A LOOK BACK AND A LOOK FORWARD

The Centre for Medical Education has remained highly productive. The 2016 annual report will provide evidence for this using the traditional metrics of grant capture and peer-reviewed publications. The Centre has also continued to command respect and garner honors in national and international settings.

The current structure and functioning of the Centre has been successful in bringing education scientists together with clinicians who have expertise and interest in health professions education. Although members of each community have unique needs and strengths, they have worked in harmony and unison in advancing the mission of the Centre. The Centre’s ‘community of practice’ can be described as one where ‘legitimacy’ is assumed and rarely questioned, where the ‘distance’ from the periphery to the center is very narrow, and where ‘participation’ does not need to be negotiated. This characteristic of the community is one which should be preserved and promoted.

The increasing numbers of PhDs in the Centre has opened up new opportunities for enhanced graduate training and for the development of additional collaborations with the Faculty of Education. The design and deployment of a certificate-based, stackable, Masters in Health Professions Education will be a major goal for the next 2 to 3 years. The Centre needs to be positioned so that it can contribute to the formation of a new generation of researchers in health professions education, be they educational scientists, clinician teachers committed to creating best practices, or clinicians with a passion for scholarship in pedagogy.

J. Donald Boudreau
The Centre for Medical Education promotes innovation and excellence in health sciences education through research and scholarship, leadership and mentorship, and dissemination of best practices. The 19 Core Faculty (including 3 Research Scientists and 4 members of the Assessment and Evaluation Unit) and 40 Centre Members have had a very productive and successful year. The Research Scientists and members of the Assessment and Evaluation Unit are all PhDs. We will outline their accomplishments in this report.

RESEARCH

Grants and Research Awards Received

This past year, Core Faculty and Centre Members held 71 grants in medical education (as outlined in Appendix I) totaling $25,017,248, of which 23 were new research grants, totaling $3,517,642. Research themes continued to focus on professional identity formation, faculty development, teaching and learning (with a particular focus on clinical reasoning and decision-making), simulation-based education, assessment of learners and faculty members, program evaluation, and knowledge translation.

The Centre has also been able to support Core Faculty and Centre Members’ educational innovations and research through several initiatives: The Class of ’77 Medical Education Innovation Grants Program, the Centre for Medical Education Innovation and Research Seed Fund, the Emerging Scholar in Medical Education, and the Jonathan Campbell Meakins & Family Memorial Fellowship. The Class of ’77 Medical Education Innovation Grant was awarded to Dr. Joanne Alfieri and her colleagues for their proposal for a Quality Improvement Training Program in Radiation Oncology; while the Medical Education Innovation and Research Seed Fund was awarded to two teams: (1) Dr. Carlos Gomez-Garibello, with his colleagues, for a research project entitled E as in Entrustment and Emotions: Exploring the Association between Emotions and Entrustment in Clinical Settings; (2) Dr. Aliki Thomas, with her colleagues, for a research project entitled Clarifying and Contextualizing the Relationship Between Evidence-Based Practice and Clinical Reasoning in Rehabilitation Education.

Additional grants to highlight this year included the following: (1) A grant from the Canadian Institute of Health Research (CIHR), awarded to Drs. Meredith Young, Farhan Bhanji, Aliki Thomas, Stuart Lubarsky, Valerie Dory, Naz Torabi and Steven During for their project titled: Understanding Diagnostic Error: A Scoping Study Of The Role Of Ambiguity And Uncertainty In Reasoning And Error. (2) A grant from the Medical Council of Canada, awarded to Dr. Meredith Young and colleagues, for their research titled “Why Am I Doing What I’m Doing?”: An Exploration Into How Raters Adapt To Formative And Summative Purposes Of Assessment. (3) A grant from St Mary’s Hospital Foundation, awarded to Dr. Peter Nugus and colleagues, including another Centre member, Dr. Yvonne Steinert, for a project on Improving intubation through video reflexive ethnography: towards a culture of collaborative learning. (4) A grant from the Social Science Humanities Research Council (SSHRC) Knowledge Synthesis Grant, awarded to Dr. Mary Ellen Macdonald and colleagues for a project on Advancing Indigenous Pedagogy on Childhood: Identifying priorities for professional education. (5) Dr. Robert Sternszus received an internal grant from an Osler Fellowship Fund to support research on faculty perceptions of their role in supporting the professional identity development of learners. (6) A grant from the Medical Council of Canada, awarded

