

THE UNIVERSITY HEALTH NETWORK / THE UNIVERSITY OF TORONTO

THE WILSON CENTRE

2016 ANNUAL REPORT

TABLE OF CONTENTS

DIRECTOR'S REPORT	3
FINANCES & PRODUCTIVITY	6
WILSON CENTRE SCIENTISTS	7
WILSON CENTRE RESEARCHERS	14
WILSON CENTRE FELLOWS	17
MEMBERSHIP	23
EDUCATION EVENTS	24
COLLABORATIVE PARTNERSHIPS	28
INTERNATIONAL	29

DIRECTOR'S REPORT

A highlight of 2016 was the Wilson Centre's celebration of our 20th Anniversary. This important milestone provided the occasion to reflect on our history, attend to the present, and look to the future. Archivist Michael Friesen conducted a historical analysis of the Centre which was shared with capacity crowds at our celebratory Research Day gathering. Founding Director **Richard Reznick** gave a stirring keynote at the same event, challenging us to embrace the competency-based medical education movement with enthusiasm and rigorous inquiry. With the help of the UHN Foundation, we also conducted a successful 20th Anniversary fundraising campaign in support of Centre Fellows.

Our celebrations were enhanced by the fact that 2016 was another exceptional year for research, scholarship, teaching and innovation at The Wilson Centre. Wilson Centre Scientists, Fellows and Researchers successfully captured \$5,295,000 in research funding and contributed over 100 publications to the field of health professions education research. By expanding our local, national and international collaborations, we have continued to increase our research productivity and global impact.

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

Our Scientists contributed to external Canadian healthcare organizations, including contributing to Cancer Care Ontario's Advisory Committee for the Access to Care Surgical Efficiency Targets Program, and their Quality Management Program with the College of Physicians of Ontario. Our Scientists have established a new competency-based medical education research network, and several contribute to committees at the Royal College of Physicians and Surgeons of Canada.

Under the leadership of **Tina Martimianakis**, the Wilson Centre continues to expand and solidify international partnerships. We have built a collaborative teaching model with the HOMER unit in Singapore's National Healthcare Group. As one of twenty-three programs in the Toronto Addis Ababa Academic Collaboration (TAAAC), we are working with AAU colleagues as they create and deliver a Master of Health Sciences Education. In addition to Wilson Centre faculty members travelling to Addis Ababa to co-teach in the weekly modules of the Master's program, many Scientists and Researchers are providing mentorship for the thesis projects of the AAU graduate students. Each of the students in the first graduating class had a successful thesis defense in December 2016. We continued to host international visitors including scholars from Australia, Ethiopia, France, Japan, USA, Denmark, Netherlands and Scotland. Our international collaborative work has led to new roles as Associate and Senior Editors of international peer-reviewed journals (e.g., Academic Medicine, Advances in Health Sciences Education, Perspectives on Medical Education, Advances in Simulation).

Many Wilson Centre Scientists received prestigious awards in 2016. Of particular note, this year is the awarding of the Karolinska Institutet Prize for Research in Medical Education to **Brian Hodges**. This prize is the highest honour bestowed in our field. In addition to inspiring others in our community through his exemplary work, **Dr. Hodges** demonstrated his ongoing deep commitment to the Wilson Centre by donating his prize money to the Wilson Centre to support of Centre Fellows and our collaboration with Addis Ababa University.

An important structural change at UHN in 2016 offers the Wilson Centre exciting future opportunities. The integration of the Michener Institute with UHN has expanded possibilities for linking rigorous health professions education research to practice. This integration is also enabling the creation of a new Research Institute of Healthcare Education and Practice, which will afford members of the Wilson Centre community a Research Institute home that embraces the diversity of research approaches important to health professions education research.

The Wilson Centre continues to provide high quality education research skills development through its Atelier series. In 2016, we held three successful Ateliers: Say Something (research presentation skills), Qualitative Research in Depth, and Health Professions Education Research Fundamentals.

Our community was enhanced this year by the addition of new people and positions. We welcomed **Walter Tavares** as our new Post-MD Scientist in September. **Elise Paradis** was awarded a prestigious Canada Research Chair (Tier 2) in Collaborative Healthcare Practice. **Lisa Richardson**, a Centre Researcher, received the Investigator Award in Indigenous Medical Education at UHN for a 5-year term. **Cynthia Whitehead** was awarded the BMO Financial Group Chair in Health Professions Research at UHN. **Catharine Walsh** moved to the position of Cross-Appointed Scientist, and **Fiona Webster** moved her Scientist position from DFCM to IHPME. Scientists **Ayelet Kuper** and **Nikki Woods** received academic promotion to Associate Professor. The Wilson Centre welcomed three new Educator Researcher members in 2016 from the Department of Medicine: **Drs. Arno Kumagai, Umberin Najeeb and Lisa Richardson.**

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

Rachael Barnett is entering her second year of medical school at the University of Toronto. She is working with **Maria Mylopoulos** and **Sanjeev Sockalingam** on an MPA/CREMS-funded project. Her project focuses on the effect of integrating basic and clinical sciences on preparation for future learning in the context of medical psychiatry care.

Amanda Chen has recently completed her second year of medical at UofT. She is working with **Ayelet Kuper** and **Cynthia Whitehead** on an MAA-CREMS- and OMA/AMS Compassionate Care MSERGF-funded project, analyzing how formal Canadian undergraduate medical education (UME) accreditation documents promote or limit the teaching of compassionate care in UME.

Moses Cook has just completed the third year of his Biological Physics degree at UofT. He is working under the supervision of **Dr. Carol-anne Moulton** to develop a multifaceted methodology to understand different surgeon's stress profile in the operating room environment.

Sydney McQueen just completed her first year of medical school at UofT in the MD/PhD program. For her summer CREMS project, **Sydney** is working with **Dr. Carol-anne Moulton** to refine a methodology for capturing surgeon stress in the operating room. Sydney will then be continuing with this research to explore surgeon stress for her PhD studies.

Aliya Ramjaun has completed her 2nd year of medical school at UofT. As part of her 20-month longitudinal CREMS project, she worked with **Dr. Carol-anne Moulton** to develop and evaluate handoff checklists to be used during intraoperative care within and across surgical teams at Toronto General Hospital.

Maham Rehman is working on a project exploring the relationship between equity and compassion on both the individual and structural levels. She is also examining the concept of person-centered vs. patient-centered care. Maham is supervised by **Ayelet Kuper** and the project is part of a larger initiative co-led by **Ayelet Kuper** and **Cynthia Whitehead.**

FELLOWSHIP

Our fellowship program in 2016 had 32 Fellows including three postdoctoral fellows. New Fellows this year are **Madison Brydges, Steve Durant, Jacquelin Forsey, Jamie Kellar, Michael Kim, Patti Leake, Ahmed Omar, Justin Mausz** and **Naomi Steenhof**

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.

Patricia Thille is the recipient of the 2016-2017 Postdoctoral Currie Fellowship. In 2016 **Jonathan Fuller, Kristina Lisk, Kinga Elias** defended their PhDs; **Brandon Girardi, Malika Sharma** and **Mohammad Zubairi** defended their Masters of Education; **Jean-Marie Castillo** defended his MHPE in Chicago.

I wish to acknowledge the dedication of the Associate Director, Fellowships and the Fellowship Committee for their efforts in making the fellowship an exceptional experience for our students. The Wilson Centre can take pride in having a 100% completion rate for its PhDs. The Fellows at the Wilson Centre are enrolled in a variety of graduate programs across University of Toronto and at other universities. We continue to explore the possibility of establishing a Wilson Centre graduate stream at IHPME. Jeannine Girard-Pearlman and the Graduate Program Committee continue their tireless efforts in this priority area. This work is continuing in 2017, and we are optimistic that this dream will soon become a reality.

