Last chance to register for the Richard K. Reznick Wilson Centre Research Week 2023, happening on October 10-12.

This annual event celebrates the outstanding research in health professions education at the University of Toronto and the University Health Network. Whether in person or virtual, we will showcase the successes and achievements of our community.

We are excited to announce our keynote speaker, Dr. Ivy Bourgeault, a renowned professor in Gender, Diversity, and the Professions. She will share her expertise on the health workforce and gender perspectives in her talk.

Additionally, we have a panel of leaders and change agents discussing health systems change and health professions education, moderated by Dr. Paula Rowland from the Wilson Centre.

The Research Week will feature themed sessions combining Rapid Fire presentations and Podium Presentations.

If you have any questions, reach out to Cheryl Ku at cheryl.ku@uhn.ca.
If you would like to book an appointment with Dr. Reznick, reach out to Cheryl Ku at cheryl.ku@uhn.ca.

**The Wilson Centre welcomes three Invited Members**

*Leigh Chapman*, Chief Nursing Officer, Strategic Policy Branch, Health Canada, Government of Canada

*Teresa Chan*, Dean & Vice-President Medical Affairs, School of Medicine, Toronto Metropolitan University

*Dawit Wondimagegn*, Ethiopian lead of the Toronto Addis Ababa Academic Collaboration (TAAAC), Addis Ababa University
Congratulations to Dr. Kristina Lisk, Assistant Director of Wilson Centre Scholars, who has joined the Temerty Faculty of Medicine Division of Anatomy, Department of Medicine as a full time, Assistant Professor, Teaching Stream. This is a great recognition of her teaching excellence, her outstanding expertise and her wonderful collegiality.

Wilson Centre Research Rounds  
Monday, October 23, 2023  
12:00 – 12:45 pm

**In Person:** The Wilson Centre, Toronto General Hospital, 200 Elizabeth St, 1st floor Eaton South Rm 559, Toronto, ON

Please Register to obtain zoom link:  
https://us02web.zoom.us/meeting/register/tZckcu2grzqjH9ElyF6m0vH-rFfLJE0FnAJ7

**What makes a good doctor? A critical discourse analysis of perspectives from medical students with lived experience of illness and disability**  
Erene Stergiopoulos (Wilson Centre PhD student, and Tina Martimianakis (Wilson Centre Scientist)

**Abstract:** What constitutes a 'good doctor' varies widely across groups and contexts. While patients prioritize communication and empathy, physicians emphasize medical expertise, and medical students describe a combination of the two as professional ideals. We explored the conceptions of the 'good doctor' held by medical learners with chronic illnesses or disabilities who self-identify as patients to understand how their learning as both patients and future physicians aligns with existing medical school curricula. We conducted 10 semi-structured interviews with medical students with self-reported chronic illness or disability and who self-identified as patients. We used critical discourse analysis to code for dimensions of the 'good doctor'. In turn, using concepts of Bakhtinian intersubjectivity and the hidden curriculum we explored how these discourses related to student experiences with formal and informal curricular content. According to participants, dimensions of the 'good doctor' included empathy, communication, attention to illness impact and boundary-setting to separate self from patients. Students reported that formal teaching on empathy and illness impact were present in the formal curriculum, however ultimately devalued through day-to-day interactions with faculty and peers. Importantly, teaching on boundary-setting was absent from the formal curriculum; however participants...
independently developed reflective practices to cultivate these skills. Moreover, we identified two operating discourses of the ‘good doctor’: an institutionalised discourse of the ‘able doctor’ and a counter-discourse of the ‘doctor with lived experience’ which created a space for reframing experiences with illness and disability as a source of expertise rather than a source of stigma. Perspectives on the ‘good doctor’ carry important implications for how we define professional roles, and hold profound consequences for medical school admissions, curricular teaching and licensure. Medical students with lived experiences of illness and disability offer critical insights about curricular messages of the ‘good doctor’ based on their experiences as patients, providing important considerations for curriculum and faculty development.

Join the discussion: Forum on Generative AI on October 25, 2023, at12:00 pm EDT

Information and Registration:
https://us06web.zoom.us/webinar/register/WN_bxbX0ZUIRAeFSz5dM6Tstg

The Forum on Generative AI will take place virtually on October 25, 2023, at 12:00 p.m. EDT. Dr. Horsley and I will be joined on the panel by Lorelei Anne Lingard, PhD, FRCPSC (Hon), professor and senior scientist at Schulich School of Medicine & Dentistry, Western University, and Michael Caesar, MBA, PfMP, chief data & analytics officer at the University Health Network. Learn more and register for the event
https://us06web.zoom.us/webinar/register/WN_bxbX0ZUIRAeFSz5dM6Tstg

No matter where we practice — be it in a rural community or a large urban centre, solo or group practice, and in any of the 72 Royal College specialties and subs-specialities — our teaching, research and clinical activity is being transformed by technology. Our Royal College will be there as a partner to help us adapt to this new reality.
The Institute for Education Research at UHN (TIER)
www.TIERatUHN.ca; twitter @TIER_UHN

Dan Andreae Future of Work Lectures
https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Daniel_Andreae_Lecture

Big Ideas Lectures
https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Pages/Big_Ideas.aspx

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Save the date!

