The RICHARD K. REZNICK WILSON CENTRE RESEARCH annual Event was established to celebrate the remarkable depth and breadth of scholarship in health professions education underway at the University of Toronto and the University Health Network. Whether in person or virtual, we will continue to highlight our community’s successes and accomplishments. On October 12th, the hybrid Keynote talk was provided by Dr. Ivy Bourgeault, a Professor in the School of Sociological and Anthropological Studies at the University of Ottawa and the University Research Chair in Gender, Diversity, and the Professions. Dr Bourgeault’s talk was on “The health workforce crisis requires an ‘all hands-on deck’ approach that trains together, flattens hierarchies, and plans together”.

The second talk was a panel on Learning outside of the box: Connecting education and education science to healthcare leadership. The interprofessional panel members reflected on some of the most pressing challenges facing healthcare right now and their lessons in leading for change. Panel members included: Karelin Martina, Director of Practice Based Education at UHN; Ellen Odai Ali Director, Medical Imaging at The Ottawa Hospital; and Walter Tavares Associate Professor and Scientist at the University of Toronto and Wilson Centre. The panel session was moderated by Wilson Centre Scientist, Dr. Paula Rowland.

Recipients of the 2023 Richard Reznick Wilson Centre virtual Research Awards: Tim Mickleborough PhD and Adam Gavarkovs PhD tied for first place and received the Outstanding Research Paper Award. Tim is the principal author of the paper entitled “Governing Professionals Through Discourses of Resilience and Value: A New Legitimation for Ontario Pharmacists”. Authors: Tim Mickleborough PhD, Linda Muzzin PhD, Maria A Martimianakis PhD. Adam is the principal author of the paper entitled, “The purpose, adaptability, confidence, and engrossment model: A novel approach for supporting professional trainees’ motivation, engagement, and academic achievement”. Authors Adam G. Gavarkovs PhD, Rashmi A. Kusurkar PhD, and Ryan Brydges PhD.

Mark Unger MD received the Best Rapid Report presentation for the project “The Compassionate Educational Tool: A communication model for patients receiving involuntary orders for mental health emergencies”. Authors: Rachel Sue-A-Quan, Maximilian Strauss, Aaron Orkin, Mark Unger. Meerab Majeed received the Best Rapid Report presentation on Day 2 for the project: “Anti-Muslim Discrimination in Medical Training: The Experiences of Resident Physicians”. Authors: Drs. Meerab Majeed, Abbey Susa, Arfeen Malick, Hashim Khan, Umberin Najeeb, Javeed Sukhara, Juveria Zaheer, Mohamad Matout, Dr. Danyal Ladha, Dr. Zainab Furqan.

Betty Onyura PhD received the Highest Rated presentation of the Wilson Centre Research Rounds 2022-2023 for the presentation entitled “Discourse of Evaluation as a Social Practice.”

Tina Martimianakis PhD received the Wilson Centre’s Mentorship Award 2022-2023 in recognition of her outstanding individual mentorship in the Wilson Centre Fellowship Program.
WILSON CENTRE RESEARCH ROUNDS

The Wilson Centre Education Research Rounds offers participants a forum to engage in educational dialogue geared towards promoting excellence in their specific education research interests and identified professional needs. It is a great opportunity to build a sense of community among the scholars and graduate students of the Wilson Centre. Drs. Catharine Walsh and David Rojas co-chair these Rounds.

HYBRID, Monday, November 27, 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

Zoom: Register to obtain link:
https://us02web.zoom.us/meeting/register/tZEkde2vqD8iGNWiHEGRuLBSGCQJLOXm805S

Understanding the Evolution of Professionalism in Medical Education: The Role of Self Identity in Perceptions of Professionalism

Dr. Wendy Ye (Maastricht MHPE student & Wilson Centre Fellow) and Dr. Shiphra Ginsburg (Wilson Centre Scientist)