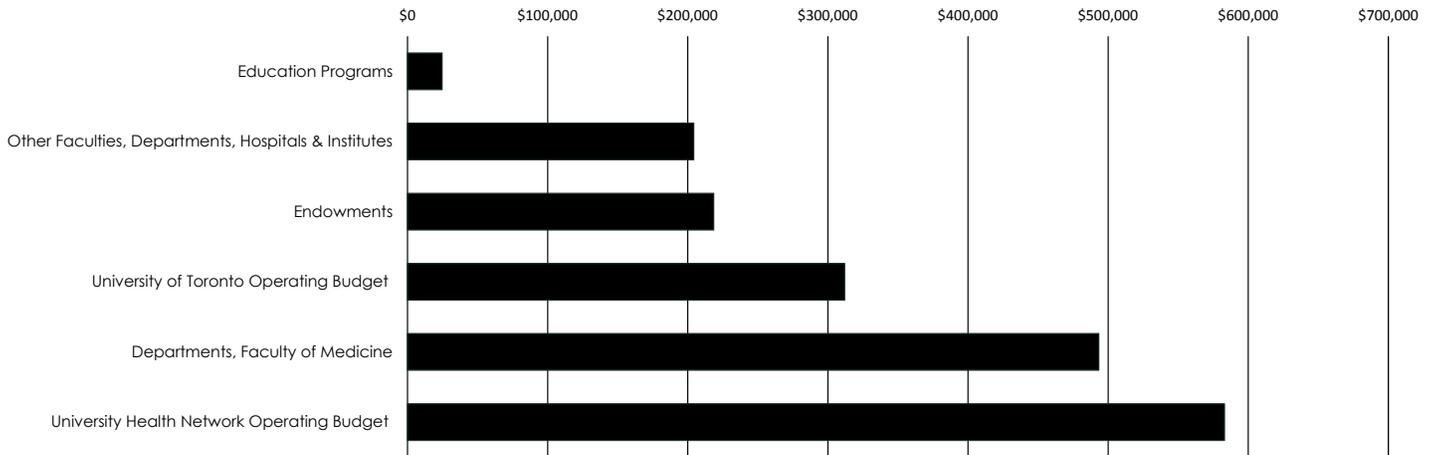
Our community was saddened by the passing of **Don Wilson** on January 4, 2017 in his 100th year. We celebrate his many contributions to medical education, and the Centre bears his name with pride.

We hope you enjoy reviewing the details of the annual report that highlights the many accomplishments of our members in 2016.

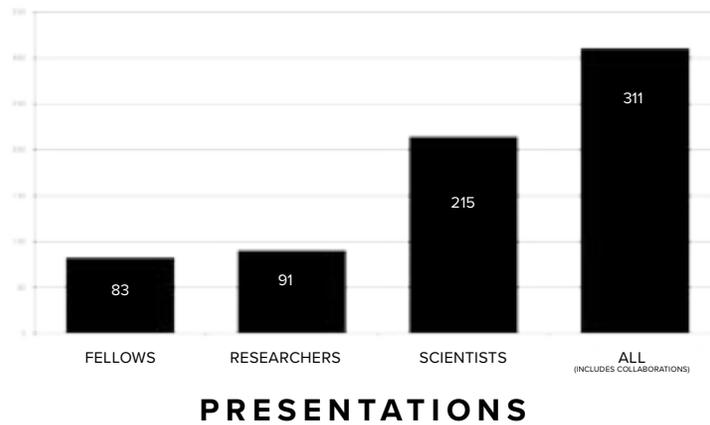
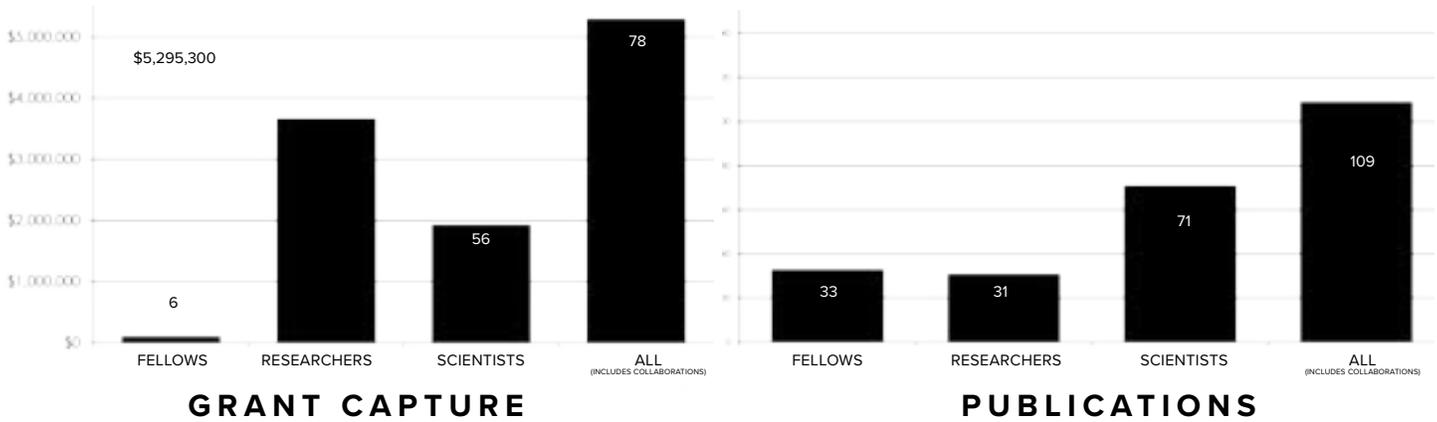
Cynthia R Whitehead
Director

FINANCES & PRODUCTIVITY

FINANCES



PRODUCTIVITY



WILSON CENTRE SCIENTISTS

MATHIEU ALBERT PHD

**Associate Professor, Department of Psychiatry,
University of Toronto**

In 2016, I continued and expanded my SSHRC-funded research program focused on interdisciplinarity in health. My research investigates barriers to and facilitators of collaboration across health research disciplines and aims to create environments conducive to knowledge integration and better training of health professionals. My interest in interdisciplinary research led to multiple collaborations, both within the Wilson Centre and with colleagues across Canada, the US, and Europe (including Université de Montréal, Brown University, University of Chicago, University of Tampere, and King's College London, UK). These collaborations are extending the impact of my work and are creating new networks for facilitating research across disciplines, departments, and institutions. These collaborations led to the publication of a co-edited volume with Scott Frickel and Barbara Prainsack, titled *Investigating Interdisciplinary Collaboration: Theory and Practice across Disciplines* (Rutgers University Press, 2016). My work also informs science policymaking in Canada as I provide consultation services to science-policy advisors. Within the University Health Network and University of Toronto Faculty of Medicine, I lead, along with colleagues from the Wilson Centre, a monthly reading club on social science theory. These seminars offer a unique opportunity in a teaching hospital for health professionals, students, fellows, and social scientists to discuss, exchange ideas and reflect on their respective practices in light of theoretical constructs.

RYAN BRYDGES PHD

Assistant Professor, Department of Medicine, University of Toronto

In 2016, my research on the implications of competency-based medical education (CBME) for procedural skills training in internal medicine specialties led to invitations to speak as the keynote at the University of Buffalo's 10th anniversary cohort of their physician faculty development program, and at the Hospital for Sick Children, Sunnybrook Health Sciences Centre, and the Centre for Quality Improvement and Patient Safety. I translated my research findings into teaching principles, which I shared with UHN's Director of Practice-Based Education and her constituents through a series of workshops. I had the honour of being nominated and short-listed for the International Miriam Friedman Ben David New Educator's Award for my contributions to the field of medical education. My key marker for success in 2016 is my students: they received competitive funds for their research (Andrea Kirou-Mauro received McMaster University's PGME Medical Education Research Grant, and David Rojas received the National MITACS Accelerate Grant), earned places in the highly competitive Research Paper Presentation Session at the 2016 AMEE conference (Polina Mironova and Jeffrey Cheung), and were awarded the Currie Fellowship at the Wilson Centre (Jeff Cheung), our most prestigious fellowship. My first editorial in the journal *Advances in Simulation* received great attention, reaching the top 5% of all research outputs ever tracked (across journals) by Altmetric. I have also continued my work with the Royal College of Physicians and Surgeons of Canada, and am co-leading the development of a national course on simulation-based assessment in the CBME era.

