

# Centre for Medical Education Annual Report

January 1 to December 31, 2014



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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 15 Core Faculty (including 3 Research Scientists) and 42 Centre Members have had a very productive and successful year and we hope to acknowledge some of their accomplishments in this report.

## RESEARCH AND PUBLICATIONS

### *Grants and Research Awards Received*

The Centre for Medical Education has made significant progress with scholarly activity and educational innovations. Core Faculty and Centre Members' research continued to focus on professional identification, faculty development, teaching and learning (with a particular focus on clinical reasoning and decision making), assessment of learners and faculty members, program evaluation, and knowledge translation. The presence of PhD researchers at the Centre has increased collaboration between clinicians and research scientists, and we have had a very successful year. In the past year, Core Faculty and Centre Members held 62 grants in medical education (as outlined in **Appendix I**) totaling \$19,721,876, of which 24 were new research grants, totaling \$6,397,839. We are very proud to acknowledge two of our Research Scientists who were recipients of FRSQ chercheur-boursier Junior 1 awards: Dr. Peter Nugus (*Améliorer le continuum des soins: aller-retour de la collectivité à la salle d'urgence*) and Dr. Aliko Thomas (*Improving Stroke Rehabilitation Services Through Evidence-Based Practice and Knowledge Translation*).

We would also like to acknowledge a new research grant obtained by Dr. Meredith Young. Along with colleagues from the Université de Sherbrooke, the University Health Network in Toronto, the University of British Columbia and the University of Alberta, she was awarded a three-year SSHRC Insight Grant to tackle three main studies: a scoping review of how evidence of validity is currently being presented in the health professions education literature; a theoretical analysis of how different conceptualizations of validity affect assessment development; and a case study approach to how different conceptualizations of validity can affect approaches of assessment quality monitoring.

Other grants to highlight include the following: (1) A multi-year award from FRQS awarded to Drs. Peter Nugus and Charo Rodriguez for their project *Soutien aux infrastructures de recherche des instituts et des centres affiliés universitaires dans le domaine social*; (2) A grant from the Canadian Association of Research Libraries for Ms. Nazi Torabi's research project entitled *Impact of Librarian or Information Professional Involvement on the Reporting Practices of the Literature Searching Component of Systematic Reviews in Paediatrics*. This project assesses the reporting practices of systematic reviews, focusing on the literature searching component and comparing the methodological rigour of reviews that have information scientist involvement with those that do not; (3) A 2014 Janus Research Grant by the Research and Education Foundation (REF) of the College of Family Physicians of Canada to Drs. Leonora Lalla, Charo Rodriguez, Miriam Boillat, Peter Nugus and Yvonne Steinert (along with their colleagues) for a project on *Assessing an Undergraduate Medical Education Innovation: The First Year of the McGill Longitudinal Family Medicine Experience*; (4) Funding from the Réseau Provincial de Recherche en Adaptation – Réadaptation for Dr. Aliko Thomas' project on *Quebec Knowledge Translation in Rehabilitation Strategic Initiative: A Knowledge Translation Initiative* (among several objectives, this proposal aims to conduct an environmental scan of KT activities taking place in rehabilitation in Quebec at the level of the universities, research centres and government) and funding from the Centre for Interdisciplinary Research in Rehabilitation for Dr. Thomas' project on *Improving Stroke Rehabilitation*



*Services Through Evidence-Based Practice and Knowledge Translation: Attributes and Determinants of Expert Stroke Evidence-Based Rehabilitation Practice* (a proposal to identify the attributes and determinants of expertise in evidence-based stroke rehabilitation and examine how experts in the field understand and enact evidence-based practice).

Dr. Susanne Lajoie continues to lead one of the largest SSHRC partnership grants on Learning Environments across Disciplines. Together with Dr. Jeffrey Wiseman and international researchers from 18 institutions, Dr. Lajoie is studying the relationship between learning and affect while individuals learn in technology-rich environments. Dr. Charo Rodriguez became the Director of the McGill Family Medicine Educational Research Group (FMER), and leads a group of 8 members, 8 collaborators and 5 students (from medical students to postdoctoral fellows) to advance medical education research activities among members of the Department of Family Medicine. This initiative also led to the creation of the MSc in Family Medicine, a fully independent program as of March 2014.

Under the direction of Drs. Donald Boudreau, Mary Ellen Macdonald and Peter Nugus, the McGill Research in Medical Education (McRIME) Committee reviewed six (6) research projects prior to IRB submission. Topics included: *Empowering Students to Receive Learner-Centered Feedback: Program Evaluation of an Intervention*; *Medical Student Curiosity and Medical Education: A Descriptive Cohort Study*; and *Residents as Role Models: Capitalizing on a Powerful Opportunity*. Dr. Macdonald also continues to oversee the McGill Qualitative Health Research Group (MQHRG), which hosted a number of international scholars and students and provided a forum to critically review research projects and issues related to qualitative methodologies.

Lastly, the Centre continues to be very active in providing consultations and research capacity building sessions to members of the community. Of note, Dr. Brian Hodges' Advanced Seminar Series on *Theoretical Foundations in Medical Education Research* provided intellectually stimulating conversations for Core Faculty Members and paved the way for Dr. Peter Nugus' Advanced Seminar Series on *Sociology and Medical Education*, to be held in the next calendar year.

### **Publications**

The ability to share our research findings with the medical education community at large remains an important priority for the Centre. This year, Core Faculty and Centre Members published a total of 68 articles and book chapters on topics relating to peer coaching and mentoring, professionalism, competency-based medical education, faculty development, and knowledge translation (as outlined in **Appendix II**). Together with other colleagues, Drs. Saleem Razack and Lily Nguyen published a paper on the *Acceptability and Reliability of Multiple Mini Interviews for Admission to Otolaryngology Residency* in the American Laryngological, Rhinological and Otological Society Journal; Drs. Ilana Bank, Linda Snell and Farhan Bhanji published an article in Pediatric Emergency Care on *Pediatric Crisis Resource Management Training Improves Emergency Medicine Trainee's Perceived Ability to Manage Emergencies and Ability to Identify Teamwork Errors*; and Drs. Stuart Lubarsky, Bernard Charlin and colleagues published in Academic Medicine - AM Last Page: *The Script Concordance Test: A Tool for Assessing Clinical Data Interpretation Under Conditions of Uncertainty*. We are also pleased to report that Dr. Lorie Kloda became the Editor-in Chief of the open access journal 'Evidence Based Library and Information Practice'. Another accomplishment of note is the publication of a new book on *Faculty Development in the Health Professions: A Focus on Research and Practice*, edited by Dr. Yvonne Steinert. This volume included chapters by Drs. Miriam Boillat and Michelle Elizov (Peer Coaching and Mentorship), Dr. Linda Snell



(Competency-Based Teaching and Assessment), and Drs. Alik Thomas and Yvonne Steinert (Knowledge Translation and Faculty Development).

### ***Presentations of Scholarly Work***

This past year, Core Faculty and Centre Members gave over 180 presentations at local, national and international conferences, of which 15 were keynote or invited plenary presentations. In April, 16 Core Faculty and Centre Members presented workshops, symposia, posters, and research and development presentations at the 16<sup>th</sup> Ottawa Conference and the Canadian Conference on Medical Education on the following topics: implementing large-scale assessments of clinical teachers' professional behaviors, promoting curiosity in medical education, and re-evaluating educational assessment through ethnography, among others. Several members also participated in the Association for Medical Education in Europe (AMEE) annual meeting held in Milan, Italy. Drs. Yvonne Steinert, Richard Cruess, Sylvia Cruess and Linda Snell were invited to give a symposium entitled *From Professionalism to Professional Identity Formation: A Journey, Not a Destination*.