1 Of that amount, $7,333,946 in funding was obtained by Dr. Susanne Lajoie through various grants; $3,000,000 was obtained by Dr. Farhan Bhanji, and $2,571,135 was obtained by Dr. Annette Majnemer).
to Dr. Valérie Dory and colleagues, to explore the longitudinal work-based assessment component (PMEX) of the Integrated Assessment course in Core Clerkship. (7) A grant from the Canadian Institutes of Health Research (CIHR), awarded to Dr. Annette Majnemer and colleagues, to enable patients, parents, clinicians, policymakers and researchers to work together in developing an impactful research program that will optimize the functional potential of children with disabilities and will enhance the health care system in ways that are more responsive, supportive and cost-effective. (8) Dr. Mylène Dandavino, awarded the Wendy Macdonald Educational Fund for her research project on the impacts of the relocation of the Montreal Children’s Hospital.

To ensure that our research and scholarly activities are in line with the Faculty’s Research and Ethics Office (IRB), the co-chairs of the McGill Research in Medical Education (McRIME) committee, Drs. Donald Boudreau, Deborah Danoff and Peter Nugus, reviewed 14 research projects prior to IRB submissions. Topics included: What are the Practice Location Outcomes of Clinical Training Locations of Graduates from McGill; Validation of an Integrated Program of Assessment in Third Year Clerkship; Supporting the Process of Developing a Professional Identity in Students and Residents; Feasibility, Acceptability and Effectiveness Potential of a Novel Faculty Mentorship Program; Exploring Pediatric Faculty and Postgraduate Trainee’s Perceptions on Workplace-Based Assessment as a First Step in Transitioning to CBE.

To enhance our Core Faculty Members’ knowledge and understanding of research principles and practices, our in-house research capacity building sessions included an Advanced Seminar Series on Knowledge and Evidence in Health Professions Education: Conversations and Controversies, led by Dr. Aliki Thomas.

**Publications**

This year, Core Faculty and Centre Members published a total of 93 articles and book chapters in a variety of medical education and specialty journals (as outlined in Appendix II). This represents an increase from last year. It includes publications on topics relating to professional identity formation, faculty development, competency-based medical education, the humanities in medical education, interprofessional education, simulation, virtual reality and other technologies to enhance teaching, learning, assessment, and clinical reasoning. Drs. Richard Cruess, Sylvia Cruess and Yvonne Steinert published the second edition of their book entitled Teaching Medical Professionalism: Supporting the Development of a Professional Identity. Chapter contributions were made by Centre Members: Dr. Robert Sternszus (Developing a professional identity: a learner’s perspective); Dr. Thomas Hutchinson (Experiential learning and reflection to support professionalism and professional identity formation); Dr. Donald Boudreau (The evolution of an undergraduate medical program on professionalism and identity formation); and Dr. Linda Snell (Supporting professionalism and professional identity formation at the postgraduate level).

**Presentations of Scholarly Work**

Core Faculty and Centre Members also presented their work in a number of national and international venues. More specifically, they gave over 170 presentations at local, national and international conferences and events, of which 16 were keynote or invited plenary presentations in universities and/or medical schools in the Czech Republic, Iceland, Japan, Norway, Saudi Arabia, Singapore, Spain, the United Kingdom, the United States and Taiwan.
TEACHING AND LEARNING

Initiatives and Innovations
This past year, the Centre was involved in a number of educational initiatives that we are proud to highlight.

The success of the course Medical Education and All That Jazz: A Focus on Faculty Development in the Health Professions was a particular educational highlight for Dr. Miriam Boillat, Dr. Linda Snell and Dr. Yvonne Steinert. The course brought faculty developers from around the world for a 4-day intensive course on faculty development and provided the opportunity to interact with like-minded colleagues who share similar faculty development challenges and opportunities. It was a wonderful collaboration and helped to expand thinking and understanding of faculty development. Dr. Boillat also launched a new program entitled the Occasional Faculty Developer Program in January 2016. To date, several departments/schools such as General Surgery, Pediatrics, and Pharmacology have identified an ‘occasional faculty developer’, and have planned or conducted a faculty development activity for teaching improvement.

Dr. Tim Dubé (Curriculum Design and Alignment - PGME) was recruited as a Core Faculty Member, and led the planning, development, and delivery of a half-day faculty development retreat for Program Directors about curriculum mapping. Dr. Dubé delivered the keynote presentation titled: How to map your curriculum? The road to competency-based medical education. Over 40 participants (Program Directors and faculty leads) attended and nine facilitators were recruited for two small group discussions (e.g. developing a health advocacy curriculum and SWOT analysis regarding curriculum mapping).