SHIPRA GINSBURG MD MED FRCPC

Professor, Internal Medicine (Respirology), University of Toronto

In 2016, I completed my PhD which focuses on the language used in the assessment of competence. This research program has fostered collaborations, both within the Wilson Centre and outside the University, with colleagues across Canada and in the US. This work has led to new invitations to participate on committees at the Royal College, the ACGME and the ABMS. I am in the process of establishing a new research network focused on CBME, which will further facilitate research across disciplines, departments and institutions. I also continued my scholarly work in professionalism with a new series of articles in JAMA, each focusing on a single professionalism challenge. The articles are released with multimedia content and podcasts and have been viewed over 16,000 times so far.

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

BRIAN D. HODGES MD PHD FRCPC

Professor, Department of Psychiatry, University of Toronto

The Richard and Elizabeth Currie Chair in Health Professions Education Research

EVP Education, University Health Network

I had the honour of being awarded the 2016 Karolinska Institute Prize for Research in Medical Education, which recognizes high-quality medical education research that promotes long-term improvements of educational practices in medical training. Our research team was the first in the world to experiment with the validity of complex communication and mental health simulations. I am proud that these types of simulations are now part of the medical examination process, in combination with physical assessment, and have led to changes in educational practice and the training of health professionals around the world. I am also happy that the award received media coverage, and the resulting interviews provided a platform for me to emphasize the value of research uptake. Also in 2016, I was appointed as the Chair of the Royal College of Physician and Surgeons' National Task Force on Research, where I will engage and consult with key stakeholders across Canada to determine how our community can continue to conduct timely, high-quality education research. 2016 brought with it the integration of The Michener Institute for Applied Health Sciences with UHN, creating opportunities to bridge clinical practice, education, and research in new and innovative ways. Under my leadership, UHN will be creating the first-of-its-kind Research Institute of Healthcare Education and Practice at the newly renamed Michener Institute of Education at UHN. Our goal is to provide opportunities to harness the research, clinical, and education expertise and evidence from across UHN to impact healthcare delivery through innovative and transformed educational design, clinical practice, and research. The Research Institute will also build upon the success of The Wilson Centre by continuing to solve real-world problems that are of concern to stakeholders such as educators, clinicians, students, and patients alike.

KULAMAKAN (MAHAN) KULASEGARAM PHD

Assistant Professor, Department of Family & Community Medicine, University of Toronto

In 2016, I continued to advance the science of assessment for learning – and assessment of competency – in medical education. This included key publications on the validation of the University of Toronto’s MD program’s interview process, work on the impact of assessment in shaping learning and study habits as well as conceptual papers on the role of assessment on transfer of learning. This work is supported by national and international research grants and a Canada-wide collaboration with fellow scientists. Most importantly, this work has informed and continues to inform the revitalization of the MD program’s Foundations Curriculum. This curriculum wholeheartedly embraces programmatic assessment which shifts the emphasis of assessment to feedback, growth, and alignment with learning goals. Already we are seeing the benefits of this approach in identifying students’ progress trajectories and offering individualization of educational programs. My research on the transfer of basic science was recognized with the 2016 CCME Best Oral Presentation by Faculty Award for the paper “Cause and Effect: Testing a Mechanism and Method for the Integration of Basic Science.” I also gave several invited panel and plenary talks including 4 internationally invited keynotes and an invited international workshop. I also chaired the Scientific Committee of the Consortium of Longitudinal Integrated Clerkships annual conference in October 2016 and organized the Research Symposium at the Canadian Conference on Medical Education. This represents my contribution to the translation of research to practice and the growth of a culture of collaborative education scholarship.

AYELET KUPER MD DPHIL FRCPC

Associate Professor, Department of Medicine, University of Toronto

In 2016, together with colleagues and students, I produced papers, gave presentations, acquired grants, edited for journals, sat on international committees, and otherwise achieved the requisite standard academic metrics (and got promoted to Associate Professor). I particularly focused on drawing out some of the critical educational implications of my longstanding program of research related to the definitions and production of legitimate medical knowledge. In so doing I foregrounded work related to key patient-care-related concepts such as power, reflexivity, and social justice that both enhance daily clinical and educational encounters and enable physicians to address the structural and process-related challenges that currently hinder their ability to provide equitable care; I also taught medical students, residents, graduate students, and faculty members about these concepts. I maintained my collaborative praxis with, and mentorship for, more junior academics who are interested in often-marginalized issues such as equity, diversity, and compassionate care within medical education and practice. I also continued to do other work that is often considered “invisible” in the Academy, such as sitting on local committees that have practical impacts on education, taking on leadership roles with large pastoral components, and contributing in other small ways to the academic mission of the Wilson Centre and the Faculty of Medicine.

MARIA ATHINA (TINA) MARTIMIANAKIS PHD

Assistant Professor, Department of Paediatrics, University of Toronto

This past year I have continued to grow my research program which explores the material effects of dominant discourses, such as collaboration, integration, humanism, compassion and globalization on health professional identities and learning. I have concentrated my scholarship on enabling clinical teachers and learners to incorporate complex negotiations of the social world in their educational activities. I have continued to lead the Wilson Centre globalization research group, co-organized 1 international symposium in Addis Ababa, Ethiopia and assumed the inaugural role of Strategic Lead International for the Wilson Centre. I have served as Guest Editor for a special issue on globalization and its effects on health professions education for the Canadian Medical Education Journal and have joined the editorial staff of this journal as Associate Editor. I have co-led the planning and development of an international Atelier on qualitative research to be delivered with the Health Outcomes and Medical Education Research (HOMER) unit in the Office of the National Healthcare Group in Singapore. This past year I received several awards recognizing the importance of my work, including the Canadian Association for Medical Education Young Educators award for significant contributions to medical education in Canada and beyond.

CAROL-ANNE MOULTON MBBS PHD FRACS

Associate Professor and Staff Surgeon, Department of Surgery, University of Toronto

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

MARIA MYLOPOULOS PHD

Assistant Professor, Department of Paediatrics, University of Toronto

The increasing uptake of my research to inform the design of evidenced-based education for developing future adaptive experts has been a hallmark of 2016. In September, the new Foundations Curriculum at the University of Toronto MD Program was launched, the product of years of collaboration with clinicians, educators and administrators. The Foundations Curriculum represents the most direct translation of my research on teaching and assessing for adaptive expertise into health professions education and the ongoing implementation offers further opportunities to understand how education can foster the development of adaptive expertise. Alongside my work with the MD Program, my work at as Curriculum Scientist with the Medical Psychiatry Alliance (MPA) continued to evolve and adaptive expertise has become a key framework for informing the design of education programs across the MPA. Internationally I have collaborated with the American Medical Association Master Adaptive Learner initiative and been invited to share my work on adaptive expertise with medical schools and hospitals including Harvard University and the National Healthcare Group in Singapore. Alongside these translational successes, my research program continued to thrive as together with students and collaborators we worked to evolve the construct of adaptive expertise in medicine, emphasizing the integration of education science and practice to produce innovative, evidence-based medical education.

STELLA NG PHD

Assistant Professor, Department of Speech-Language Pathology, University of Toronto

In 2016, I continued to investigate what health professionals do when there is no single ‘right’ answer, but rather a commitment to respond to patients’ needs within unique and, at times, conflicted healthcare contexts. My research on reflective practice and critical reflection captures the tensions, ethical quandaries, and triumphs in these complex practice contexts. When my work was recognized through multiple invitations, I seized the opportunity to build strong, growing linkages with policymakers, administrators, educators, and researchers. I was invited to give the Jones Lecture in undergraduate medical education at the University of Calgary, two invited lectures at McMaster University, a half-day professional development workshop at the March of Dimes, and a featured talk at the Annual Education Day for the Regional Geriatrics Program of Ontario. To bridge my theoretical work with health professions teachers’ needs, I co-founded two major faculty development initiatives: a massive open online course (MOOC) on EdX and a three-day summer education institute on “educating for critical reflexivity.” My knowledge mobilization efforts are bolstered by the attention garnered by my Reclaiming Reflection paper in Medical Education, which is in the top 5% of all research outputs ever tracked (across journals) by Altmetric. Perhaps most indicative of the reach of my work’s impact, and most validating to me, are the many ongoing networks and collaborations I have formed locally and internationally, which continually inform both education innovations and new research projects.