Dr. Leonora Lalla, along with colleagues, presented *The Implementation of the McGill Longitudinal Family Medicine Experience Course ePortfolio* at the Family Medicine Forum in November. This presentation focused on this innovative new course for first-year medical students. Additionally, Dr. Alik Thomas was the keynote speaker at the inaugural Interprofessional Education Rounds held in February at the Montreal Children's Hospital, introducing the concept of knowledge translation to participants in all of the health professions.

Dr. Laura Winer and Mr. Adam Finkelstein also presented their work on *Active Learning Anywhere: Designing All Spaces to Support Active Learning across Campus* as a pre-conference workshop at EDUCAUSE 2014, a forum to discuss and explore today's toughest technological issues facing campuses around the world.

## **TEACHING AND LEARNING**

### ***Initiatives and Innovations***

The Centre, in collaboration with the Faculty of Medicine's Educational Executive Committee, spearheaded the creation of the first Interprofessional Assessment and Evaluation Unit in the country. This new unit will move McGill forward in the area of assessment (of learners and faculty members) and program evaluation; meet our educational objectives, including that of social accountability; help to assess students at all levels of the educational continuum in all of our schools as well as faculty members; and evaluate new programs as well as teaching and learning methodologies, technologies and tools across the full spectrum of health professions education (HPE). An Assessment and Evaluation Working Group (AEWG) was also created and led by Dr. Beth-Ann Cummings. This new working group brings together individuals with expertise and interest in assessment and evaluation from all of the Schools in the Faculty of Medicine.

Dr. Valérie Dory, who was hired in March, played an integral role in designing the Integrated Assessment course for the new MDCM Curriculum. She also set-up a centralized online item bank for multiple choice questions, and developed the program evaluation strategy for the new MDCM Curriculum together with Dr. Yvonne Steinert. In collaboration with other members of the Faculty, Dr. Dory will continue to provide expert guidance for the undergraduate curriculum and the unit as a whole.



Our Core Faculty and Centre Members also continued to hold various leadership roles in the Undergraduate and Postgraduate medical education programs: Dr. Sero Andonian (Postgraduate Core Competencies Program), Dr. Colin Chalk (Curricular Development Program), Dr. Donald Boudreau (Physicianship Curriculum Program), Dr. Beth Ann Cummings (Clerkship Component in the new curriculum), Dr. Leonora Lalla (Longitudinal Program), Dr. Stuart Lubarsky (Introduction to Clinical Medicine and Transition to Clinical Practice Programs), Dr. Geoffroy Noel (Division of Anatomical Sciences), and Dr. Jeffrey Wiseman (Faculty Development in the new curriculum). In addition, Drs. Lily Nguyen, Rachel Fisher and Ilana Bank are co-directors of the Simulation-based Inter-Specialty Team Training Program in Crisis Resource Management. Together they developed and implemented a Crisis Resource Management curriculum for senior residents in OTL-HNS, Anaesthesia and Pediatric Emergency Medicine. This novel inter-specialty course uses high-fidelity simulation scenarios and video-assisted feedback, bringing together physicians from three different medical specialties, and focuses on the teaching of critical team training skills (such as communication, situational awareness, leadership) in order to collaboratively manage pediatric airway crises.

We would also like to highlight the following Core Faculty and Centre Members who are Osler fellows in the Faculty of Medicine: Dr. Sero Andonian, Dr. Ronald Gottesman, Dr. Leonora Lalla, Dr. Stuart Lubarsky, Dr. Markus Martin, and Dr. Melina Vassiliou.

#### **Educational Programs**

Under the leadership of Dr. Michelle Elizov, we welcomed five students and residents for electives in medical education. These students and residents spent one to three months learning about medical education by participating in weekly meetings and individual meetings with Core Faculty and Centre Members. An elective success story that we would like to highlight relates to Dr. Catherine Patocka, who held an elective in 2011-2012 under the supervision of Drs. Farhan Bhanji and Jeffrey Wiseman. Dr. Patocka's work on *The Impact of Bolus versus Spaced Instruction on Learning in Pediatric Resuscitation* was presented at the Canadian Conference on Medical Education and the International Conference on Emergency Medicine. Dr. Patocka also decided to pursue a Master's degree in medical education and she received 2 grants to complete her thesis study.

The Centre welcomed two Postgraduate Fellows in 2014. Dr. Tudor Botnaru (Emergency Medicine) focused his research on competency-based medical education and resident learning self-assessment, while Dr. Martin Kuuskne's (Emergency Medicine) research addressed medical simulation and theories of learning. As well, Dr. Mandip Basi, a Postdoctoral Fellow in Medical Education and Faculty Development, completed her one-year appointment and completed her multi-disciplinary ethnographic research with key stakeholders, which resulted in the preparation of two articles for publication.

Lastly, seven students were enrolled in the MA in Educational Psychology (Health Professions Stream), a program jointly led by Dr. Linda Snell and colleagues in the Department of Education and Psychology in the Faculty of Education. Three students in particular have been particularly engaged in Centre activities: Kuochen Liao from Geriatrics, Diana Ramos from Educational Psychology, and Robert Sternszus from Pediatrics. Our Core Faculty and Centre Members continue to be heavily involved in the mentoring and supervising of residents, students, and faculty members.

The Centre welcomed seven IMEX (International Medical Educators eXchange) scholars, including Centre Member Dr. Markus Martin. This program provides participants with a unique look into McGill's



educational activities and enables collaboration with colleagues from around the world. In addition, the Centre hosted 10 Japanese physicians from Gifu University for one week in October. This group, made up of clinicians from various disciplines, participated in 'Teaching in the Clinical Context, a week-long course developed by Drs. Joyce Pickering and Yvonne Steinert. During their time at McGill, the physicians were given an overview of medical education and faculty development, and they observed clinical teaching of medical students and residents at several McGill University hospital sites to learn about clinical teaching in action. We received excellent feedback on this practicum course and are pleased to report that a new cohort from Gifu University will arrive in the fall of 2015.

We received a number of requests from colleagues around the world, to visit, collaborate and learn from various Core Faculty and Centre Members. In particular, we were fortunate to welcome Dr. Michael Saraga, a psychiatrist from Lausanne, Switzerland, for a one-year sabbatical during the period of July 2014 to July 2015. Dr. Saraga worked with Drs. Donald Boudreau and Abraham Fuks (Social Studies of Medicine) on three major projects: (1) A comprehensive literature review of the written corpus of Dr. George Engel, the originator of the 'biopsychosocial model of medicine'. This review culminated in a manuscript focused on the epistemology of clinical work which has been accepted for publication by the *Perspectives in Biology and Medicine*; (2) A qualitative study aiming to characterize the nature of competence in clinical practice as experienced and practiced by clinicians and patients; and (3) A review of the Aristotelian concept of phronesis (i.e. practical wisdom) and its relevance to medical practice. This review is on-going and is expected to result in continued collaboration between Lausanne University and McGill University.

Dr. Renato Antunes, a psychiatrist from Brazil also came to the Centre as a Visiting Scholar to work alongside Dr. Linda Snell on his PhD research in the field of postgraduate accreditation. In particular, he is looking at international perceptions of the residency accreditation process and a comparison of Brazilian and Canadian standards related to the planning, distribution and assessment of residents.

Lastly, we welcomed a number of guests this year including the following speakers at Medical Education Rounds: Dr. Geoff Norman (The Role of Experience in Clinical Reasoning); Dr. Lynne Monrouxe (The Impact of Professional Culture on Becoming a Healthcare Professional: Breaking the Mold); Dr. Ken Harris (Competence by Design: Reshaping Canadian Specialty Medical Education); and Dr. Arno Kumagai (Acts of Interpretation: The Use of Creative Arts in Health Professions Education).