Dr. Mary Ellen Macdonald continues to serve as the Director of a 4-year longitudinal Oral Health Research Curriculum in the Faculty of Dentistry. Designed by Dr. Macdonald, it is a 12-credit program with four courses, wherein she oversees the second year class. The current graduating cohort is the first to have completed the entire curriculum.

Together with other colleagues, Dr. Lily Nguyen developed and organized a simulation-based course for the community of ‘Otolaryngology & Head and Neck Surgery’ (OTL-HNS) faculty, highlighting crisis resource management skills needed to manage acute airway cases. The course was part of the Congrès annuel ORL du Québec, and provided the first opportunity for Quebec community OTL-HNS surgeons to participate in high-fidelity emergency scenarios (i.e. taking simulation outside the ivory tower).

Dr. Geoffroy Noel led the work between PGME and UGME to have anatomy review sessions for surgery and radiology residents during the summer and have the R1 residents return to the lab to help 1st year Med/Dent students dissect with a surgical and radiological approach.

Centre and Core Faculty Members were instrumental in the development of the course entitled Teaching Residents to Teach Online Course. This 2-part online course will provide residents the knowledge and skills necessary to become effective teachers, and also help fulfill the following CanMEDS roles: Scholar, Communicator and Professional. The course directors include: Dr. Evelyn Constantin, Dr. Sero Andonian, Dr. Tim Dubé and Dr. Carlos Gomez-Garibello. The Course Faculty Leads include: Dr. Linda Snell, Dr. Robert Sternszus, Dr. Sero Andonian and Dr. Farhan Bhanji.
Educational Programs

Under the leadership of Dr. Michelle Elizov, we welcomed four students and residents for electives in medical education. These learners spent one month learning about the principles of medical education and research in pedagogy by participating in weekly meetings and individual meetings with Core Faculty and Centre Members.

The Master of Arts (MA) program in Educational Psychology (Health Professions Stream), in which very few students are currently enrolled, is under review by members of the Faculty of Education and the Faculty of Medicine. The Faculty of Medicine, in partnership with the Faculty of Education, has a workgroup that has been given the mandate to design a Masters in Health Professions Education (HPE). The Masters in HPE will be organized as a certificate-based program. The foundational certificate, the ‘Graduate Certificate in Foundations of HPE’ (5 credits) has been developed and is expected to be ready for offer in May 2018. It will include 5 courses: Learning, Cognition and Motivation; Introduction to Curriculum and Program Development; Introduction to Assessment and Evaluation; Introduction to Scholarship in HPE, and; Introduction to Educational Leadership. Preliminary work has been done to create additional certificates. The program is designed so that the certificates will be ‘stackable’ -- a combination of three certificated could eventually lead to a master’s degree. This modular structure is anticipated to appeal to clinicians who wish to continue with clinical work while being engaged in graduate studies.

In partnership with the Faculty Development Office, the Centre offered four Medical Education Rounds (MER) in the past year. Valérie Dory and Carlos Gomez Garibello, Core Centre Members and members of the Assessment and Evaluation Unit, delivered an MER on current issues in work-based assessment entitled: Work-Based Assessment: Is Competence in the Eye of the Beholder? Valérie discussed the implications of conceptualizing work-based assessment as educational reasoning and Carlos examined the potential influences on emotions in this process. Dr. Rita Charon, Professor of Medicine from Columbia University Medical Centre, presented on Teaching Toward Attention: The Pedagogies of Narrative Medicine. Dr. John Launer, an Associate Dean in Multiprofessional Faculty Development from Health Education England, spoke to members of the community on Uncertainty in Healthcare Practice: How Not To Be An Expert. Dr. Claire Touchie, Chief Medical Education Advisor at the Medical Council of Canada, along with Dr. Farhan Bhanji, Member of the Centre and Associate Director of Assessment at the Royal College of Physicians and Surgeons of Canada, spoke about Competency-Based Education in the Health Professions: The Future is Now!

Involvement in the Community

Dr. Laeora Berkson became the Chair of the Program Evaluation and Curriculum Outcomes subcommittee in UGME. In addition to responding to the needs of accreditation, including the recent visit by the representative of the AFMC, the subcommittee is establishing the processes that will support continuous program (curriculum) evaluation and quality improvement in the years to come.

Dr. Vanessa Anastasopoulos is an Evaluation Mentor through the Canadian Evaluation Society’s Evaluation Mentoring Canada program.