GEOFF NORMAN PHD

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

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

ELISE PARADIS PHD

Assistant Professor, Leslie Dan Faculty of Pharmacy, University of Toronto

2016 has been a particularly fruitful year for my lab and me. We are now 13 people working together, including students at the graduate and undergraduate levels, and two research assistants.

I was awarded a Canada Research Chair (Tier 2) in Collaborative Healthcare Practice, in recognition of my innovative thinking and research on collaborative care delivery (value: \$500,000/5 years). This honour gives me unprecedented recognition and a platform to share my findings and improve care delivery through research and knowledge translation.

Colleagues and I have been very successful in our grant capture this year as well, and were able to raise \$793,366. These moneys will be used mostly to support graduate students and junior researchers and develop research capacity as we collectively study phenomena such as collaboration, accreditation, checklists, and education. These projects have clear deliverables in term of knowledge dissemination and translation, which we will complete over the coming 5 years.

Two of my articles have received awards at international conferences this year: one, currently under review, for Best Oral Presentation (Asia-Pacific Medical Education Conference) and Best Research Paper Award (Association for Medical Education in Europe Conference), showing their resonance with their key intended audience: health professions educators and clinicians. My student Patricia Leake has also received a Best Poster Award from the Association of Ontario Midwives Annual Conference.

WALTER TAVARES PHD

Assistant Professor, Department of Medicine, University of Toronto

In 2016, I continued to explore performance based assessment of clinical competence and simulation as an educational / assessment strategy and as a mechanism for research. In these areas we were able to secure research funding from the Medical Council of Canada, the Royal College of Physicians and Surgeons (two grants), Norman Sanders Complex Care Initiative, and the Canadian Dental Association. This work has focused on understanding the role and contributions of raters in the assessment of clinical competence, how programmatic assessment might be optimized in complex medical work environments, assessment tool development and validation and using simulation to explore how to optimize interprofessional team performance in specific areas of practice. In this past year some of our earlier work has translated into wide spread redesign and adoption of refined assessment strategies in provincial certification and national licensing bodies in paramedicine, dental hygiene and medicine. We have also enjoyed numerous collaborations locally and nationally across post-graduate medical education and continued professional development with numerous projects initiated across a number of specialties. Our program of research has also led to involvement in national simulation conference planning, faculty development and on-going course/program development on the role and use of simulation activities as part of the Royal College of Physicians and Surgeons of Canada. We have followed this work up with additional faculty development programming on the evaluation of simulation programs. Lastly, as a methodologist (a background in health research methodology), I have collaborated with provincial health authorities, service delivery teams and the ministry of health to support shifts in emergency department services to prehospital environments, including education to support it, as a way of enhancing care and access to care to patients in the community.

CATHARINE WALSH MD MED PHD FRCPC

Assistant Professor, Department of Paediatrics, University of Toronto

In 2016, I continued to advance my program of research that focuses on applying educational theory to enhance clinical skills acquisition and assessment. Through my role as an Educational Researcher at the Hospital for Sick Children I help to promote and foster educational scholarship and the sharing of knowledge about medical education within the hospital. I continue to disseminate my research findings and translate my theoretical education research into practice by producing papers, delivering local, national and international presentations and contributing to numerous regional, national and international committees. My novel and extensive educational efforts as a junior faculty were recognized by receipt of a Teri Li Award from the North American Society for Pediatric Gastroenterology, Hepatology and Nutrition.

FIONA WEBSTER PHD

Associate Professor, Department of Family & Community Medicine, University of Toronto

In 2016, I continued in my CIHR funded research which aims to explore the social organization of education and care for patients with chronic pain using institutional ethnography. The focus of this work has increasingly been on mapping the intersections between social inequities and health. In 2016, we finalized and submitted several studies related to issues in HPE for pain management training. These included a critical scoping review of HPE literature in this area as well as a qualitative study exploring medical trainees' perceptions of their training in relation to chronic care. For this latter study, we applied the lens of Hidden Curriculum. I was invited to share these findings with the Opioid Prescribing for Pain Quality Standard Advisory Committee. This committee was particularly interested in our findings related to HPE. I currently supervise 5 PhD students, one of whom is a Wilson Centre fellow. I co-taught my Introductory course in Qualitative Methodology (with Joanna Sale) through the Institute of Management and Evaluation (IHME). I am also an Academic Fellow with the Centre for Critical Qualitative Research (CQ) and over the past year have been leading a report on Impact and Promotion for Qualitative Health Researchers. This report, which builds on the groundbreaking work of Mathieu Albert, will be circulated nationally and internationally to Faculties of Health and Medicine. In 2016, I published 12 articles in peer-reviewed journals. My work has drawn international attention in 2016 with several invited talks or workshops. I draw significant meaning in my work through mentorship and teaching and am continuously seeking to share a critical social science lens that focuses attention on the juncture of clinical care delivery and medical education research.

CYNTHIA R WHITEHEAD MD PHD

**Associate Professor, Department of Family & Community Medicine, University of Toronto
The BMO Chair in Health Professions Education Research**

In 2016, I continued my program of research interrogating assumptions that underpin the beliefs and practices of health professions education. In addition to usual scientific productivity related to grant capture, publications and presentations, I focus on being an advocate for robust, theory-informed science in health professions education, and for our Scientists, Researchers, and Fellows who create new knowledge. I work to foster the culture of the Wilson Centre as a safe haven for provocative ideas. As well, I took pleasure this past year in working with extraordinary Ethiopian colleagues in supporting the first cohort of students in the Toronto Addis Ababa Academic Collaboration's Master of Health Science Education at Addis Ababa University.

NICOLE WOODS PHD

Associate Professor, Department of Family and Community Medicine, University of Toronto

In 2016, I continued to advance my core research program exploring the integration of basic science knowledge and clinical knowledge in the development of medical expertise. Working with my graduate students and other research collaborators, I have proposed a theoretical model of expert development that considers both expert knowledge and activity. In 2016 we saw the implementation of this model in the launch of the new Foundations Curriculum in the MD Program. I also had the opportunity to bolster this work internationally by joining a collaborative initiative between The University of Toronto and Utrecht University. This partnership seeks to explore the theoretical foundations of clinician-scientist training and to create new training pathways and instructional approaches for fostering the development of this particular form of expertise.

WILSON CENTRE RESEARCHERS

TULIN CIL MD MED FRCSC

Assistant Professor, Department of Surgery

In 2016, I focused my education research activity in the areas of surgical skills development, the use of social media in surgical education and gender issues in surgery. I am the site lead for post-graduate surgical education at Women's College Hospital. Through this role, I have continued to develop the competency based objectives for an ambulatory care rotation in general surgery. I plan to continue my scholarly activity in surgical education with research in surgical planning using mental practice. This will eventually translate to a curriculum that will supplement our current educational armamentarium.

CLARE HUTCHINSON MD MHPE

Lecturer, Department of Paediatrics

As the physician lead for the longitudinal integrated clerkship (LIC) at North York General Hospital, I have had the opportunity to collaborate with colleagues across my organization in the development and implementation of this exciting new program. The values of patient-centered care and advocacy are reported to be enduring in LIC graduates, and with the support of the Wilson Centre, I am involved in several scholarly projects seeking to understand this phenomenon. We are studying the LIC admissions process and the concepts of professional identity formation reported in the prospective students' letters of intent, as well as exploring the experience of students, their preceptors and their patients as they build relationships in the LinC program.