## **INVOLVEMENT IN THE COMMUNITY**

Our Core Faculty and Centre Members continue to be called upon by various organizations to provide expertise and guidance on a variety of dossiers. Dr. Farhan Bhanji was called upon to chair or co-chair the following committees: The Education Implementation and Teams Taskforce of the International Liaison Committee on Resuscitation, The Education Science and Products Committee for Emergency Cardiovascular Care at the American Heart Association, the CanMEDS Medical Expert Role, and the Assessment Working Group within the International Collaborative on Competency-Based Medical Education; Dr. Miriam Boillat chaired the Council of the Section of Teachers during a time of considerable change and restructuring at the College of Family Physicians of Canada; Dr. Michelle Elizov is the Co-Chair of the Medicine Accreditation Committee at the Jewish General Hospital; Dr. Stuart Lubarsky is a member of the BEME (Best Evidence Medical and Health Professional Education) Review Group; Dr. Markus Martin was appointed to the executive committee of the Collège des médecins du



Québec; Dr. Peter Nugus was named an Associate Editor for the *Health Sociology Review*; Dr. Saleem Razack has been extensively involved in educational outreach in the Gulf States to build capacity in residency programs for competency-based education and also consults with Academics Without Borders at the Aga Khan University East Africa, where his expertise in equity, diversity and competency-based assessments in student selection is being used as the school redesigns its selection process; and Dr. Ruth Russell continued to contribute to the national and local development of the new CAP subspecialty in her role as Vice Chair of the RCPSC Specialty Committee in Child and Adolescent Psychiatry. In addition, Drs. Stuart Lubarsky and Meredith Young were co-chairs of the 2<sup>nd</sup> Montreal International Conference on Clinical Reasoning. This successful event also featured presentations from Drs. Aliko Thomas, Susanne Lajoie, Valérie Dory and Bernard Charlin.

Dr. Mary Ellen Macdonald and her colleagues continued to collaborate with the Native Friendship Centre of Montreal, as well as the Algonquin community of Rapid Lake, partnerships that are committed to addressing unmet health care needs of community members which have resulted in initiatives aimed at promoting health and access to services. Dr. Sarkis Meterissian completed his tenure as the Associate Dean of Postgraduate Education, and has become the Special Advisor to the Dean regarding International Initiatives, which includes educational collaborations with Universities in the Middle East.

Our members are regularly called upon to participate in recruitment activities for various units and departments. This year, we were involved in recruitment activities at the Arnold and Blema Simulation Centre as well as the newly created Assessment and Evaluation Unit. Many of us were also involved in preparation of the 2015 MDCM Accreditation, meeting several times in the year to review and prepare documentation on various accreditation standards.

## **MILESTONES**

Dr. Charo Rodriguez completed her tenure as the 2013-2014 Cruess Faculty Scholar, and focused her work on analyzing *The McGill Longitudinal Family Medicine Experience: Assessing the Effectiveness of its First Year of Implementation*.

As noted previously, we welcomed Dr. Valérie Dory as the new Assistant Professor (UGME) in the newly created Interprofessional Assessment and Evaluation Unit. Dr. Dory's contributions and involvement in the strategic plan for the UGME assessment program was hailed as an achievement during her first several months at McGill. Other new Centre members included: Dr. Raj Aggarwal, Dr. Liliane Asseraf-Pasin, Dr. Geoffroy Noel, Dr. Joyce Pickering, Dr. Ning-Zi Sun, and Ms. Nazi Torabi. These individuals have brought additional knowledge and expertise in the fields of Simulation, Physical and Occupational Therapy, Anatomy and Cell Biology and Library Research.

We would also like to acknowledge that our Centre Members have been very successful in receiving academic promotions within their own disciplines: Dr. Sero Andonian (Associate Professor), Dr. Lily Nguyen (Associate Professor), and Dr. Laura Winer (Associate Professor). Dr. Winer was also appointed as the Director of Teaching and Learning Services. We also bid adieu to longtime Core Faculty Member and former Centre Director, Dr. Peter McLeod, who retired in December. Throughout his illustrious career, Dr. McLeod was a fierce supporter of medical education and faculty development, contributing significantly to advancing the field of faculty development and clinical teaching and learning.



#### HONOURS, AWARDS AND PRIZES

We proudly salute Dr. Richard Cruess who was promoted to be a *Companion of the Order of Canada*, its highest rank, for his numerous achievements as a world leader and pioneer in the field of medical education and professionalism and his outstanding contributions to Canada and humanity. We would also like to congratulate Dr. Yvonne Steinert, who was awarded the AFMC President's Award for Exemplary National Leadership in Academic Medicine, recognizing excellence for national leadership in academic medicine.

The Centre is also pleased to congratulate Dr. Colin Chalk, who received the McGill Principal's Prize for Excellence in Teaching (Associate Professor category) in recognition of his leadership role in the development of the new MDCM curriculum; Dr. Farhan Bhanji, who was named to the Faculty Honour List for Educational Excellence in the Faculty of Medicine; Drs. Stuart Lubarsky and Robert Sternszus, who together with their respective collaborators, received the Class of '77 MedEd Innovation Grant – grants supporting the development and evaluation of educational innovations that advance the field of medical education; and Dr. Ronald Gottesman who received the Allen Spanier Lectureship Award from the Quebec Society of Intensivists for his significant contributions to the specialty of Critical Care Medicine. Lastly, Dr. Geoffroy Noel was named the 2014-2015 recipient of the Jonathan Campbell Meakins and Family Memorial Fellowship for his work on *An Interprofessional Anatomy Refresher Program for Senior Undergraduate Students*.

#### ACKNOWLEDGEMENTS

In closing, we would like to acknowledge the philanthropic support that has helped facilitate research and innovation in medical education. The resources provided support to our residents, students and faculty members in their goal to improve health professions education and inform educational practice. In particular, we would like to thank the Jonathan Campbell Meakins and Family Memorial Fellowship, the Class of '74 for their support of a Faculty Scholar for Teaching Excellence and Innovation in Medical Education, the Class of '84 for their support of assessment and evaluation of the MDCM curriculum, and the Class of '77 MedEd Innovation Grants Program for their support of education scholarship.

We would also 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 Centre for Medical Education Awards Committee; Drs. Michelle Elizov and Farhan Bhanji for their coordination of the Medical Education Electives and Postgraduate Fellowship in the Health Sciences programs; and Drs. Donald Boudreau, Peter Nugus and Mary Ellen Macdonald for their guidance and leadership as co-chairs of the Centre's Committee on Research in Medical Education (McRIME). I would also like to acknowledge Ms. Audrey Lew for her management of the Centre, and Ms. Claudia Regier and Ms. Melissa Como for their administrative coordination of all Centre tasks and activities. Lastly, we gratefully acknowledge Dean David Eidelman and Ms. Pascale Mongrain for their ongoing support and help in achieving our vision and mission.