Professionalism is an integral component of medical education. Unprofessional behaviour during medical training correlates with future disciplinary action by regulatory bodies; thus it is essential to identify and remediate unprofessional behaviours during training. However, current professionalism definitions lack nuance around diversity in physician cultural, racial/ethnic, generational and gender identity, and may not adequately reflect the diverse population of practicing physicians and medical trainees – or, importantly, the patients they encounter. We explored the influence of cultural, racial, and gender diversity on the experiences and perceptions of resident physicians when navigating professionalism in medical training. We aimed to identify gaps in current definitions of professionalism, and aspects of professionalism that may counter residents’ beliefs or identities as individuals and physicians. Using a constructivist grounded theory approach, we conducted 3 focus group sessions with 12 resident physicians in the Department of Medicine at the University of Toronto, and 2 one on one semi structured interviews. Axial and selective coding was used to construct themes surrounding resident experiences with professionalism, and we used intersectionality theory as an analytical framework to understand the relationship between residents’ experiences and perceptions of professionalism during medical training, and how this is influenced by their diverse personal beliefs and identities. During Wilson Center Research Rounds, we will present our preliminary analysis, explore challenges faced during our work, and discuss directions moving forward.

The Wilson Centre welcomes a few short visits from international scholars.

On November 13-15, 2023, we welcome two visitors from the UK; Dr Vasiliki Kiparoglou and Prof Nader Francis, The Griffin Institute, hosted by Prof. Tina Martinianakis. They are keen in establishing a medical humanities program and would like to hear about any humanities related work we are engaged in to explore connections and possible academic collaborations moving forward.

On November 13-16, 2023, we welcome two visitors from University of Cambridge hosted by Prof. Paula Rowland

Graham Martin is Director of Research at The Healthcare Improvement Studies Institute (THIS Institute), University of Cambridge, where he leads a methodologically diverse range of studies focused on improving the quality and safety of healthcare. His research uses social scientific methods and theory to improve understanding of organizational change, and particularly the influence of professionals, policy makers and service users and the public on efforts to improve the quality and safety of care.

Justin Waring is Professor of Medical Sociology at the Health Services Management Centre, University of Birmingham and Director of the Birmingham, RAND and Cambridge Rapid Evaluation Centre (BRACE). His research focuses on the implementation of strategic change in health and care systems, especially the impact of change on the organization and governance of professional work. He has investigated a large portfolio of reform initiatives in areas such as patient safety, technology adoption, public-private partnerships, lean thinking, integrated care, and large-scale system change. Through his teaching and advisory roles, Justin supports service leaders to better recognize and navigate the cultural and political barriers to change. Justin is an elected Fellow of the Academy of Social Science and the Royal Society of Arts.
Further information about Dr. Richard Reznick, please contact Cheryl.ku@uhn.ca
Centre for Faculty Development (CFD) - https://centreforfacdev.ca/

Best Practices in Education Rounds (BPER) are co-hosted by the Centre for Faculty Development and The Wilson Centre. BPER links the theory and practice of health professions education with invited speakers from local, national and international contexts. BPER is offered through Zoom and is open to anyone interested in attending. Registration is required. Zoom details will be provided after registration. BPER is recorded and past rounds are archived on this site. Info: manpreet.saini@unityhealth.to

Tuesday, November 14, 2023 | 12-1pm (online)
https://centreforfacdev.ca/workshop-catalogue/415-what-matters-teaching-for-understanding-teaching-for-change/

What Matters? Teaching for Understanding, Teaching for Change
Our health care systems are constantly changing and challenging us with new, complex problems. This talk will explore ‘what matters’ when preparing our learners for future learning and the teaching strategies that promote the development of adaptive expertise.
Dr. Anne Kawamura
Dr. Jessica Lynch
Registration: https://register.centreforfacdev.ca/register?sgid=99f45b4d4af04b4ea13c5bcc41719def

Best Practices in Online Facilitation and Teaching
November 6, 2023 | 5-8pm
Despite years in synchronous learning environments during Covid-19, many of us still struggle with how to actively engage learners online. This workshop will provide you with tips and tricks to “Sync or Swim”. Using active learning techniques from this workshop you will present online in small groups, receiving constructive feedback from our experienced facilitators and peers.

Teaching for Transformation: Annual Conference+
https://centreforfacdev.ca/workshop-catalogue/292-teaching-for-transformation-annual-conference/
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. TforT:AC+ involves keynote facilitated sessions, nominated emerging work (NEW), workshops, submitted short talks, roundtables, and space for open dialogue. TforT:AC+ will take place online, enabling an international reach.
Jointly offered by CACHE and CFD.
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.