ARNO K. KUMAGAI, MD

Professor and Vice Chair for Education, Department of Medicine

F.M. Hill Chair in Humanism Education, Women's College Hospital

Since my arrival from the U.S. in April of last year, I have been busy familiarizing myself with the Canadian medical education landscape and in particular the learning environment in the Department of Medicine (DoM) and the University of Toronto as a whole. In addition to mentoring numerous junior and mid-level faculty, as well as students and residents, understanding the complexities of the PGME programs, and chairing or participating in a number of leadership search committees, I've helped to launch two projects that are of great personal importance for me: an educational program for the DoM on person-centred care (led by Drs. Ayelet Kuper and Lisa Richardson of the Wilson Centre) and a faculty-wide effort to better understand and act on ways to recognize and reward clinician teachers. My research and scholarship work has continued, with publications in teaching for social justice and equity, the use of art in medical education, the role of dialogue, and the work of reflection. In particular, I have rejoiced in participating in a number of Wilson Centre Symposia, and the monthly social theory-reading group meetings have been one of my absolutely favorite activities. I originally came to Toronto because I believed that it was the centre for medical education internationally. Much of that reputation is due to the work of the Wilson Centre, and I'm delighted to find that my impressions about the U of T and its members have been more than confirmed.

MARCUS LAW MD MBA MED CCFP FCFP

Associate Professor, Department of Family & Community Medicine

In 2016 at the hospital level, I continued my work in supporting the infrastructure for community based research at Michael Garron Hospital (MGH). With the leadership of our research scientists at MGH and support through a local research grant, we continue to nurture MGH health professionals to conduct educational scholarship. At the university level, I continued the development and implementation of the Foundations Curriculum. The MD Program continued to involve Wilson Centre scientists to make changes to our curriculum as informed by science, and also worked collaboratively to study the curriculum.

JERRY M. MANIATE MD MED FRCPC

Assistant Professor, Department of Medicine, University of Toronto

During 2016, I continued my focus on building and supporting community-based health professions education and research. Being situated at the Wilson Centre as a Centre Researcher and the Assistant Director of Researchers has been critical to supporting my leadership role at St. Joseph's Health Centre (SJHC) as Chief of the Department of Medical Education, Research & Scholarship. My role has included the establishment of unique continuing professional development and mentorship for trainees and faculty members / clinicians, but also implementation of unique models of care and training in our community context. Three such examples include the establishment of the SJHC Medical Education Teaching Clinic – our centre for teaching and research in the ambulatory setting, the re-establishment of the Research and Scholarship portfolio to support all clinical, educational and quality initiatives at the Health Centre and the creation of a co-managed medical unit that supports the medical and mental health needs of our complex and often disadvantaged patients.

UMBERIN NAJEEB MD FCPS(PAK) FRCPC

Assistant Professor, Department of Medicine, University of Toronto

In 2016, as the Faculty Lead for the University of Toronto International Medical Graduate (IMG) Physician Mentorship Program, I extended my expertise to also help Internationally Educated Health Professionals [IEHPs]. One such example is my ongoing collaboration with Health Force Ontario as a subject expert to design an online course to help facilitate and integrate IEHPs. As the Faculty Lead for PGY4 Internal Medicine Program, I have been heavily involved in curriculum design, program development and implementation of many exciting educational innovations. One such example is Community-based PGY4 Internal Medicine Electives Program, which not only provided an enriched educational experience to PGY4s at multiple community hospitals [12 in total] but thirteen PGY4s were hired as community Internists with Education or QI portfolio in the participating hospitals in 2016. As a co-investigator on a PGY4 Participatory Action research project intended to improve resident wellness, I along with co-leads and PGY4s [class of 2015-2016] acted as change agents, we developed position statements, interviewed relevant stakeholders, and presented to key individuals and groups with decision-power, resulting in formal agreement by senior leaders in postgraduate medical education to develop interventions to address structural factors.

DOMINIQUE PIQUETTE MD MSC MED PHD FRCPI

Assistant Professor, Inter-Departmental Division of Critical Care Medicine, University of Toronto

2016 has provided me great opportunities to advance medical education and educational research in critical care. More specifically, since July 2016, we have started the implementation of a new program of assessment for the University of Toronto Adult Critical Care Medicine residents. This new program and its implementation are being the object of a research project funded by the Royal College of Physicians and Surgeons of Canada. In addition, we have received CIHR funding to pilot a competency assessment for specialty residents rotating through the ICU. This data will inform a larger project addressing the educational impact of resident scheduling in the ICU that will hopefully be funded in 2017. My new positions as Chair of the Canadian Critical Care Trial Group (CCCTG) Career Development and Mentorship Committee and as Clinical Lead of the Canadian Critical Care Society will also facilitate the development, implementation, and evaluation of continuing professional development strategies for practicing critical care physicians and new critical care investigators. Throughout the year, I had the privilege to benefit from the support and advices of numerous Wilson Centre scientists, collaborators, and friends, and I am looking forward to maintain and cultivate these relationships in the years to come.

LISA RICHARDSON MD MA FRCPC

Assistant Professor, Department of Medicine Division of General Internal Medicine, University of Toronto

Wilson Centre Investigator Award in Indigenous Medical Education at University Health Network

In 2016, I joined the Wilson Centre as a Centre Researcher and was the inaugural recipient of the Wilson Centre Investigator Award in Indigenous Medical Education at University Health Network. My academic interest lies in the integration of postcolonial, indigenous and feminist perspectives into medical education. I am the Faculty co-Lead in Indigenous Medical Education for the University of Toronto's MD Program. I was a 2014-2016 AMS Phoenix Fellow for my work related to the creation and integration of cultural safety teaching into the medical school curriculum. I continue to be an active member of the Indigenous Physicians' Association of Canada and a member of the planning committee for the annual Indigenous Health Conference. I am also a member of the University of Toronto's TRC Steering Committee whose role is to advise the University about how to implement the Calls to Action from Canada's Truth and Reconciliation Commission.

SANJEEV SOCKALINGAM MD MHPE FRCPC

Associate Professor, Department of Psychiatry

During 2016, I continued to expand my work on motivation for lifelong learning and alignment of continuing professional development and quality improvement in my role as Director of Continuing Professional and Practice Development for Psychiatry at the university. This research was adopted as a Future of Medical Education in Canada CPD designated project. This initiative has also guided the development and expansion of the Extension of Community Health Outcomes (ECHO) Ontario Mental Health program and supported the adoption of our evaluation framework by ECHO programs globally. As a co-lead for ECHO Ontario Mental Health, I continue to consult to emerging ECHO programs in Ontario and internationally. In my role as Director of Curriculum Renewal for the Medical Psychiatry Alliance, I have worked with Wilson Centre Scientists to understand and develop curriculum focused on integrated care for medical students and healthcare teams in practice. I shared this work and provided curriculum consultation as a Visiting Professor through the Academy of Psychosomatic Medicine and Sidney Kimmel Medical College at Thomas Jefferson University.

LYNFA STROUD MD MED FRCPC

Assistant Professor, Department of Medicine

During 2016, I continued to focus my scholarly activity and research in the area of postgraduate assessment in medicine. The Royal College of Physicians and Surgeons of Canada mandates the implementation of Competency by Design for specialty training in internal medicine in 2018 and I have been appointed as the Assessment Lead to guide this project. This role is ongoing and has involved bringing together highly engaged residents and faculty across diverse sub-specialties and hospital sites to develop assessment tools, plan faculty and resident development, and strategize about implementation of these practices into our larger assessment framework for over 200 residents. This builds on work in formative assessment that I have done to date, including directing our annual OSCE and our Entry Assessment for new residents, into which I have embedded research activities to further our understanding about the constructivist nature of the feedback process.

WILSON CENTRE FELLOWS

ARIJA BIRZE 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.

Supervisor: Elise Paradis

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

Supervisors: Elise Paradis and Walter Tavares

JEAN-MARIE CASTILLO 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.