**APPENDIX I – GRANTS IN MEDICAL EDUCATION**

1. Audetat MC, Bourdy C, Caire Fon N, Charbonneau A, **Charlin B**, Millette F, Crevier F. Creation d'un MOOC (Massive Open On-line Course) sur les processus du raisonnement clinique. (Fonds special de l'Université de Montréal, 2014, \$30,000.00)
2. Azevedo R, Hall N, Asghar A, Venkatesh V, Charles E, Labonté F, Chapdelaine C, Marqui R, Winne P, Laferrière T, **Lajoie S**. Transforming teacher training and improving students' academic achievement with advanced digital technologies. (SSHRC Partnership Development Grant, 2013-2018, \$192,660.00)
3. Bell E, **Macdonald ME**, Turecki G. Re-considering vulnerability in mental health research ethics. (CIHR Operating Grant, 2014-2017, \$238,376.)
4. Bergman H, Borges Da Silva R, Gruneir A, Lapointe L, Lee L, McAiney C, Moore A, [...] **Rodriguez C**, et al. Assessing care models implemented in primary health care for persons with Alzheimer's disease and related disorders. (Canadian Consortium of Neurodegeneration and Aging, 2014-2019, \$1,200,000.00)
5. Bussieres A, Khairy D, Zidarov D, Poissant L, **Thomas A**. Perceived roles, experiences and impact of SAGEs (Specialists in the Application and Generalization of Expertise) as change agents in a rehabilitation center: A case-study. (Strauss Knowledge Translation Funds, 2013-2014, \$12,000.00)
6. Carnevale F, Collin-Vezina D, **Macdonald ME**, Ménard J. Ethical problems in pediatric medicine: Developing interdisciplinary knowledge and action. (CIHR Planning Grant, 2013-2015, \$24,769.00)
7. Cheng A, **Gottesman R**, **Bhanji F**, et al. Assessing and improving the quality of cardiopulmonary resuscitation (CPR) delivered during simulated pediatric cardiac arrest using a novel pediatric CPR feedback device. (CIHR/HSFC, 2010-2014, \$446,834.00)
8. Costella J, Meert-Williston D, **Torabi N**. The comparative reporting practices of the literature searching component of systematic reviews with and without Information Professional (i.e. Librarian) involvement. (CARL/ABRC Research in Librarianship Grant, 2014, \$2,000.00)
9. Drouin O, King N, **Young ME**. Investigating the role of information framing on physical activity counseling among youth. (American Academy of Pediatrics, 2014-2015, \$3,000.00)
10. Feeley N, Cossette S, **Ezer H**. Réseau de recherche interuniversitaire en sciences infirmières de Montréal (RIISIQ). (FRQS Infrastructure Grant, 2014-2019, \$2,000,000.00)
11. Feudtner C, **Macdonald ME**. Decision making in pediatric advanced care. (National Institutes of Health USA R01 Grant, 2010-2015, \$291,013.00)
12. **Fisher R**, **Bank I**, **Nguyen L**, Hickey C, Lapointe A, Giguere C, Levy A, Yung F, **Young M**. Inter-specialty crisis resource management for pediatric emergency medicine, anesthesiology and otolaryngology-head and neck surgery residents. (Centre Hospitalier Universitaire Ste-Justine, Bourse en pédagogie médicale pédiatrique, 2013-2014, \$5,000.00)
13. Giguère A, **Rodriguez C**. Développement professoral interprofessionnel en soins aux personnes âgées vulnérables en première ligne. (Ministère de la santé et des services sociaux du Québec, 2013-2015, \$112,500.00)
14. Gilfoyle E, **Gottesman R**, **Farhan B**, et al. Can adherence to PALS guidelines be improved by team training of pediatric resuscitation team members? (CIHR/HSFC, 2010-2014, \$474,038.00)
15. Girard F, Mathieu L, **Ezer H**, Cardinal S, Goudreau J, Beaulieu M, Boucher P, Schemdt ME, Blais S, Trudeau D. État des lieux sur la Phase I du continuum de formation infirmière intégrée DEC-BAC (Phase 2). (Projet provincial des consortiums collèges-universités impliqués dans le programme de formation infirmière intégrée DEC-BAC, 2010-2015, \$258,598.00)



16. Guay M, **Thomas A**, Contandriopoulos D, Desrosiers J. Est-ce que le modèle PARISH peut soutenir le processus de transfert des connaissances pour l'adoption de l'Algo par les intervenants des CSSS? (Office des personnes handicapées du Québec-REPAR, 2013-2014, \$35,000.00)
17. Hall N, Goetz T, Wrosch C, Frenzel A, Pekrun R, Fryer J, Dunton G, Linnenbrink-Garcia L, **Lajoie S**. The first-year experience: An international motivational perspective. (SSHRC Partnership Development Grant, 2013-2016, \$830,308.00)
18. Hudon C, Chouinard MC, Brousseau A, Dubois MF, Fortin M, Loignon C, Pluye P, Roberge P, **Rodriguez C**. V1sages 2 - Partenaires pour une organisation optimale du continuum de soins des grands utilisateurs de services de santé et de services sociaux. (CIHR Partnerships for Health Systems Improvement, 2014-2017, \$400,000.00)
19. Hunt M, Bolduc ME, 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, \$72,922.00)
20. **Lajoie S**, Azevedo R, **Lachapelle K**, Muis K, **Wiseman J**, Hmelo-Silver C, Leighton J, Shute V, Chi M, van Lehn K, Pekrun R, Moreno R, Frasson C, Calvos R, Lester J, Jang E, Stupinsky R. Technology rich learning environments: Supporting learning across the disciplines. (SSHRC Major Collaborative Research Initiative, 2011-2018, \$2,500,000.00)
21. **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, \$100,000.00)
22. **Lajoie S**, Poitras E, Naismith L. Using learning analytics to assess clinical reasoning in an online learning environment. (MedU, 2014-2016, \$25,000.00)
23. **Lajoie S**. Advanced technologies for learning in authentic settings: Supporting teaching and learning in technology rich problem solving environments. (Canadian Research Chair Program, 2011-2018, \$1,400,000.00)
24. **Lajoie S**. Advanced technologies for learning in authentic settings facility. (Canadian Fund for Innovation-Leadership Opportunities, 2012-2017, \$1,000,000.00)
25. **Lalla C**, **Rodriguez C**, **Boillat M**, Dove M, **Nugus P**, **Steinert Y**, Willoughby K. Assessing an undergraduate medical education innovation: The first year of the McGill longitudinal family medicine experience. (College of Family Physicians of Canada Janus Grant, 2014-2015, \$10,000.00)
26. Lapalme-Remis S, **Chalk C**, Grimes D, **Macdonald ME**, MacLean H. The patient experience of lumbar puncture at a teaching hospital: A qualitative descriptive study. (University of Ottawa Department of Medicine, 2013-2015, \$9,723.00)
27. Lombarts KMJM, Reed DA, **Young ME**, **Cruess RL**, **Cruess SL**, **Steinert Y**. Development and evaluation of an internet-based reflection aid for clinical teachers (ReACT). (Association of Medical Educators of Europe, Inaugural Research Grant, 2013-2014, \$15,000.00)
28. **Lubarsky S**, **Nugus P**. Casting light on shadowing: Lessons and outcomes from interprofessional shadowing experiences in the undergraduate medical curriculum. (McGill University Class of '77 Medical Education Innovation Grant, 2014-2015, \$4,000.00)
29. Mercier J, Charland P, Saint-Amour D, Abrami P, Azevedo R, Bertone A, Gauvin I, Grabner R, Herba C, **Lajoie S** et al. NeuroLab. (Canada Foundation for Innovation, Leader Opportunity Fund, 2013-2018, \$1,000,000.00)
30. Muis K, **Lajoie S**. Environnements d'apprentissage technologiques: augmenter la motivation, l'auto-régulation et la réussite scolaire des étudiants à l'aide de l'apprentissage par l'enseignement. (FQRSC-MELS, 2013-2018, \$150,000.00)
31. **Noel, G**. Jonathan Campbell Meakins and Family Memorial Fellowship, Centre for Medical Education (RVH Foundation, 2014, \$5,000)
32. **Nugus, P**. Chercheur-boursier: Career Award- Junior. (Fonds de la recherche du Québec – Santé, 2014-2018, \$306,000)