November 29th, 2023
5-7pm

Dan Andreae President’s Lecture on the Future of Work
The Pulse Of Ethical Machine Learning in Health
Surgical complications are extremely common and one of healthcare's biggest sources of morbidity, mortality and costs. Evidence suggests that most adverse events in the operating room have root causes related to errors in mental processes, such as judgment, human visual perception and pattern recognition. Recent advances in machine learning methodologies have made it possible to develop algorithms capable of advanced functions related to perception and cognition, leading to improvement in diagnostic and therapeutic interventions in medicine. In this presentation, we will explore how deep learning for computer vision can be used to provide real-time guidance to surgeons and augment their performance. We will also discuss the burgeoning field of surgical data science, including the many applications of machine learning for improving patient care throughout the many phases of their journey in the health care system. Finally, we will discuss the many pitfalls and obstacles to develop and implement clinically-relevant solutions that will have a real and meaningful impact on patients.

Dr. Madani is the director of the Surgical AI Research Academy (GARA) at the University Health Network (UHN). He is an endocrine and acute care surgeon at UHN and assistant professor of surgery at the University of Toronto, where he specializes in the surgical management of thyroid, parathyroid and adrenal disorders.

His research focus is on surgical expertise and the use of technology to optimize performance in the operating room. This work has established the foundation for his lab to use a needs-based approach to design and develop new innovations to augment surgeon performance. Dr. Madani serves as the chair of the Surgical Data Science Task Force of the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES), as well as the co-founder and chair of the Global Surgical AI Collaborative, spearheading efforts to bring the surgical and AI communities together to disseminate surgical expertise around the world in a sustainable manner.

REGISTER NOW AT www.eventbrite.ca/e/big-ideas-tickets-643713854467?aff=odd1dtcreator
DR. DANIEL C. ANDREAE STUDENT AWARDS ANNOUNCEMENT

Deadline: Monday, October 16, 2023
Applicants will be notified during the week of November 13, 2023

Through the generosity of Dr. Daniel C. Andreae, two awards will be granted to support one student in Michener’s School of Applied Health Science programs and one UHN research trainee in their academic pursuits. All UHN trainees are eligible for consideration. The value of each award is $1500 each.

The intent of this award is to recognize and support students with demonstrated interest and capacity to shape the future of healthcare and healthcare work through education, research, and/or practice. As future healthcare leaders, it is important that students anticipate and shape the future of the professions through ethical practice, patient-centred care, innovation and research. “This can involve how we use technology, simulation, artificial intelligence, robotics, genetics or big data to better serve patients and their families,” says Dr. Andreae.

For both awards, applicants will submit a short (maximum 500 word) essay that addresses the broad issue of “What is the future of healthcare in Canada and what role are you going to play in it?”. Applications will be primarily evaluated based on this submitted essay, including the quality and the content. Other considerations will include evidence of healthcare experience (which may include experience as a clinician or as a student, but could also include experience with healthcare as a patient, caregiver, educator, researcher, or volunteer) and evidence of research and/or leadership potential. Other application materials (e.g. evidence of satisfactory GPA) will be used to determine eligibility for the award.

1. Michener Advanced Diploma Program Students ($1500.00)
One Dr. Daniel C. Andreae President Award will be awarded to a current Michener student who meets the following criteria:
   - Enrolled in a full-time Michener advanced diploma program in good academic standing with a minimum cumulative Grade Point Average of 75%.
   - Submission of the following:
     - Unofficial transcript;
     - A Curriculum Vitae
   - A one-page commentary paper addressing the broad issue of “What is the future of Healthcare professions in Canada and what role are you going to play in it?” (500 words maximum)

2. UHN Research Trainee ($1500.00)
One Dr. Daniel C. Andreae President Award will be awarded to a current UHN Research Trainee in good standing in an affiliated Graduate Program who meets the following criteria:
   - Enrolled in a graduate program in good academic standing (grades will be used as a threshold test only, as interschool comparison is not possible)
   - Submission of the following:
     - Unofficial transcript;
     - A Curriculum Vitae
   - A one-page commentary paper addressing the broad issue of “What is the future of Healthcare professions in Canada and what role are you going to play in it?” (500 words maximum)

Recipients for this Award will be selected by The Institute for Education Research Dr. Daniel C. Andreae President’s Award Committee in the fall of each year. The Chair for the Awards Committee is Dr. Paula Rowland, a Scientist at TIER.