Supervisors: Nicole Woods and Cynthia Whitehead

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

Supervisors: Brian Hodges and Elise Paradis

JEFFREY CHEUNG is a PhD student of the Institute of Medical Science at the University of Toronto. Previously, he completed an HBSc in Neuroscience and a MSc in Medical Science. His PhD research explores the impact of integrating conceptual (Knowing Why) and procedural knowledge (Knowing How) in the instructional design of simulation-based procedural skills, with a specific interest in the transfer of learning to novel contexts that require adaptive expertise.

Supervisors: Ryan Brydges and Carol-anne Moulton

STEVE DURANT is a PhD candidate at the Institute of Health Policy, Management and Evaluation at the University of Toronto. He has a Master's in Public Policy, Administration and Law from York University and a BA in political science from Memorial University. Steve's dissertation project is a critical historical analysis of reform of mental health services from the early nineteenth century to the present. Inspired by the methodological and theoretical contributions of feminist sociologist Dorothy Smith and social historian Michel Foucault, this research explores the relationship between discourse and actual developments in policy and practice at the systemic and institutional levels.

Supervisors: Fiona Webster and Maria Mylopoulos

KINGA ELIASZ was a Research Fellow at the Wilson Centre. She defended her PhD in the Department of Kinesiology at McMaster University in the summer of 2016. She had over eight years of experience researching various physical and psychological factors that influence skill acquisition. Her research program focused on understanding how psychosocial processes associated with performance feedback impact medical trainees learning technical skills. Beyond her doctoral research, Kinga was also a project coordinator for multi-site research that investigates older drivers.

Supervisor: Nicole Woods

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

Supervisors: Stella Ng and Nikki Woods

JONATHAN FULLER was a student in the MD/PhD Program at the University of Toronto. He defended his PhD in the spring of 2016. He previously completed a Bachelor of Medical Sciences from Western University in London, Ontario. His primary area of research is the philosophy of medicine. Jonathan uses approaches from the philosophy of science to probe our understanding of evidence-based medicine and chronic disease. He is also interested in the role of the social sciences and humanities in medical training.

Supervisor: Ayelet Kuper

BRANDON GIRARDI 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.

Supervisor: Carol-anne Moulton

JOANNE GOLDMAN (Post-Doc) completed her PhD at the Institute of Medical Science, University of Toronto in 2015. A CIHR Doctoral Research Award supported her thesis work "An ethnography of interprofessional interactions in discharge in a Canadian acute care setting". She is now working as a post-doctoral fellow in a collaborative position between The Centre for Quality Improvement and Patient Safety, Faculty of Medicine, University of Toronto and Li Ka Shing Knowledge Institute, St. Michael's Hospital, and is continuing as a fellow at The Wilson Centre. Joanne is interested in using sociologically informed theoretical and methodological perspectives to study quality improvement and patient safety and interprofessional education and practice. Her post-doctoral work is a case study examination of post-licensure quality improvement education, with attention to the socio-cultural and structural factors that shape health care professionals' quality improvement education and clinical practices, and the intersections between education and practice.

Supervisors: Ayelet Kuper and Cynthia Whitehead

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

Supervisor: Elise Paradis

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

Supervisors: Nicole Woods and Maria Mylopoulos

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

Supervisors: Brian Hodges and Tina Martimianakis

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

Supervisor: Carol-anne Moulton.

ANDREA KIROU-MAROU is a resident in the Pediatric Clinician Investigator program pursuing a Master of Science in Health Science Education at McMaster University under the supervision of Lawrence Grierson. She is also a fellow at the Wilson Centre under the supervision of Ryan Brydges. Andrea’s research focuses on mastery learning through simulation, the acquisition of procedural skills and the prevention of skill decay.

Supervisor: Ryan Brydges

PATTI LEAKE is a PhD student at the Leslie Dan Faculty of Pharmacy at the University of Toronto under the supervision of Elise Paradis and Heather Boon. She completed an honours degree in biology at Queen’s University, and a teaching degree at Simon Fraser University. Her research interests are in midwifery research capacity building and the discourse of research in the profession of midwifery in Ontario.

Supervisor: Elise Paradis

KRISTINA LISK was a PhD candidate in the Rehabilitation Sciences Institute at the University of Toronto and a research fellow at the Wilson Centre under the supervision of Dr. Nikki Woods. She defended her PhD in the summer of 2016. Previously, she completed her Masters of Science in Clinical Anatomy at Western University and her undergraduate degree in Life Sciences at Queen's University. Her PhD research focused on exploring strategies that will optimize the value of basic science knowledge.

Supervisor: Nicole Woods

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

Supervisors: Ayelet Kuper and Mahan Kulasegaram

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

Supervisor: Walter Tavares

LAURA NAISMITH (Post-Doc) 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 & affective dimensions of learning.

Supervisor: Nicole Woods

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

Supervisor: Nicole Woods

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

Supervisor: Tina Martimianakis

CRISTIAN RANGEL 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.

Supervisor: Cynthia Whitehead

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

Supervisor: Ryan Brydges

MALIKA SHARMA is a general internist and infectious diseases physician. She completed her MEd in the summer of 2016 in Health Professions Education at OISE under the guidance of Drs. Ayelet Kuper and Tina Martimianakis. She was a research fellow at the Wilson Centre. Her research focused 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.

Supervisors: Tina Martimianakis, Ayelet Kuper, Elise Paradis

RYAN SNELGROVE obtained his MD from Memorial University then completed general surgery residency at the University of Calgary. He is currently a Colorectal Surgery Fellow at the University of Toronto. He is pursuing a Masters degree with collaborative program in Bioethics through the Institute of Medical Sciences and the Joint Centre for Bioethics. His interest is in patient decision making and physician responsibility in diseases requiring multi-specialty care. He is studying this using a situational analysis approach with a Foucauldian discourse analysis.

Supervisors: Carol-anne Moulton and Tina Martimianakis

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

Supervisors: Nikki Woods and Maria Mylopoulos

PATRICIA THILLE (Post-Doc) holds the Wilson Centre's Currie Fellowship (2015-2016) for post-doctoral work. She obtained her physical therapy degree in 1998 (University of Saskatchewan) and completed her PhD in Sociology in 2015 (University of Calgary; supervised by Drs. Arthur Frank and Liza McCoy). She applies social theories developed within ethnomethodological, science studies, Foucauldian, and gender studies traditions to study clinical care and health professions education specific to health conditions shaped by bias and stigma. She is particularly interested in studying the effects - broadly considered - of practices of objectification and standardization that influence clinical care.

Supervisors: Cynthia Whitehead and Ayelet Kuper

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

Supervisor: Cynthia Whitehead

RENE WONG MSc 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.

Supervisors: Cynthia Whitehead

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

Supervisors: Tina Martimianakis

MOHAMMAD ZUBAIRI is a Developmental Pediatrician and currently a Research Fellow at The Wilson Centre and a Clinical Fellow at Holland Bloorview Kids Rehabilitation Hospital. He completed his Masters of Education in the summer of 2016 with a focus on Health Professions Education through the Ontario Institute for Studies in Education at the University of Toronto. His area of interest is on negotiation of cultural encounters in the field of pediatric rehabilitation, and he is studying the cultural encounter using a situational analysis approach.

Supervisors: Tina Martimianakis, Maria Mylopoulos

MEMBERSHIP

SCIENTISTS AND STAFF

The 258 members of the Wilson Centre are drawn from all parts of the University of Toronto and many partner institutions. The strength of the Wilson Centre is derived from its core staff of 17 scientists, 3 administrative staff, 5 research assistants, 33 Fellows, 29 Researchers, 27 Invited Members, and 144 general members together comprising one of the largest centres for health professional education research in the world. A current list of Scientists is available at <http://thewilsoncentre.ca/scientists>

CENTRE RESEARCHERS

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

CROSS-APPOINTED RESEARCHERS

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

INVITED MEMBERS

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

GENERAL MEMBERS

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

EDUCATION EVENTS

WILSON CENTRE ATELIER: QUALITATIVE RESEARCH REFINED

The Wilson Centre presented its 9th Qualitative Research Atelier program on October 24-27, 2016. This was a four-day intensive program in intermediate-level qualitative research. Participants had the opportunity to hone their research skills in this dynamic and interactive program led by some of the world's most respected health professions education qualitative researchers.