33. **Nugus P**, Denis JL, McCusker J, **Steinert Y**. Translating knowledge to organizational change: exploring the role of video ethnography to promote clinical learning and health system improvement. (CIHR Planning Grant, 2014, \$21,777.00)
34. **Nugus P**, Faraj S, Engestrom Y, Kajamaa A. Emerging organizational practices: Lessons from radical hospital restructuring. (SSHRC Insight Development Grant, 2014-2016, \$70,494.00)
35. **Nugus P**. Interaction dynamics of organizational change: How will work roles change and re-align in a major re-structure? (McGill University Social Sciences and Humanities Development Grant, 2014-2015, \$7,000.00)
36. Pluye P, Repchinsky CA, Bartlett-Esquilant G, De Guise M, Desroches S, Dunikowski L, Galvao M, Grad R, Legare F, Millerand F, Shohet L, **Kloda L**. Toward a patient information aid in primary health care: What are the outcomes associated with the use of online consumer health information? A participatory systematic mixed studies review. (CIHR Knowledge Synthesis Grant, 2013-2014, \$99,571.00)
37. **Razack S**, Maguire M, **Steinert Y**, Hodges B. Understanding competing discourses and creating dialogues about equity, excellence and diversity in a medical school admissions process in a diverse urban setting. (Social Sciences and Humanities Research Council of Canada, 2010-2014, \$127,678.00)
38. **Rodriguez C**, Denis JL, Touati N. Les processus de collaboration médicale entre niveaux de soins: Les comprendre pour mieux les influencer. (CIHR, 2011-2016, \$275,976.00)
39. **Rodriguez C**, **Tellier PP**, Lopez-Roig S, Pawlikowska T, Schweyer FX, Bélanger E, Fiquet L, Hugé S, Pastor-Mira A, Pereiro-Berenguer I, Spencer S. Family physicians' professional identity formation: Exploring impression management strategies in institutional academic contexts. (CIHR, 2013-2016, \$183,719.00)
40. **Rodriguez C**, Touati N, Pare G, Sicotte C, Lapointe L, Barkun J, Valiquette L, Huot J. Agency, information, technology and institutional change in knowledge-based complex professional organizations. (SSHRC Insight Grant, 2012-2016, \$305,000.00)
41. **Rodriguez C**. Critical management studies in health care organizations. (FRSQ Chercheur-Boursier Senior Salary Award Grant, 2012-2016, \$353,876.00)
42. Rousseau C, Breau S, Cleveland J, Cloos P, Cote D, Crepeau F, Fortin S, **Rodriguez C**, et al. Santé, intervention sociale et immigration: des transformations globales aux adaptations locales. (FRQS Soutien aux infrastructures de recherche des instituts et des centres affiliés universitaires du secteur social, 2014-2019, \$831,250.00)
43. Rousseau C, Hassan G, Lafortune D, Measham T, Nadeau L, Papazian Zohrabian G, Pluye P, Vachon M, **Rodriguez C**. Les soins partagés en santé mentale jeunesse. (FRSQ Recherches en santé et société, Subventions de recherche, Recherches en santé mentale, 2012-2016, \$757,500.00)
44. Siden H, **Macdonald ME**. PedPalASCNet: A network for accessible, sustainable and collaborative research in pediatric palliative care. (CIHR Network Catalyst Grant, 2011-2015, \$375,327.00)
45. **Steinert Y**, Mann K. A systemic review of faculty development initiatives designed to enhance teaching effectiveness in medical education. (RCPSC, 2013-2014, \$5,000.00)
46. **Sternszus R**, **Bhanji F**, **Andonian S**, **Snell L**. From resident as teacher to resident as role model: Bringing resident teaching to the next level. (McGill University Class of '77 Medical Education Innovation Grant, 2014-2015, \$4,000.00)
47. St-Onge C, **Young ME**, Eva K, Featherstone R, Hodges B. From theory to practice: Quantification and consequences of difference validity conceptualizations. (SSHRC, 2014-2017, \$151,992.00)
48. **Sun N**, Gan R, **Snell L**. The effect of resident duty hour reform on the evolving concept of professionalism in medicine – a qualitative study. (Fédération des Médecins Résidents du Québec, 2012-2014, \$8,485.00)



49. **Tellier PP**, Ware M, Bélanger E, Posel N. The revision of PEET Version.1 and the development of PEET Version.2 and phase 1 of an evaluative research program on the effectiveness of the PEET on student knowledge acquisition. (Purdue Pharma, 2013-2014, \$10,000)
50. **Thomas A**, Chercheur-boursier: Career Award- Junior. (Fonds de la recherche du Québec – Santé, 2014-2018, \$340,000)
51. **Thomas A**, Bossers A, Lee M, Lysaght R. Educational research in occupational therapy: A survey of Canadian occupational therapy programs. (Association of Canadian Occupational Therapy University Programs, 2013-2014, \$900.00)
52. **Thomas A**, Kairy D, Ahmed S, Anaby D, Bussièrès A, Rochette A, Shikako-Thomas K. Quebec knowledge translation in rehabilitation strategic initiative. A knowledge translation initiative. (REPAR-FRQS, 2014-2015, \$20,000.00)
53. **Thomas A**, Mylopoulos M, Rapolt S, Menon A, McClusky A, Vacho B, et al. Improving stroke rehabilitation services through evidence-based practice and knowledge translation: Attributes and determinants of expert stroke evidence-based rehabilitation practice. (Centre for Interdisciplinary Research in Rehabilitation (CRIR), 2014-2015, \$30,000.00)
54. **Vassiliou M**. The effects of acute exercise on the acquisition of laparoscopic skills. (SAGES Foundation, 2012-2014, \$26,000.00)
55. **Venturini A, Kloda L**. Effectiveness of teaching students in occupational and physical therapy PICO vs. an alternative framework for clinical question formulation: A randomized controlled trial. (Medical Library Association Lindberg Research Fellowship, 2014, \$10,000.00)
56. Voigt K, Harper S, King N, **Young ME**. Measuring global health: The role of global health measures in resource allocation and priority setting. (CIHR Catalyst Grant, 2012-2014, \$88,022.00)
57. Weinstock D, King N, McDougall C, Ryoa C, Hirose I, Hunt M, Harper S, Williams-Jones B, **Young ME**. Ethics, social determinants of health and health equity: Integrating theory and practice. (CIHR, 2011-2016, \$1,740,300.00)
58. White D, Bilodeau A, Bourque D, Denis JL, Firbank O, Gilbert F, Touati N, **Rodriguez C**, et al. Réseaux hybrides d'intervention dans le domaine sociosanitaire. (FRQS Soutien aux équipes de recherche, 2014-2019, \$587,950.00)
59. Whitehead C, Kuper A, Purkis M, **Razack S**. Better education for better teamwork: Understanding the discourses to improve the practices of interprofessional education. (CIHR Health Services and Policy Research Operating Grant, 2013-2016, \$106,255.00)
60. Wittich W, Thomas A. Best practice for sensory screening in older adults by occupational therapists: Where are we and where should we be? (Strauss Knowledge Translation Funds, 2013-2014, \$10,963.00)
61. **Young ME, Thomas A**, Eva K. How do we measure how we think? A scoping review on the measurement of clinical reasoning. (Society for Directors of Research in Medical Education Research Review Grant, 2013-2014, \$4,000.00)
62. Zidarov D, Khairy D, Bussièrès A, Poissant L, Laramée MT, **Thomas A**, Charbonneau N. Implementation process and impact of SAGEs (Specialists in the Application and Generalization of Expertise) as change agents in a rehabilitation center: The clinician's perspective. (Ordre professionnel de physiothérapie du Québec-REPAR (OPPQ-REPAR), 2013-2014, \$15,000.00)