The demand for faculty development in the Academic Health Network continues to grow for Dr. Miriam Boillat and the Faculty Development Team. These activities are initiated or requested by departments
and unit Chairs and Program Directors, who have a desire to improve their teaching and overall environment.

Dr. Mylène Dandavino was nominated Vice-Chair of Clinical Operations of the Department of Pediatrics, conducting a taskforce that aims to ensure safe staffing of their clinical units, in the context of resident shortages and tight governmental staffing rules.

Dr. Michelle Elizov was involved in the development of the Education team and mandate of the CIUSSS Centre Ouest, including coordination, orientation and onboarding of health professional students’ stages, as well as supporting the clinical supervisors that teach them.

Dr. Joyce Pickering was involved with the Medical Council of Canada (MCC). The MCC continues to develop and promote rigorous assessment of medical skills.

MILESTONES

Several of our Core and Centre Members were successful in receiving academic promotions within their own disciplines: Dr. Farhan Bhanji was promoted to the academic rank of Professor; Dr. Evelyn Constantin was appointed Assistant Dean in Postgraduate Medical Education (PGME), Beth-Ann Cummings was appointed as the Associate Dean for the Undergraduate Medical Education (UGME), Leonora Lalla was appointed Associate Dean, Continuing Professional Development (CPD), Nicole Ventura was appointed Assistant Professor in the Division of Anatomical Sciences, and Annette Majnemer was appointed Vice-Dean of Education in the Faculty of Medicine, as well as the Director (nominated principal investigator) of a new pan-Canadian Patient-Oriented Research Network called CHILD-BRIGHT.

The Centre for Medical Education completed several recruitments for the Assessment and Evaluation Unit: Ms. Meredith Derian-Toth (Academic Associate), Dr. Maryam Wagner (Academic Lead – Schools), and Dr. Vanessa Anastasopoulos (Director). Drs. Wagner and Anastasopoulos were appointed as Core Faculty Members to help build capacity in assessment and program evaluation. We also welcomed Core Faculty Member Dr. Tim Dubé, who was recruited as an Assistant Professor in Curriculum, Design and Alignment in PGME, and nine new Centre Members (Drs. Evelyn Constantin, Tom Hutchinson, Susan Law, Annette Majnemer, Susanne Mak, Mélanie Mondou, Norma Ponzoni, Elisa Ruano-Cea, and Nicole Ventura). We also thank our colleagues who moved on to other opportunities (Ms. Adrianna Venturini, and Dr. Kevin Waschke).

HONOURS, AWARDS AND PRIZES

We are pleased to congratulate the following Core Faculty and Centre Members for their achievements in the past year: Drs. Richard and Sylvia Cruess were joint recipients of the McGill University Lifetime Achievement Award for Leadership in Learning; Dr. Linda Snell received the Ian Hart Award for Distinguished Contribution to Medical Education by the Canadian Association of Medical Education; Dr. Farhan Bhanji received the Paediatric Academic Leadership - Clinician Educator Award for excellence in leadership through the advancement of educational innovation and practice that advances the quality of teaching related to children and youth and more broadly; Dr. Jeffery Wiseman received the 2016 Canadian Society of Internal Medicine Osler Award, which is presented annually to an individual who
demonstrated excellence in achievement in the field of general internal medicine, either in clinical practice, research, medical education of specialty development; Dr. Wiseman was a co-recipient of the 2016 Transition to Clinical Practice (TCP) Internal Medicine Teaching Award, given to the physician who received the most nominations by the students completing TCP Internal Medicine; Dr. Lily Nguyen was a co-recipient of the Prix d’innovation pédagogique from the Conseil Québécois de développement professionnel continu des médecins (CQDPCM), given in recognition of innovative initiative related to continuing health professional education; and Dr. Liliane Asseraf-Pasin received the Prix Excellence from the Ordre professionnel de la physiothérapie du Québec (OPPQ), to highlight the motivation and participation of committed members and professionals that contributed in a special way to the advancement and recognition of the profession. Lastly, Dr. Beth Cummings was honoured by the Faculty of Medicine’s Faculty Honor list for Educational Excellence, in recognition of her outstanding contributions to education in the areas of teaching, educational leadership and innovation, faculty development, research and scholarly activity.