This dynamic and interactive program was led by Maria Mylopoulos, Stella Ng, Ayelet Kuper, Tina Martimianakis, Carol-anne Moulton, Cynthia Whitehead and the participation of Mariana Arteaga, Cheryl Ku and Douglas Buller.

WILSON CENTRE ATELIER: SAY SOMETHING

The Wilson Centre presented its 2nd Say Something Atelier program on March 3 & 4, 2016. This was a two-day intensive program highlighting the effectiveness of doing presentations; introducing techniques to better understand how to write for oral communication and how to work with images to better encourage audience retention of content. Most aspects of academic and clinical communication occur within somewhat strict boundaries. This is not the case for presentations and as such it is often up to the presenter to determine the goals and intent of their presentation.

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

WILSON CENTRE ATELIER: HEALTH PROFESSIONS EDUCATION RESEARCH FUNDAMENTALS

The Wilson Centre presented its inaugural HPER Fundamental Atelier on March 16-19, 2016. This was a four-day intensive program. Participants had the opportunity to refine their HPE research interests and develop a foundational understanding of HPE research principles, methodologies, and applications.

This dynamic and interactive program was led by Nikki Woods, Nancy McNaughton, Ryan Brydges, Mahan Kulasegaram, Stella Ng, Ayelet Kuper and the participation of Mariana Arteaga, Cheryl Ku and Douglas Buller.

THE BRIAN D. HODGES SYMPOSIUM

The event known previously as 'THESIS' was replaced with a new annual event called the 'Brian D. Hodges Symposium'.

The Wilson Centre held its third one-day international health professions education scholarship symposium on May 27, 2016. This annual symposium recognizes Dr. Brian D. Hodges' continuing contribution to scholarship in health professions education research. Dr. Hodges, director of the Wilson Centre from 2003-2011, is currently a research scientist at the Centre, the Richard and Elizabeth Currie Chair and Executive Vice-President of Education at the University Health Network.

The theme for this year was "Envisioning Innovation & Equity in an Era of Personalized Medicine". We were very honoured to welcome Ruha Benjamin PhD as our keynote speaker, Arno Kumagai MD as our discussant and Fred Hafferty PhD as our Roving Scholar. Included in our exciting agenda was an opportunity to interact with numerous Wilson Centre scientists, researchers, fellows, and other community members in an after lunch 'think-tank' networking and brainstorming session - group themes included Social Sciences & Medicine, Learning & Instruction, Globalization, and Assessment & Evaluation.

THE RICHARD K. REZNICK WILSON CENTRE RESEARCH DAY

The annual Richard K. Reznick Wilson Centre Research Day held on November 4th was an opportunity to celebrate the remarkable depth and breadth of scholarship in health professional education underway at the University of Toronto and University Health Network. We were especially pleased to share this event with our members on the 20th Anniversary of our founding. For two decades, the Wilson Centre has been a leader in health professions education on the local, national, and international stage. To celebrate this anniversary, we were excited for a keynote address by our inaugural Director, Dr. Richard Reznick on “Delivering on the Promise of Competency-based Education”. Following this, there was a response and discussion of Dr. Reznick’s presentation by a panel featuring Wilson Centre members across the spectrum of education practice and science. We also featured a special presentation on the history of the Wilson Centre highlighting the 20 years of excellence.

As always, the Richard K. Reznick Wilson Centre Research Day was an opportunity for us to share our work with our local community and beyond. This year we had 27 Podium presentations and 25 Posters.

Our annual research day is not just a forum for sharing education scholarship. It is a celebration of a vibrant and thriving community of students and faculty who are passionate about improving education in the health professions. This event would not be possible without the help of the Research Day Committee, our moderators and poster judges, as well as the Wilson Centre staff who work tirelessly to make this day a success. Most importantly, we would like to thank all of our presenters and participants for their continued support.

The annual Richard Reznick Outstanding Research Paper award was given to Justin Mausz ACP BHS Sc MSC for his paper entitled: Learning in professionally ‘distant’ contexts: opportunities and challenges. The Best Poster award was a tie and thus awarded to Dr. Catherine Varner for her presentation entitled “The Family Medicine Obstetrical Ultrasound (FaMOUS) course: A model for training office-based family physicians in first trimester point of care ultrasound” – C Varner, E Bearss, S Lee, A Singwi, S Hu, N Nahiddi, S McLeod, B Borgundvaag; and to Dr. Susan Glover-Takahashi for her presentation entitled “Meta-Epidemiology of Competence – Factors, issues and implications” – S Glover-Takahashi, M Nayer, L St. Amant, MK Hynes, S Ebrahim.

Mahan Kulasegaram PhD, Wilson Centre Scientist, received the Wilson Centre Mentorship Award 2015-2016 in recognition of outstanding individual mentorship in the Wilson Centre Fellowship Program.

EDUCATION RESEARCH ROUNDS

Rounds are a great opportunity to build a sense of community among the scholars and graduate students of the Wilson Centre. In 2015-2016, Joanne Goldman PhD and Paula Rowland PhD received the Wilson Centre Award for Highest Rated Presentation at the Wilson Centre Research Rounds 2015-2016 for their presentation entitled “Interprofessional collaboration in GIM and ICU: Findings, reflections, and future research directions”.

In 2016, we partnered as joint rounds with Hospital for Sick Children Medical Education Scholarship and The Interprofessional Care Community of Practice. A big ‘thank-you’ to Carole Chatalalsingh for her leadership in chairing these rounds.

This year’s Rounds schedule included:

JANUARY 18, 2016

Knowing how and knowing why: Integration of procedural and conceptual knowledge facilitates transfer of simulation-based procedural skills.

Jeffrey Cheung PhD(c) - Wilson Centre Fellow

Same information, different interpretation: The detrimental impact of negative social-comparative feedback on novice medical students

Kinga Eliaz PhD(c) - Wilson Centre Fellow

FEBRUARY 22, 2016 – Joint Rounds with Hospital for Sick Children Medical Education Scholarship

Humility and Clinical Expertise

Sanjay Mahant MD FRCPC

Staff Paediatrician, Division of Paediatric Medicine; Associate Professor, University of Toronto

Emergent theory program evaluation using cognitive systems engineering.

David Rojas PhD(c) - Wilson Centre Fellow

APRIL 25, 2016 – Joint Rounds with Interprofessional Care Community of Practice

Evaluation of an intervention to support an interprofessional “speak up” culture

Liane Ginsburg PhD, School of Health Policy and Management, York University

Lorna Bain OT Reg. (Ont.), Coordinator: Interprofessional Collaboration and Education, Southlake Regional Health Centre

Promoting ultrasound in undergraduate medical education: Truth statements and evidence

Zac Feilchenfeld, MHPE(c) MD FRCPC

MAY 16, 2016 – Joint Rounds with Interprofessional Care Community of Practice

Interprofessional collaboration in GIM and ICU: Findings, reflections, and future research directions

Paula Rowland PhD – Wilson Centre Researcher

Joanne Goldman PhD – Wilson Centre Postdoctoral Fellow

JUNE 20, 2016 – WILSON CENTRE VISITING SCHOLARS

Non-technical skills in video assisted thoracic Surgery

Kirsten Gjeraa MD PhD student, University of Copenhagen

The design of instructional videos effect on novices lumbar puncture performance and self confidence

Mikael Henriksen MD PhD student, University of Copenhagen

OCTOBER 17, 2016 – Joint Rounds with Hospital for Sick Children Medical Education Scholarship

The paradox of risk surveillance among parents of children with cystic fibrosis

Stasey Tobin PhD(c) - Wilson Centre Fellow

Philanthropy in health professions education research: Determinants of success

Robert Paul PhD(c) - Wilson Centre Fellow, Elisa Hollenberg, Brian D. Hodges (Wilson Centre Scientist)