**APPENDIX II – PUBLICATIONS IN MEDICAL EDUCATION***Journal Articles*

1. Bandiera G, Leblanc C, Regehr G, **Snell L**, Frank JR, Sherbino J. Education scholarship in emergency medicine part 2: Supporting and developing scholars. *CJEM*. 2014; 16 Suppl 1:S6-S12.
2. **Bank I, Snell L, Bhanji F**. Pediatric crisis resource management training improves emergency medicine trainees' perceived ability to manage emergencies and ability to identify teamwork errors. *Pediatr Emerg Care*. 2014; 30(12):879-883.
3. Bélanger E, **Rodriguez C**, Groleau D, **Macdonald ME**, Marchand R. Initiating decision-making conversations in palliative care: an ethnographic discourse analysis. *BMC Palliat Care*. 2014; 13:63.
4. **Bhanji F**, Cheng A, Frank JR, **Snell L**, Sherbino J. Education scholarship in emergency medicine part 3: A "how-to" guide. *CJEM*. 2014; 16 Supply 1:S13-S18.
5. **Boudreau JD, Macdonald ME, Steinert Y**. Affirming professional identities through an apprenticeship: Insights from a four-year longitudinal case study. *Acad Med*. 2014; 89(7):1038-1045.
6. Boulouffe C, Doucet B, Muschart X, **Charlin B**, Vanpee D. Assessing clinical reasoning using a script concordance test with electrocardiogram in an emergency medicine clerkship rotation. *Emerg Med J*. 2014; 31(4):313-316.
7. Campagna-Vaillancourt M, Manoukian J, **Razack S, Nguyen LH**. Acceptability and reliability of multiple mini interviews for admission to otolaryngology residency. *Laryngoscope*. 2014; 124(1):91-96.
8. Claessens YE, Wannepain S, Gestlin S, Magdelein X, Ferretti E, Guilly M, **Charlin B**, Pelaccia T. How emergency physicians use biomarkers: Insights from a qualitative assessment of script concordance tests. *Emerg Med J*. 2014; 31(3):238-241.
9. Côté S, Tanguay A, Gagnon R, **Charlin B**, Michaud C. Évaluer le raisonnement clinique de l'infirmière en contexte de détérioration clinique à l'aide du test de concordance de script. *Pédagogie Médicale*. 2014; 15:7-20.
10. **Cruess R, Cruess S**. Updating the Hippocratic Oath to include medicine's social contract. *Med Educ*. 2014; 48(1):95-100.
11. **Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y**. Reframing medical education to support professional identity formation. *Acad Med*. 2014; 89(11):1146-1151.
12. Doleck T, **Lajoie S**. NgageCollab: a gamified platform to foster engagement and collaboration amongst researchers. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications*. 2014:610-614. Available from: <https://academicexperts.org/conf/edmedia/2014/papers/43119/>
13. **Dory V, Charlin B**, van Pee D, Gagnon R. Multifaceted assessment in a family medicine clerkship: A pilot study. *Family Medicine*. 2014; 46(10):755-760.
14. **Dory V**. Miroir, mon beau miroir. *Pédagogie Médicale*. 2014; 15(2):69-72.
15. **Doucette E**, Killackey T, Brandys D, Coulter A, Daoust M, Lynsdale J, Millson Taylor E, Pinsonneault F, Shamy-Smith E. Silent witnesses: Student nurses' perspectives of advocacy and end-of-life care in the intensive care unit. *Dynamics*. 2014; 25(4):17.
16. Doyle K, **Young M, Meterissian S**. Evaluation of residency programs: A novel approach using simulation. *J Grad Med Educ*. 2014; 6(1):55-60.
17. **Elizov M, Boillat M, McLeod PJ**. Are mentors born or made? *Med Educ*. 2014; 48(5):546-547.
18. Gan R, **Snell L**. When the learning environment is suboptimal: exploring medical students' perceptions of "mistreatment". *Acad Med*. 2014; 89(4):608-617.



19. Gauthier G, **Lajoie SP**. Do expert clinical teachers have a shared understanding of what constitutes a competent reasoning performance in case-based teaching? *Instr Sci*. 2014; 42:579-594.
20. Hsieh H, Paquette F, Fraser SA, Feldman LS, **Meterissian S**, Fried GM, Bergman S. Formal research training during surgical residency: scaffolding for academic success. *Am J Surg*. 2014; 207(1):141-145.
21. Hudon C, Chouinard M, Couture M, Brousselle A, Couture EV, Dubois MF, Fortin M, Freund T, Loignon C, Mireault J, Pluye P, Roberge P, **Rodriguez C**. Partners for the optimal organisation of the healthcare continuum for high users of health and social services: Protocol of a developmental evaluation case study design. *BMJ Open*. 2014; 4(12):e006991.
22. Kempinska AY, **Bhanji F**, Larouche S, Dubrovsky AS. A novel simulation-based program for ultrasound-guided fracture reductions: Program evaluation. *Am J Emerg Med*. 2014; 32(12):1547-1549.
23. **Kloda LA**, Bartlett JC. A characterization of clinical questions asked by rehabilitation therapists. *J Med Libr Assoc*. 2014; 102(2):69-77.
24. **Lajoie SP**, Hmelo-Silver C, Wiseman J, Chan LK, Lu J, Khurana C, Cruz-Panesso I, Poitras E, Kazemitabar M. Using online digital tools and video to support international problem-based learning. *Interdisciplinary Journal of Problem Based Learning*. 2014; 8(2):60-75.
25. **Lubarsky S**, Durning S, **Charlin B**. AM last page. The script concordance test: A tool for assessing clinical data interpretation under conditions of uncertainty. *Acad Med*. 2014; 89(7):1089.
26. **Meterissian S**. The acquisition of competence in the management of breast diseases in the era of competency-based surgical education. *World J Surg*. 2014; 38(6):1423-1424.
27. Morgan M, **Dory V**, **Lubarsky S**, Walsh K. What steps are necessary to create written or web-based selected-response assessments? *J Educ Eval Health Prof*. 2014; 11:28.
28. **Noel GPJC**. Why more anatomy departments should embrace near peer teaching with interprofessional demonstrators. *Austin Journal of Anatomy*. 2014; 1(5):1024.
29. **Nugus P**, Forero R, McCarthy S, McDonnell G, Travaglia J, Hilman K, Braithwaite J. The emergency department "carousel": An ethnographically-derived model of the dynamics of patient flow. *Int Emerg Nurs*. 2014; 22(1):3-9.
30. Oswald A, Czupryn J, **Wiseman J**, **Snell L**. Patient-centred education: What do students think? *Med Educ*. 2014; 48(2):170-180.
31. Pelaccia T, Tardif J, Tribby E, Ammirati C, Bertrons C, Dory VI, **Charlin B**. How and when do expert emergency physicians generate and evaluate diagnostic hypotheses? A qualitative study using head-mounted video cued-recall interviews. *Ann Emerg Med*. 2014; 64(6):575-585.
32. Poitras E, Doleck T, **Lajoie S**. Mining case summaries in BioWorld. Proceedings of 9th International Conference on Computer Science & Education (ICCSE). 2014:6-9. Available from: <http://ieeexplore.ieee.org/xpl/articleDetails.jsp?reload=true&arnumber=6926421>
33. Poitras E, Jarrell A, Doleck T, **Lajoie S**. Supporting diagnostic reasoning by modeling help-seeking. Proceedings of 9th International Conference on Computer Science & Education (ICCSE). 2014:10-14. Available from: <http://ieeexplore.ieee.org/xpl/articleDetails.jsp?reload=true&arnumber=6926422>
34. Pozzebon M, **Rodriguez C**, Petrini MC. Dialogical principles for qualitative inquiry: A nonfoundational path. *International Journal of Qualitative Methods*. 2014; 13:293-317.
35. **Razack S**, Lessard D, Hodges BD, Maguire MH, **Steinert Y**. The more it changes; The more it remains the same: A foucauldian analysis of Canadian policy documents relevant to student selection for medical school. *Adv Health Sci Educ Theory Pract*. 2014; 19(2):161-181.
36. Reis CM, **Rodriguez C**, Macaulay AC, Bedos C. Dental students' perceptions of and attitudes about poverty: A Canadian participatory case study. *J Dent Educ*. 2014; 78(12):1604-1614.
37. **Rodriguez C**, Bélanger E. Stories and metaphors in the sensemaking of multiple primary health care organizational identities. *BMC Fam Pract*. 2014; 15:41.