Send applications to TIER@uhn.ca with the subject line Dr. Daniel C. Andreae President’s Award.
Deadline: Monday, October 16, 2023
Applicants will be notified during the week of November 13, 2023
Building the Foundations of Anti-Oppressive Healthcare

with Rania El Mugammar and Malika Sharma

Oct 12 & Oct 26 | 9am-1pm | via Zoom


GDipHR is a 20-month longitudinal program which aims to engage medical students in a mentored research experience and graduate level coursework with the intent to develop knowledge and skills that will support a future career in health research. Components of the Program, which has superseded the former CREMS Research Scholar Program, are outlined in the attached GDipHR Supervisor Commitment Form that you are asked to sign and submit, accepting the GDipHR Program requirements in the event that you supervise a selected student.

Key Reminders:
To submit a research project, please complete:
- The GDipHR Supervisor and Project Information Form
- The GDipHR Supervisor Commitment Form accepting the GDipHR Program requirements in the event that you supervise a selected student.
- Deadline: October 16, 2023
- Submitted projects will be reviewed to ensure they meet eligibility criteria and will be posted on the GDipHR Program Website.
AI Rounds (Virtual via MS Teams)

There is a growing interest in Artificial Intelligence (AI) and how it can be applied to healthcare. These AI rounds will provide a forum to disseminate knowledge and discuss evolving trends around AI. Presentations will focus on advances in AI development and their applications in healthcare to help facilitate discovery and innovation across UHN. AI Rounds will take place monthly via MS Teams.

Applied Artificial Intelligence in Health: Case Examples and Learning
Speaker: Muhammad Mamdani PharmD, MA, MPH

> Date and Time: Wednesday October 4, 2023, 5:00-6:00pm
> Participants: Participation is free and open to all UHN personnel
> Meeting Link: Download this calendar file AI Rounds - Muhammad Mamdani.ics
> Contact: AIHub@uhn.ca

Centre for Faculty Development (CFD) - https://centreforfacdev.ca/

October BPER
Oct 10, 2023 | 12-1pm


As health professional educators (HPEs) we are inundated with information, and a very small proportion is useful for learning and application in patient care decision-making. Harnessing technology, we can create an effective system for information management, filtering out unwanted information, while being notified of the latest scientific articles specific to our area of expertise. This hands-on and interactive presentation highlights technology tools that can enable HPE stay current and informed and is aimed at all levels of HPE (trainees, educators and faculty).

Jointly offered by CACHE, The Wilson Centre and CFD. For more information or to register, click here.
Teaching for Transformation: Annual Conference+ (TforT:AC+) 2024
This year’s theme:
Teaching toward Collaborative Approaches to Care

SAVE THE DATE! March 25-27, 2024

Teaching for Transformation: Annual Conference+ (TforT:AC+) is a three-day immersion in the education paradigms and practices needed for today’s health care work. The theme for TforT:AC+ 2024 is Teaching toward Collaborative Approaches to Care. TforT:AC+ involves paired dialogic keynote sessions, workshops, short talks (submitted abstracts), dialogic roundtables, and space for open dialogue. TforT:AC+ will take place online, enabling an international reach.

Conference+
TforT:AC+ is more than a conference. Registration is limited to foster a dialogic learning environment. Additionally, registrants will gain access to a private website of resources and activities for their ongoing use and an online community for continued resource sharing and mutual support.

This conference is relevant to health and social care providers, educators, researchers, health/education policy and decision makers, patients/family partners, caregivers, students, and all individuals who share an interest in advancing the theories and practices of humanistic and transformative education and critical pedagogies and practices.

CALL FOR ABSTRACTS
Abstract Submission Deadline: November 15, 2023 at 11:59pm (EST)
Submit your abstract here.

We invite Short Talk abstracts on completed studies, works in progress, or innovations on the topics of transformative education, transformative learning, critical pedagogy, and more—within the context of health professions and health sciences education.

Abstracts will be reviewed and a limited number invited for presentation. This year, we will have fast-paced short talks (presenters will speak for approximately 3 minutes each) followed by breakout spaces for engaging in deeper dialogue.

Authors of selected abstracts will be notified in early December 2023.
Early bird registration deadline: January 30, 2024 (registration will open soon).
Please note: all presenters will be required to register for the conference.

