano Donna</td>
<td>IPE &amp; IPC at Mt Sinai Hospital</td>
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<td>Rosenfield Jay</td>
<td>Paediatrics</td>
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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.”
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.

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.
### 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*


### 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 learning experience in health professions education*

*David Rojas* (Wilson Centre Fellow)
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.

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)
EDUCATION EVENTS

2014 AT A GLANCE

DIRECTOR'S REPORT

EDUCATION EVENTS

COLLABORATIVE PARTNERS

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

MEMBERSHIP

RESEARCH EVENT DAYS

ATELIER WILSON CENTRE

RESEARCH ROUNDS

FELLOWS’ EDUCATION SESSIONS

COLLABORATIVE PARTNERS

INTERNATIONAL
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 Pequeño Príncipe - Complexo Pequeno Príncipe, Brazil; Michael Ewers, Charite - Universitaetsmedizin Berlin, Institute of Health and Nursing Science, Germany; Elizabeth Gauberg, 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.
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 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. Catharine, 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
Peer Reviewed Publications (click graph to return)
Grant Capture (click graph to return)
Presentations (click graph to return)
## Finances (click graph to return)

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