ACKNOWLEDGEMENTS

In closing, we would like to acknowledge the following Core Faculty and Centre Members for their administrative contributions to the Centre: Drs. Miriam Boillat and Linda Snell, who co-chair the Medical Education Awards Committee; Dr. Michelle Elizov for her contribution to the Medical Education Electives Program; and Drs. Deborah Danoff and Peter Nugus for their guidance and leadership as co-chairs of the Centre’s Committee on Research in Medical Education (McRIME). I would like to acknowledge Ms. Audrey Lew for her management of the Centre, and Ms. Claudia Regier, Ms. Melissa Como and Ms. Meron Teferra for their administrative coordination of all Centre tasks and activities. Lastly, we gratefully acknowledge Dean David Eidelman, Vice-Dean Annette Majnemer, and Ms. Pascale Mongrain for their ongoing support and help in achieving our collective goals and objectives.
Appendices

Appendix I – Grants in Medical Education

Appendix II – Publications in Medical Education

Appendix III – Visitors to the Centre

Appendix IV – Honours, Awards and Prizes

Appendix V – Faculty, Centre for Medical Education
APPENDIX I – GRANTS IN MEDICAL EDUCATION


4. Bank I. Use of mobile simulation equipment for Crisis Resource Management Team training in the Pediatric setting. (MUHC Equipment Grant Competition, 2016, $10,165)

5. Boillat M, Elizov M. Starting the teaching journey: An innovative longitudinal faculty development program for new teachers. (Class of ‘77 MedEd Innovation Grants Program, 2015-2016, $4,000)


9. Constantin E, Ruano E. Residents as Teachers for Community Health Care Providers: Exploring a New Model for Continuing Medical Educaion. (MSSA Innovation Fund, 2016-2017, $20,000)


13. Feeley N, Cossette S, Ezer H. Réseau de recherche interuniversitaire en sciences infirmières de Montréal (RIISIQ). (FRQS Infrastructure Grant, 2014-2019, $2,000,000)
14. **Gomez-Garibello C, Dory V, Snell L, Wiseman J, Duffy M, Aalamian A, Steinert Y.** E as in Entrustment and Emotions: Exploring the Association between Emotions and Entrustment in Clinical Settings. (Centre for Medical Education Innovation and Research Seed Fund, 2016, $6,200)


18. Harley J, Grace A, Poitras E, **Lajoie S.** Fostering historical reasoning, hope, empathy, emotional engagement and queer history awareness with a mobile augmented reality app (SSHRC development grant, 2016-2018, $75,000)


20. Hunt M, Bolduc M E, Countinho F, Descoteaux N, **Majnemer A, Thomas A, Venturini A.** Supporting the training of rehabilitation providers in Haiti. (McBurney Professional Training Program, Institute for Health and Social Policy, 2012-2016, $72,922)


22. Karsoho H, **Macdonald ME.** In search of a nursing standpoint: Investigating nurses’ values regarding assisted death. (CIHR Catalyst Grant, 2016-2018, $100,000).

23. Kustra E, **Winer L.** Conference on Effective Teaching Evaluation and Enhanced Teaching Cultures. (SSHRC – Connection Grant, 2016-2018, $25,000)


26. **Lajoie S**, Cruz-Panesso I. Understanding of key cognitive components of aviation training in the context of an e-learning environment. (CAE Inc., 2014-2016, $100,000)

28. Lajoie S. Advanced technologies for learning in authentic settings facility. (Canadian Fund for Innovation-Leadership Opportunities Fund, 2012-2017, $1,000,000)

29. Lajoie S. Advanced technologies for learning in authentic settings: Supporting teaching and learning in technology rich problem solving environments. (Canadian Research Chair Program-McGill Travel Grant for International travel to Munich, 2011-2018, $1,400,000)


32. Law S, Purden M, Asseraf-Pasin L, Daly M, McDonald ME, Mondou M, Nugus P, Ormel I, Perlman C, Tardiff K, Wright D. Promoting patient-centered cancer care through experience-based Interprofessional Education (IPE) strategies. (Canadian Cancer Society; Knowledge to Action, 2016-2018, $100,000)


37. Nakhla M, Bell L. Improving the transition from pediatric to adult care for emerging adults with diabetes. (Canadian Diabetes Association, 2014-2017, $200,830)

38. Nugus P, Mah R. Coffin N, Cooke M, Carroll K, Ramos D, Steinert Y. Improving intubation through video reflexive ethnography: towards a culture of collaborative learning. (Grant Scheme, St Mary’s Hospital Foundation, 2016-2018, $19,800)


40. Patocka C, Sibbald M, Bhanji F. The impact of spaced instruction on Emergency Medical Services (EMS) provider long-term retention of pediatric resuscitation performance: A randomized controlled trial. (University of Calgary Office of Health and Medical Education Scholarship, 2015-2016, $9,235)
41. Razack S. Discourse analysis of the admissions process to medicine. (Social Sciences and Humanities Research Council, 2015, $129,000)