38. **Rodriguez C**, Pawlikowska T, Schweyer FX, Lopez-Roig S, Bélanger E, Burns J, et al. Family physicians' professional identity formation: A study protocol to explore impression management processes in institutional academic contexts. *BMC Med Educ.* 2014; 14:184.
39. Sellar L, Marquez A, **Bhanji F**, **Razack S**. Ethics simulations for medical residents. *Qmentum Quarterly.* 2014; 6-11.
40. Sherbino J, Frank JR, **Snell L**. Defining the key roles and competencies of the clinician-educator of the 21st century: A national mixed-methods study. *Acad Med.* 2014; 89(5):783-789.
41. Sherbino J, Van Melle E, Bandiera G, McEwen J, Leblanc C, **Bhanji F**, Frank FR, Regehr G, **Snell L**. Education scholarship in emergency medicine part 1: Innovating and improving teaching and learning. *CJEM.* 2014; 16 Supply 1:S1-S5.
42. **Sun N-Z**, Maniatis T. Scheduling in the context of resident duty hour reform. *BMC Med Educ.* 2014; 14:S18.
43. Ten Cate O, Mann K, McCrorie P, Ponzer S, **Snell L**, **Steinert Y**. Faculty development through international exchange: The IMEX initiative. *Med Teach.* 2014; 36(7):591-595.
44. **Thomas A**, Bossers A, Lee M, Lysaght R. Educational research in occupational therapy - a national survey of occupational therapy faculty in Canada. Technical report submitted to the Association of Canadian Occupational Therapy University Programs, April 2014.
45. **Thomas A**, Law MC. Evidence-based practice supports among Canadian occupational therapists. *Can J Occup Ther.* 2014; 81(2):79-92.
46. **Thomas A**, Menon A, Boruff J, Rodriguez AM, Ahmed S. Applications of social constructivist learning theories in knowledge translation for healthcare professionals: A scoping review. *Implement Sci.* 2014; 9:54.
47. Uscatescu V, Turner A, **Ezer H**. Return visits to the emergency department: What can we learn from older adults' experience. *J Gerontol Nurs.* 2014; 40(7):32-40.
48. Varshney R, Frenkiel S, **Nguyen LHP**, **Young M**, Del Maestro R, Zeitouni A, Tewfik MA, National Research Council Canada. Development of the McGill simulator for endoscopic sinus surgery (MSESS): A new high fidelity virtual reality simulator for endoscopic sinus surgery. *Am J Rhinol Allergy.* 2014;28(4):330-334.
49. **Young ME**, **Cruess SR**, **Cruess RL**, **Steinert Y**. The Professionalism Assessment of Clinical Teachers (PACT): The reliability and validity of a novel tool to evaluate professional and clinical teaching behaviors. *Adv Health Sci Educ Theory Pract.* 2014; 19(1):99-113.
50. Zakaria AS, Haddad R, Dragomir A, Kassouf W, **Andonian S**, Aprikian AG. Royal College surgical objectives of urologic training: A survey of faculty members from Canadian training programs. *Can Urol J Assoc.* 2014; 8(5-6):167-172.

***Monographs, Books and Book Chapters***

1. **Boillat M, Elizov M.** Peer coaching and mentoring. In **Steinert Y**, editor. *Faculty Development in the Health Professions*. Dordrecht, the Netherlands: Springer; 2014:159-180.
2. **Cruess RL, Cruess SR.** Professional trust. In Cockerham W, Dingwall R, Quah SR, editors. *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior and Society*. Hoboken, NJ: Wiley-Blackwell; 2014:1900-1903.
3. **Cruess RL, Cruess SR.** Professionalism, professional identity, and the hidden curriculum: Do as we say and as we do. In Hafferty FW, O'Donnell JF. *The Hidden Curriculum in Health Professional Education*. Lebanon, NH: Dartmouth College Press; 2014:171-181.
4. **Cruess SR, Cruess RL.** Professions and their social contracts: A basis for teaching lessons of professionalism from medicine. In Westwood F, Barton K, editors. *The Calling of Law: The Pivotal Role of Vocational Legal Education*. Surrey, UK: Ashgate; 2014:113-130.
5. Hafferty FP, **Cruess SR, Cruess RL.** Medical school socialization. In Cockerham W, Dingwall R, Quah SR, editors. *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior and Society*. Hoboken, NJ: Wiley-Blackwell; 2014:1400-1403.
6. **Lajoie SP, Poitras E.** Macro and micro strategies for metacognition and socially-shared regulation in the medical tutoring domain. In Sottolare R, Hu X, Graesser A, editors. *Design Recommendations for Adaptive Intelligent Tutoring Systems: Instructional Strategies Volume II*. Orlando: U.S. Army Research Laboratory; 2014:151-168.
7. **Lajoie SP.** Multimedia learning of cognitive skills. In Mayer RE, editor. *The Cambridge Handbook of Multimedia Learning*. Second edition. Cambridge, UK: Cambridge University Press; 2014:623-646.
8. Sherbino J, Cooke L, Richardson D, **Snell L**, Abbott C, Dath D, et al. Faculty development reimaged. In Frank J, Harris K, editors. *Competence by Design: Reshaping Canadian Medical Education*. Ottawa: Royal College of Physicians and Surgeons of Canada; 2014:118-129.
9. **Snell L**, Frank JR, Stoneham G, De Rossi S, Fletcher W, Gillis K, et al. Competency-based medical education. In Frank J, Harris K, editors. *Competence by Design: Reshaping Canadian Medical Education*. Ottawa: Royal College of Physicians and Surgeons of Canada; 2014:99-105.
10. **Snell L.** Faculty development for curriculum change: towards competency-based teaching and assessment. In **Steinert Y**, editor. *Faculty Development in the Health Professions*. Dordrecht, the Netherlands: Springer; 2014:265-286.
11. **Steinert Y**, editor. *Faculty Development in the Health Professions: A Focus on Research and Practice*. Dordrecht, the Netherlands: Springer; 2014.
12. **Steinert Y.** Faculty development in medical education. In Cockerham W, Dingwall R, Quah SR, editors. *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior, and Society*, Hoboken, NJ: John Wiley and Sons, 2014:1344-1438.
13. **Steinert Y.** Faculty development: Core concepts and principles. In **Steinert Y**, editor. *Faculty Development in the Health Professions: A Focus on Research and Practice*. Dordrecht, the Netherlands: Springer; 2014:3-27.
14. **Steinert Y.** Faculty development: Future directions. In **Steinert Y**, editor. *Faculty Development in the Health Professions: A Focus on Research and Practice*. Dordrecht, the Netherlands: Springer; 2014:421-442.
15. **Steinert Y.** Learning from experience: From work-based learning to communities of practice. In **Steinert Y**, editor. *Faculty Development in the Health Professions: A Focus on Research and Practice*. Dordrecht, the Netherlands: Springer, 2014:141-158.
16. **Thomas A, McCluskey A.** Becoming an evidence-based practitioner. In Law M, MacDermid J, editors. *Evidence-Based Rehabilitation: A Guide to Practice*. Third edition. Thorofare, NJ: Slack Incorporated; 2014:37-64.