Early bird discounts and speaker information coming soon!
Please direct any questions related to abstract submission or TforT:AC+ 2024 to info@teachingfortransformation.com.

Teaching for Transformation (TforT) is jointly offered by the Centre for Faculty Development and Centre for Advancing Collaborative Healthcare & Education.
Centre for Advancing Collaborative Healthcare & Education (CACHE)

Learning together for a healthier world

https://ipe.utoronto.ca/

CACHE collaboratively leads the University of Toronto’s Interprofessional Education (IPE) curriculum, partnering with 11 health sciences programs and a practice network including more than 15 Toronto hospitals. CACHE collaborates with local, national, and international partners to advance education, practice, research, systems, and policy toward better work and care for all, offering professional development programs and consultation to support this advancement. We keep learners and community, patient/client and family/caregiver partners at the heart of our work.

Together: Stories of Collective Impact, CACHE Magazines can be viewed here: https://ipe.utoronto.ca/Together_CACHEMagazine

Stay tuned for the upcoming Volume 2, Issue 1 (Fall 2023) of the magazine, Together: Stories of Collective Impact! (Submission deadline for this issue has now passed)

Together: Stories of Collective Impact is Celebrating its 1 Year Anniversary!

In fall of 2022, CACHE launched Together: Stories of Collective Impact, a magazine that recognizes the international community engaged in collaborative healthcare and education, and share our many innovations, research, and initiatives.

Together creates a space for us to connect, celebrate, and champion how we work and learn together for a healthier world. What better way to elevate this community than to celebrate the ways we are co-creating meaningful intersections, engagement, and opportunities for all who connect with CACHE and its partners.

Click, Read, and Share all issues of Together: Stories of Collective Impact. https://ipe.utoronto.ca/Together_CACHEMagazine
Collaborative Change Leadership™ (CCL) A Certificate Program for Leaders in Health and Health Education

A Certificate Program for Leaders in Health and Health Education
February- December 2024
Virtual Program

Applications deadline November 1, 2023!

During the COVID-19 pandemic, our alumni are reaching out to share that the Collaborative Change Leadership (CCL) Program has enhanced their ability to be the leaders needed for these challenging and uncertain times. As alumni are engaging their teams and communities in compassionate and meaningful ways to co-create and sustain system change, they are achieving rapid, efficient and unprecedented results. CCL is specifically designed for the time in which we find ourselves. The need for emergence, adaptation, co-creation and highly effective implementation rooted in compassion has never been more critical.

Program Dates:
· February 1 - 2, 2024
· April 4 - 5, 2024
· June 6 - 7, 2024
· September 26 - 27, 2024
· December 5 - 6, 2024

VIDEO: Why CCL is needed
Contact Program Manager Belinda Vilhena e-mail: belinda.vilhena@uhn.ca

https://collaborativechangeleadership.ca/

The 2023-2024 Collaborative Community of Practice (CoP) events have been scheduled!
· Wednesday November 8, 2023 - 4:00pm -5:30pm
· Wednesday February 7, 2024 - 4:00pm -5:30pm
· Monday March 18, 2024 –1:00pm -1:00pm (Joint Research Rounds - A Collaboration between the Centre for Advancing Collaborative Healthcare and Education, and the Wilson Centre)

More details to come! Should you have any questions please do not hesitate to contact Eli Cadavid at eli.cadavid@uhn.ca
If you aren't already subscribed to CACHE’s community & magazine please join by filling out the form.
We are excited to finally host our in-person CQuIPS Symposium!
Mark your calendars and visit our event page by scanning the QR code below.

Scan here to access our Symposium event website

Click here for more information and to register

01 Nov

08:00 AM - 05:00 PM EST

Peter Gilgan Centre for Research and Learning
686 Bay St.
Toronto, Ontario

Contact us: communications@cquips.ca
Inaugural Pride in Patient Engagement in Research
OCT 05 2023

Share your ideas!
- Virtual Posters
- Oral Presentations
- In-Person workshops
- Creative Works (Art Exhibit)
- Lived Experience Story Sharing
- Interactive Panel/Fireside chats

Our Keynote Speakers

ERIN MICHALAK
Researcher

CAROLYN ZIEGLER
Peer Researcher

Who Should Attend?
- Patients, family members/caregiver partners
- Health care leaders
- Academic and community-based researchers and research staff
- Students and trainees

Goals & Objectives
- Build awareness & foster connections
- Identify approaches, gaps, & opportunities
- Apply new skills
- Collaborate to advance a culture of inclusivity and equity

piper@uhn.ca
416-597-3422 x 7673
https://kiteuhn.com/piper

Register Here