42. Rochette A, Thomas A, Brousseau M, Bourget A. Pratiques actuelles des ergothérapeutes détenant une maîtrise professionnelle. (Ordre des ergothérapeutes du Québec: soutien d’une initiative stratégique, 2015-2016, $20,000)


44. Rodriguez C, Denis JL, Touati N. Les processus de collaboration médicale entre niveaux de soins: les comprendre pour mieux les influencer. (CIHR, 2011-2016, $275,976)

45. Rodriguez C, Hersson-Edery F, Reoch J. Innovating in primary healthcare delivery to people living with diabetes: The Quebec diabetes empowerment group program. (Reseau-1 Quebec Research Competition, 2015-2016, $25,000)


48. Rodriguez C. Critical management studies in health care organizations. (FRSQ Chercheur-Boursier Senior Salary Award Grant, 2012-2016, $353,876)


51. Snider LM, Ianni L, Mazer B, Thomas A. The role of school-based occupational therapy with children with attention disorders. (Strauss Knowledge Translation funds, 2015-2016, $10,008)


53. Sternszus R., Steinert Y., Macdonald ME, Boudreau D, Cruess R, Cruess S. Supporting the developing of a professional identity in students and residents: Staff physicians’ perceptions of their role. (Osler Fellow Fund, 2016, $10,000)

55. St-Onge C, Young ME, Varpio L, Renaud J-S, Cummings BA. Which, why and how are item analysis guidelines applied when monitoring the quality of examinations? Interviews with key informants. (Medical Council of Canada, 2015 –2016, $35,781)

56. Tavares W, St-Onge C, Gauthier G, Young ME. “Why am I doing what I’m doing?”: an exploration into how raters adapt to formative and summative purposes of assessment. (Medical Council of Canada, 2016 - 2017, $37,500)


59. Thomas A, Luconi F, Grad R, Chin D, Marini C, Rochette A. A multifaceted, innovative technology-based intervention to move stroke rehabilitation guidelines into professional practice: An exploratory case study. (Strauss Knowledge Translation Funds, 2015-2016, $12,000)

60. Thomas A, Young M, Yeung E, Lubarsky S, Dory V, Varpio L, Macdonald ME. Clarifying and contextualizing the relationship between evidence-based practice and clinical reasoning in rehabilitation education. (Centre for Medical Education Seed Fund Program, 2016 - 2017, $6,500)

61. Thomas A. Professionals as scholars: Competency indicators and outcomes of advanced training. (SSHRC Internal Social Sciences and Humanities Development Grant, 2016-2017, $4,000)


68. Wideman T, Miler J, Bostick G, Bussières A, Thomas A. Integrating international guidelines for pain education within physiotherapy programs across Canada: Development of a stakeholder-generated implementation plan. (Strauss Knowledge Translation funds, 2015-2016, $12,000)


71. Young ME. How does an assessment approach become the valid standard of practice? A case study of Multiple Mini Interview. (Internal Social Science and Humanities Development Grants, 2016-2017, $7,000)
APPENDIX II – PUBLICATIONS IN MEDICAL EDUCATION

Journal Articles


6. Bank I, Khalil E. Are pediatric emergency physicians more knowledgeable and confident to respond to a pediatric disaster after an experiential learning experience? Prehospital and Disaster Medicine. 2016.