NOVEMBER 21, 2016

Raters as the unit of analysis in performance based assessment of clinical competence

Walter Tavares PhD – Wilson Centre Scientist

An exploration of the discourses, assumptions and evidence underpinning competency-based medical education: Preliminary findings from a multiphase study

Victoria Boyd, Cynthia Whitehead, Patty Thille, Shipra Ginsburg, Ryan Brydges, Ayelet Kuper

Presenter: Ayelet Kuper MD DPhil FRCPC – Wilson Centre Scientist

WILSON CENTRE PROFESSIONAL DEVELOPMENT SERIES FOR FELLOWS

The 2016 seminar series consisted of thirteen 1.5-hour sessions focusing on core issues in health professions education research (HPER). The seminar series is an integration of Faculty-led and Fellow-led sessions. The seminar series has three primary objectives. The first is to introduce, in a coherent and proactive fashion, common issues and challenges in HPER, which are likely to arise over the course of Wilson fellows' 2-4 year program. The second objective is to provide a collegial venue for the sharing of ideas, questions and expertise regarding the dynamic and evolving landscape of scientific inquiry in health professions education. The third is to engage in critical reflection on our standard ways of operating in HPER, the values underpinning these, and opportunities for innovation and change.

FACULTY-LED: Medical Education – past, present and future

FELLOW-LED: Work in progress (1)

FACULTY-LED: Grant writing

FACULTY-LED: Panel discussion: getting the scoop on the academic hiring process

FACULTY-LED: Giving a memorable presentation

FACULTY-LED: Leadership

FACULTY-LED: Cognitive and social dimensions of education

FACULTY-LED: Writing the publication: social sciences and experimental approaches

FELLOW-LED: Work in progress (2)

FACULTY-LED: Equity in HPE Research

FACULTY-LED: How theory works & using theory (including epistemology)

FACULTY-LED: Institutional structure/partnerships (Wilson Centre-Michener)

FELLOW-LED: Work in progress (3)

COLLABORATIVE PARTNERSHIPS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INTERNATIONAL

VISITING SCHOLARS

The Wilson Centre welcomed a series of visiting scholars from around the world in 2016: Jessica Stokes-Parish PhD(c) Simulator Coordinator, University of Newcastle in Australia; Caragh Brosnan PhD, Senior Lecturer in Health Sociology at the University of Newcastle, Australia; Anna Ryan PhD, Senior Lecturer, Medical Education Senior Fellow, Department of Medical Education (Melbourne Medical School, University of Melbourne, Australia; Jennifer Cleland PhD, John Simpson Chair of Medical Education Research, University of Aberdeen, Scotland, and Chair of the Association for the Study of Medical Education (ASME); Lia Fluit PhD MD, Head of the department for Research in Learning and Education, Radboud University, Nijmegen, Netherlands; Nobutaro Ban MD PhD, Professor and Head, Department of General Medicine/Family & Community Medicine, Nagoya University Graduate School of Medicine, Japan; Ayalew Tizazu MD, General and Cardiothoracic Surgeon, Addis Ababa University, School of Medicine

We also welcomed three international visiting scholars in 2016 who were here for longer periods of time: Pierre-louis Henaux MD and staff surgeon at the Hôpital Pontchaillou in Rennes, France is here from August 2016 until July 2017; Kirsten Gjæraa MD and Mikael Henriksen MD both PhD students at the University of Copenhagen, Denmark and Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark

INTERNATIONAL VISITS

This year, Wilson Centre members visited many countries including, Ethiopia, Italy, Ireland, Mexico, Romania, Scotland, Singapore, Spain, the Netherlands, the United Kingdom, and the United States.

Academy of Psychosomatic Medicine 2016 Conference, Austin, Texas

All Together Better Health, Oxford

American Educational Research Association (AERA) Annual Meeting, Washington, DC,

Association of American Medical Colleges, Seattle, Washington

Association of Medical Education in Europe, Barcelona, Spain

Association for the Study of Medical Education (ASME), Annual Scientific Meeting. Belfast, Ireland.

Audiology NOW!, Phoenix, AZ.

Behling Simulation Center, University at Buffalo Academic Health Center. Buffalo, New York,

British Columbia Surgical Society. Shuswap Lake, BC

Canadian Conference for Medical Education, Montreal, PQ

Canadian Academy of Health Sciences Annual Meeting, McMaster University, Hamilton

Canadian Bioethics Society Annual Conference, Toronto

Canadian Foundation for Pharmacy Annual Meeting, Toronto

Canadian Pain Society Annual General Meeting, Vancouver, B.C

Canadian Physiotherapy Association's National Congress 2016. Victoria,

Canadian Society for Sociology of Health Fifth Biennial Bilingual Conference. Ottawa

Causal Reasoning and Evidence for Clinical Practice, NMBU, Aas, Norway

Centre for Clinical Education, Rigshospitalet & University of Copenhagen, Denmark

Centre for Health Education Scholarship (CHES) Grand Rounds, University of British Columbia. Vancouver, UBC

Clinical Social and Administrative Pharmacy Educators Conference, Montreal PQ.

Consortium of Longitudinal Integrated Clerkships (CLIC), Toronto,

Diagnostic Error in Medicine Conference, Hollywood, CA, USA
Eastern Sociological Society, Boston, MA.
East Africa Health Professions Education Association, Annual Meeting, Addis Ababa, Ethiopia
EdMedia 2016: World Conference on Educational Media and Technology, Vancouver, BC,
Faculty of Health Sciences, Aarhus University, Denmark.
Fifth Biennial Bilingual Conference of the Canadian Society for Sociology of Health, Ottawa, ON
Health Outcomes & Medical Education Research (HOMER), National Health Group Education Development Office, Tan Tock Seng Hospital. Singapore
IPSSW 2016 Conference, Glasgow, Scotland.
4th International Conference on Serious Games and Applications for Health, Orlando, FL,
International Physician Assessment Coalition in Melbourne, Australia
International Sociological Association conference. Vienna, Austria.
International Pediatric Simulation Symposia and Workshops 2016 Meeting. Glasgow, UK.
Israeli Institute for Public Health, Israel.
Karolinska Institutet, Stockholm, Sweden
Medical Knowledge in a Social World conference, University of California Irvine, USA
Meeting of Theory-Oriented Researchers Working in an Applied Setting near Lake Erie (Bayfield Meeting), ON
MHPE Summer Conference, Chicago, USA
NHS Education for Scotland (NES) and the Scottish Medical Education Research Consortium Conference, Edinburgh, Scotland
National Association of Boards of Physical Therapy Annual Meeting, Columbus OH.
ORPHEUS Conference, Cologne, Germany.
Ottawa and ANZAHPE Conference. Perth, Western Australia,
Patient Experience Summit, Cleveland Clinic, Cleveland Ohio
Philosophy of Science Association Biennial Meeting, Atlanta, USA
Psychiatry and Human Behavior, Sidney Kimmel College of Medicine at Thomas Jefferson University Hospitals, Philadelphia, PA.
Rogano Research Academy for Medical Education Meeting, Barcelona, Spain
Royal College's International Conference on Residency Education. Niagara Falls, ON
Society for Social Studies of Science/European Association for the Study of Science (4S-EASST), Barcelona.
Teachers in Family Medicine Annual Spring Conference Minneapolis, MN
The International Association for Medical Regulatory Authorities in Melbourne, Australia.
The 2nd Workshop on Engineering in Medical Applications, Bogota, Colombia
The 34th Annual Conference of the Association of Women, Washington DC
The 16th International Conference for Integrated Care 2016, Barcelona Spain.
The 44th North American Primary Care Research Group (NAPCRG) Annual Meeting, Colorado Springs.
University of Washington Centre for Leadership & Innovation in Medical Education (CLIME). Seattle, Washington
Virginia-Maryland Veterinary School, Blacksburg, Virginia
Wake Forest University. Raleigh, NC
World Congress on Continuing Professional Development. San Diego, California, USA