CACHE Magazine website: 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
Applications deadline Nov 1, 2023! https://collaborativechangeleadership.ca/application/

Collaborative Community of Practice: Reflecting on Equity, Diversity, Inclusion & Accessibility (EDIA) within Collaborative Healthcare and Education.
Wednesday November 8, 2023 | 4:00pm – 5:30pm EDT | Via Zoom
Register to attend: https://us06web.zoom.us/meeting/register/tZAlde6vrz8rE9wAG3CzzEWoBR3kTCsb0QHK
After registering, you will receive a confirmation email containing information about joining the meeting.
Information contact eli.cadavid@uhn.ca

COLLABORATIVE COMMUNITY OF PRACTICE
Reflecting on Equity, Diversity, Inclusion & Accessibility (EDIA) within Collaborative Healthcare and Education
8 November 2023 • 4:00 - 5:30pm EDT • Zoom

Mainstreaming Disability Inclusion
Janet Rodriguez

Using a reflexive approach, participants will engage in dialogue about definitions of disability, impairment, inclusion, belonging, ableism, accommodations, etc. We will discuss existing power structures in the context of providing healthcare and healthcare education. Finally, we will identify barriers to accessing healthcare services.

Curiosity Killed the Cat, Which Made Room for the LEON
Michelle Leong Francis

Many initiatives are birthed out of crisis. While organizations have created Equity, Diversity & Inclusion programs to address realized social injustice, discrimination and racism, we are now seeing an undeniable shift away from, abandonment and deconstruction of effort. Best laid plans are not enough to prevent ‘cats from being killed’. However, there is noble insights in going back to the drawing board to regroup, revisit our practices, and ask questions like ‘why was this not successful?’. This learning allows us to ‘try again’ and ‘will go in now as a LEON, ready’.

8 November 2023 • 4:00 - 5:30pm EDT • Zoom
CLICK HERE TO REGISTER!
Dr Daniel C. Andreae President’s Lecture on the Future of Work

> Date and Time: Wednesday, November 29, 5:00 pm-7:00 pm In-Person or Online Stream
> Registration: Participation is free and open to all UHN personnel. Register [Here](https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Daniel_Andreae_Lecture)

Here is the link to register for both virtual or in-person:

[https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Daniel_Andreae_Lecture](https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Daniel_Andreae_Lecture)
Sunnybrook Hub for Applied Research in Education (SHARE) presents
Rethinking Professional Identity Formation and Professionalism Amidst Protests and Social Upheaval: A Journey in South Africa
Thursday, Nov 23, 2023 from 12:00 – 1:00PM
https://zoom.us/j/96741277337?pwd=R055T1IvHBxZcSkUyM0kvMHJZz09

Abstract and Objectives:
This is a story based on three papers from her doctoral work, looking at Professional Identify Formation and Professionalism through Ubuntu, an African lens using metaphors and vernacular expressions.

At the end of this session, participants will be able to:
1) Demonstrate how we can employ our ontological background and culture to contextualize PIF and professionalism in our setting
2) Demonstrate how professionalism is weaponized in medical education

Dr. Mantoa Mokhachane
MBBCh, FCPaeds, MMed Paeds, PGDip-Health Science Education, PhD Candidate in Health Science Education
Director of the Unit of Undergraduate Medical Education at the University of Witwatersrand, Johannesburg since 2020. She worked as a neonatologist for 18 years prior to branching into Medical Education. Her interest in medical education is social justice and employing an African lens, Ubuntu, in Professionalism and Professional Identity Formation, through her current doctoral work in papers titled "Rethinking Professional Identity Formation amidst protests and social upheaval: A journey in Africa?, "Medical students’ views on what professionalism means: An Ubuntu perspective? and "Graduates reflections on professionalism and identity: Intersections of race, gender and activism?"

Sunnybrook Annual Education Conference
December 1, 2023 | 8:00AM – 1:00PM EDT | Sunnybrook Health Sciences Centre, Toronto, ON
Join us in December for an in-person learning experience! The Sunnybrook Annual Education Conference will welcome the healthcare community and external partners in education across the Greater Toronto Area (GTA) to engage in meaningful discussion as well as inspire action through a broad range of speakers, presentations and six interactive workshops focused on different coaching approaches to support clinical teaching performance.
More details can be found on their website: https://sunnybrook.ca/education/content/?page=education-conference
Registration https://www.surveymonkey.com/r/LM3PFFW
CanMEDS: A competency framework for physicians throughout their career

CanMEDS: A competency framework for physicians
Open Call for public opinion of the future of physician training and practice
We are all patients. We are all part of the health care system. Improving care starts with listening and learning. A large and growing number of medical education organizations in Canada have formed the CanMEDS Project to solicite meaningful change in physician training — to ultimately improve patient care.