61. Sternszus R, Cruess S. Learning from role models: Making the implicit explicit. The Lancet. 2016; 387, 1257-1258


Monographs, Books and Book Chapters


## APPENDIX III – VISITORS TO THE CENTRE

<table>
<thead>
<tr>
<th>Guests</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Rita Charon</td>
<td>Teaching Toward Attention: The Pedagogies of Narrative Medicine</td>
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<td>Columbia University Medical Centre</td>
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<td>Jennifer Cleland</td>
<td>Curriculum Reform: The More Things Change, the More they Stay the Same?</td>
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<td>University of Aberdeen</td>
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<td>Daniel Jones</td>
<td>The Simulation Centre as the Hub of Education Research and Innovation</td>
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<td>Harvard Medical School</td>
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<td>John Launer</td>
<td>Conversations Inviting Change: Narrative Practice in Healthcare</td>
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<td>Health Education England</td>
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<td>Glenn Regehr</td>
<td>Fields and Disciplines, Phenomena and Theories: The Scholarship Enterprise in Health Professions Education</td>
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<td>Centre for Health Education Scholarship,</td>
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<td>University of British Columbia</td>
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<tr>
<td>Lara Varpio</td>
<td>Building the Community of Health Professions Education Scholars;</td>
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<td>Uniformed Services University of the Health Sciences</td>
<td>Sharing Lessons Learned for Developing and Maintaining Successful Health Professions Education Units</td>
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<td>Sydnee Smee</td>
<td>New Trends in Assessment at the MCC</td>
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<td>Evaluation Bureau, Medical Council of Canada</td>
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| Visitors and Visiting Scholars              | Institution                                                          |
|---------------------------------------------|                                                                     |
| Dr. Renato Antunes dos Santos               | Universidade de Sao Paulo                                           |
| Dr. Edvin Schei                             | University of Bergen                                                 |
| Dr. Yusuke Takamiya                        | Showa University                                                     |
| Dr. Satoru Tsuneto                         | Kyoto University                                                     |
| Dr. Yuka Miyachi                           | Kyoto University                                                     |
APPENDIX IV – HONOURS, AWARDS & RECOGNITION

Alfieri, Joanne
- Recipient of the Class of 77 MedEd Innovation Grants Program

Asseraf-Pasin, Liliane
- Awarded the Prix Excellence from the Ordre professionnel de la physiothérapie du Québec (OPPQ).

Bhanji, Farhan
- Awarded the Paediatric Academic Leadership - Clinician Educator Award by Paediatric Chairs of Canada for excellence in leadership through the advancement of educational innovation and practice that advances the quality of teaching related to children and youth and more broadly.

Boudreau, J Donald
- Appointed to the position of Acting Director, Centre for Medical Education

Cruess Richard and Cruess, Sylvia
- Joint recipients of the McGill University Lifetime Achievement Award for Leadership in Learning

Cummings, Beth-Ann
- Named to the Faculty Honour List for Educational Excellence for 2016-2017.

Dandavino, Mylène
- Newly nominated to the position of Vice-Chair of Clinical Operations in the Department of Pediatrics

Gomez-Garibello, Carlos (with Dory V, Snell L, Wiseman J, Duffy M, Aalamian A and Steinert Y)
- Recipients of the Centre for Medical Education Innovation and Research Seed Fund

Lajoie, Susanne
- Received the Wyng Foundation for Distinguished Lecturer

Lubarsky, Stuart
- Appointed Director of Education Research at the American Academy of Neurology for a second year.

Mak, Susanne
- Selected as the 2016 recipient of the Jonathan Campbell Meakins and Family Memorial Fellowship

Nguyen, Lily
- Co-recipient of the Prix d'innovation pédagogique from the Conseil Québécois de développement professionnel continu des médecins (CQDPCM).
Snell, Linda
- Awarded the Ian Hart Award for Distinguished Contribution to Medical Education by the Canadian Association of Medical Education

Thomas, Aliki (with Young M, Yeung E, Lubarsky S, Dory V, Varpio L and Macdonald ME)
- Recipients of the Centre for Medical Education Innovation and Research Seed Fund

Wiseman, Jeffery
- Received the 2016 Canadian Society of Internal Medicine Osler Award. This award is presented annually to an individual who demonstrated excellence in achievement in the field of general internal medicine, either in clinical practice, research, medical education of specialty development.
- Co-recipient of the 2016 Transition to Clinical Practice (TCP) Internal Medicine Teaching Award (This award is given to the physician who received the most nominations by the students completing TCP Internal Medicine.).

Ventura, Nicole
- Became Co-Chair of the Commemorative Service Committee (responsible for organizing the commemorative service to honour our donors)
### APPENDIX V – FACULTY, CENTRE FOR MEDICAL EDUCATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Vanessa Anastasopoulos</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>J. Donald Boudreau</td>
<td>Internal Medicine</td>
</tr>
<tr>
<td>Richard Cruess</td>
<td>Centre for Medical Education</td>
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<td>Sylvia Cruess</td>
<td>Centre for Medical Education</td>
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<tr>
<td>Beth-Ann Cummings</td>
<td>Internal Medicine</td>
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<tr>
<td>Valérie Dory</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>Tim Dubé</td>
<td>Curriculum Design and Alignment</td>
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<tr>
<td>Carlos Gomez-Garibello</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>Stuart Lubarsky</td>
<td>Neurology and Neurosurgery</td>
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<tr>
<td>Mary Ellen Macdonald</td>
<td>Oncology and Nursing</td>
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<td>Saleem Razack</td>
<td>Pediatrics</td>
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<tr>
<td>Linda Snell</td>
<td>Internal Medicine</td>
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<tr>
<td>Yvonne Steinert</td>
<td>Family Medicine</td>
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<tr>
<td>Robert Sternszus</td>
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<tr>
<td>Maryam Wagner</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>Jeffrey Wiseman</td>
<td>Internal Medicine</td>
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### Research Scientists

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Peter Nugus</td>
<td>Sociology</td>
</tr>
<tr>
<td>Aliki Thomas</td>
<td>Physical and Occupational Therapy</td>
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<tr>
<td>Meredith Young</td>
<td>Cognitive Psychology</td>
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<tr>
<td>Name</td>
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<tr>
<td>Rajesh Aggarwal</td>
<td>Simulation</td>
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<tr>
<td>Sero Andonian</td>
<td>Urology</td>
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<tr>
<td>Liliane Asseraf-Pasin</td>
<td>Physical and Occupational Therapy</td>
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<td>Ilana Bank</td>
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<td>Lorraine Bell</td>
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<td>Laeora Berkson</td>
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<td>Farhan Bhanji</td>
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<td>Miriam Boillat</td>
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<tr>
<td>Radan Čapek</td>
<td>Pharmacology and Therapeutics</td>
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<tr>
<td>Colin Chalk</td>
<td>Neurology and Neurosurgery</td>
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<tr>
<td>Evelyn Constantin</td>
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<td>Mylène Dandavino</td>
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<td>Elaine Doucette</td>
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<td>Michelle Elizov</td>
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<td>Ronald Gottesman</td>
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<td>Terry Hébert</td>
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<td>Tom Hutchinson</td>
<td>Whole Person Care</td>
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<td>Kevin Lachapelle</td>
<td>Surgery</td>
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<td>Susanne Lajoie</td>
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<td>Leonora Lalla</td>
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<td>Susan Law</td>
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<td>Annette Majnemer</td>
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<td>Markus Martin</td>
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<td>Fraser Moore</td>
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<td>Lily Ha-Nam Nguyen</td>
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<tr>
<td>Geoffroy Noel</td>
<td>Anatomy and Cell Biology</td>
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<tr>
<td>Joyce Pickering</td>
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<td>Norma Ponzoni</td>
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<td>Charo Rodriguez</td>
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<td>Ruth Russell</td>
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<td>Ning-Zi Sun</td>
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<td>Pierre-Paul Tellier</td>
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<tr>
<td>Nazi Torabi</td>
<td>Liaison Librarian</td>
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<tr>
<td>Claire Trottier</td>
<td>Microbiology and Immunology</td>
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<tr>
<td>Teresa Valois</td>
<td>Anesthesia and Pediatrics</td>
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### Centre Members

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<tbody>
<tr>
<td>Nicole Ventura</td>
<td>Anatomy and Cell Biology</td>
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### Postdoctoral Fellows

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<thead>
<tr>
<th>Name</th>
<th>Area of Specialty</th>
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<tbody>
<tr>
<td>Marie-Christine Halle</td>
<td>Series of Intervention Studies in KT and in EBP competency development in health professions</td>
</tr>
<tr>
<td>Lerona Lewis</td>
<td>Faculty Development, Culture, and the Professional Identity of Faculty Members</td>
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### Affiliate Members

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Armand Aalamian</td>
<td>Postgraduate Medical Education</td>
</tr>
<tr>
<td>Bernard Charlin</td>
<td>Director of Research and Development, CPASS, Université de Montréal</td>
</tr>
<tr>
<td>Deborah Danoff</td>
<td>Adjunct Professor, Department of Medicine, McGill University</td>
</tr>
<tr>
<td>Adam Finkelstein</td>
<td>Academic Associate, Teaching and Learning Services</td>
</tr>
<tr>
<td>Laura Winer</td>
<td>Director, Teaching and Learning Services</td>
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### Masters Students

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Aisha Al Khamisi</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Alina Levtova</td>
<td>Medical Genetics</td>
</tr>
<tr>
<td>Nisreen Maghraby</td>
<td>Emergency Medicine</td>
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<tr>
<td>Fareeda Hani Mukhtar</td>
<td>Radiology</td>
</tr>
<tr>
<td>Fadi Toonsi</td>
<td>Diagnostic Radiology</td>
</tr>
<tr>
<td>Shizuma Tsuchiya</td>
<td>Palliative Care</td>
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