Why would my opinion make a difference here?
The CanMEDS Project has impact because the CanMEDS Physician Competency Framework is a powerful tool used in the foundation of physician training and that physicians can use throughout their careers. It not only sets standards and norms for physicians but helps define the values that guide physicians in caring for patients.
All are encouraged to look at the collated reports and themes from the expert working groups (EWGs) and then submit position papers/statements, concerns, questions, feedback, or content that is essential to a CanMEDS re-envisioning.
CanMEDS is entering this space with an open mind, ready to hear and learn.
To access the open call and/or share with others, you can use/forward the URL link: https://survey.alchemer.ca.com/s3/50210723/CanMEDS-OpenCall
Responses are welcome until December 31st, 2023.
If you have any questions, please email canmedsproject@royalcollege.ca
The CanMEDS Project is about supporting physicians in delivering high-quality patient care to everyone.
Let’s reshape the patient and provider experience in health care and what it means to be a physician.

Teaching for Transformation: Annual Conference+ (TforT:AC+) 2024
This year’s theme: Teaching toward Collaborative Approaches to Care
March 25-27, 2024
Abstract Submission Deadline: November 15, 2023 at 11:59pm (EST)
Submit your abstract 2024 Teaching for Transformation: Annual Conference+ (google.com)
https://forms.gle/mryAWgYVgcSg85QG6

CONFERENCES
ICAM https://icam-cimu.ca/ AFMC https://www.afmc.ca
AAMC https://www.aamc.org
AMEE https://amee.org
OTTAWA Conf https://www.ottawaconference.org/
Asia Pacific Medical Education Conf (APMEC) 2023 https://medicine.nus.edu.sg/cenmed/apmec2023/
ICAM 2024
This conference will take place in Vancouver from April 12 - 15, 2024.
Website: https://pheedloop.com/EVEWXUSFCYDZQ/proposal/start/?call=CALLA9TS5945KWE

AMEE 2024 - 24-28 August 2024, Basel Switzerland
‘Develop your educational career: connect, grow, and inspire with AMEE 2024’
Submission Guidelines: Before submitting your abstract, please carefully review the submission guidelines | AMEE 2024 Abstracts - AMEE -- AMEE 2024 Registration - AMEE
Early Career Researcher & Clinical Research Professional Awards

CAN-TAP-TALENT, a CIHR-funded program leveraging existing networks to increase clinical trials capacity and expertise across Canada, is offering an award competition for Early Career Researchers (ECR) and Clinical Research Professionals (CRP).

Funding will support up to one year for either protected time (support secondment salary) or will support on-site visits as an internship exchange at a Canadian public institution in 2024. Additional CAN-TAP-TALENT award cycles will be available in April 2024.

> Deadline: Follow the link to Register and Apply by October 30th at 5PM
> Funding amount: 6 Awards up to $15,000.00 for CRPs and 8 Awards up to $20,000.00 for ECRs
> UHN contact: info@cantaptalent.ca

Advance Research and Scholarship in CPD

Continuing Professional Development is pleased to announce grant funding in support of CPD-focused research and scholarship. There will be 2 grant opportunities available in 2023 - 24:

Visit our website CPD Discovery & Ideas Grant – CPD University of Toronto (utoronto.ca) for further information, eligibility criteria, and application requirements. Applications for both grants are due Friday, January 26, 2024 by 11:59 pm. https://www.cpd.utoronto.ca/scholarship/grants/discovery-grant

If you have questions about these grants, please connect with Morag Paton, CPD Education Research Coordinator: morag.paton@utoronto.ca

Sharing: additional International resources below.

1. de Souza Institute website - https://www.desouzainstitute.com
2. Online course for de Souza – https://my.desouzainstitute.com/courseCodes/index/1
4. Development programs for all learners including international learner – https://ipe.utoronto.ca/professinal-development