17. **Thomas A, Steinert Y.** Faculty development and knowledge translation. In **Steinert Y**, editor. Faculty Development in the Health Professions: A Focus on Research and Practice. Dordrecht, the Netherlands: Springer, 2014:399-419.
18. Wilson J, Bullock G, Dagg P, Smith R, Amit M, Fitzgerald WN, Frechette D, Imrie K, Robbins N, **Snell L**, et al. Generalism: Achieving a balance with specialization. In Frank J, Harris K, editors. Competence by Design: Reshaping Canadian Medical Education. Ottawa; Royal College of Physicians and Surgeons of Canada; 2014:18-31.

**APPENDIX III – VISITORS TO THE CENTRE**

<b>Guests</b>	<b>Topic</b>
Robert Gagnon Université de Montréal	Progress testing : Development and results at the Faculty of Medicine of the University of Montréal
Ken Harris Royal College of Physicians and Surgeons of Canada	Competence by Design: Reshaping Canadian Specialty Medical Education
Brian Hodges Wilson Centre, University of Toronto	Advanced Seminar on Theroretical Foundations in MedEd Research
Tanya Horsley Royal College of Physicians and Surgeons of Canada	Will I Ever be Funded?...And other Questions Answered About the Royal College's Educational Grants Program
Arno Kumagai University of Michigan	Acts of Interpretation: The Use of Creative Arts in Health Professions Education
Kiki Lombarts University of Amsterdam's Faculty of Medicine	Research on Professional Performance
Lynn Monrouxe Cardiff University	The Impact of Professional Culture on Becoming a Healthcare Professional – Breaking the Mould
Geoff Norman McMaster University	The Role of Experience in Clinical Reasoning

<b>Visitors</b>	<b>Institution</b>
John Dockerty	Dunedin School of Medicine, University of Otago
Alejandra Florenzano	Pontifical Catholic University of Chile Medical School
Amitai Oberman	Baruch Paheh Medical Center
Takahide Ikeda, Nobuhisa Matsuhashi, Naoyuki Ohe, Takuya Saiki, Koyo Shirahashi, Yasuyuki Suzuki, Nobuhiro Takasugi, Hiroaki Ushikoshi, Tamayo Watanabe, Ryuichiro Yano	Gifu University

<b>Visiting Scholars</b>	<b>Institution</b>
Renato Antunes	Universidade de São Paulo
Michael Saraga	Lausanne University Hospital



**APPENDIX IV – HONOURS, AWARDS & RECOGNITION**

**Andonian, Sero**

- Promoted to Associate Professor (Clinical) in the Department of Surgery in the Faculty of Medicine.

**Bhanji, Farhan, Bank, Ilana & Gottesman, Ronald**

- Best abstract at the Royal College of Physicians and Surgeons Simulation Summit, September 2014. Cheng A, Brown LL, Duff JP, Davidson J, Overly F, Tofil NM, Peterson DT, White ML, Bhanji F, Bank I, Gottesman R, et al. Improving cardio pulmonary resuscitation with a CPR feedback device and refresher simulations (CPRCARES study): A multicenter, randomized trial.

**Bhanji, Farhan**

- Faculty Honour List for Educational Excellence, which recognizes outstanding contributions to education in the Faculty of Medicine, in the areas of teaching, educational leadership and innovation, faculty development, and research and scholarly activity.

**Chalk, Colin**

- Principal's Prize for Excellence in Teaching.

**Cruess, Richard**

- Companion, Order of Canada.

**Gottesman, Ronald**

- Allen Spanier Lectureship/Award: Quebec Society of Intensivists.
- Honorary lecture/award for significant contributions made to the specialty of Critical Care Medicine.

**Lalla, Leonora**

- College of Family Physicians of Canada Janus Grant for Experienced Researchers: Assessing an Undergraduate Medical Innovation: The First Year of the McGill Longitudinal Family Medicine Experience.

**Lubarsky, Stuart**

- MGH Foundation Award. Awarded on behalf of the Scholarship and Awards Committee of the Research Institute of the MUHC. \$35,000.

**Lubarsky, Stuart & Nugus, Peter**

- The Class of '77 Medical Education Innovation Grant. Casting light on shadowing: lessons and outcomes from interprofessional shadowing experiences in the undergraduate medical curriculum. \$4,000.

**Nguyen, Lily Ha-Nam P.**

- Promoted to Associate Professor.
- Canadian Association of Medical Education (CAME) Certificate of Merit. Award given to promote medical education in Canadian medical schools and to recognize and reward faculty's



commitment to medical education. Presented at the Canadian Conference on Medical Education (CCME) in Ottawa, Canada. April 2014.

- Awards given to research project Development and Validation of an Endoscopic Sinus Surgery Simulator for supervised trainee (with Varshney, R):
  - First place for Resident Competition Award, Société Internationale Francophone d'ORL et de Chirurgie Cervico-Faciale (SIFORL) meeting, Quebec City.
  - Second place for Best Non-Clinical Research Award, Canadian Society of Otolaryngology – Head and Neck Surgery annual meeting.

#### **Noel, Geoffroy**

- Jonathan Campbell Meakins and Family Memorial Fellowship, Centre for Medical Education, McGill University. \$5,000.

#### **Nugus, Peter**

- Fonds de la recherche du Québec – Santé (FRQS). (Chercheur-boursier: Career Award) – Junior 1). Améliorer le continuum des soins: Aller-retour de la collectivité à la salle d'urgence. Approx. \$306,000. (Average score: 90.5%). 2014-2018.

#### **Rodriguez, Charo**

- Best Clinical Oral Presentation, 2014 NAPCRG Pearls Sessions. Bélanger E\*, Rodríguez C, Groleau D, Légaré F, Marchand R. Shared decision-making in palliative care: clinical implications for the practice of family medicine. 2013 NAPCRG Annual Meeting, Ottawa, Canada, November 2013. Awarded in May 2014.
- Outstanding Reviewer for the Journal of Health Organization and Management in the Emerald Literati Network, 2014 Awards for Excellence in recognition of significant contribution throughout 2013. <http://www.emeraldgrouppublishing.com/authors/literati/>
- Cruess Faculty Scholarship in Medical Education, Centre for Medical Education, Faculty of Medicine, McGill University. \$15,000. September 2014-August 2014.
- Salary Award Grant – Chercheur-boursier Senior, Recherche Santé et société. Fonds de Recherche en Santé du Québec (FRQS). Critical Management Studies in Health Care Organizations. \$353,876. July 2012-June 2016.

#### **Steinert, Yvonne**

- AFMC President's Award for Exemplary National Leadership in Academic Medicine, Association of Faculties of Medicine of Canada.

#### **Sternszus, Robert, Bhanji, Farhan, Andonian, Sero & Snell, Linda**

- McGill Class of '77 Educational Innovation Fund. From resident as teacher to resident as role model: bringing resident teaching to the next level. \$4000. 2014-2016.



**Sun, Ning-Zi**

- Top Resident Paper Award, International Conference on Residency Education, Royal College of Physicians of Canada.

**Thomas, Alik**

- Junior 1 Research scholar career award (Chercheur Boursier Junior 1). Fonds de Recherche du Quebec-Santé (FRSQ). 2014-2018 (\$340,000)

**Waschke, Kevin**

- Fellow of the American Society of Gastrointestinal Endoscopy (FASGE).

**Winer, Laura**

- Promoted to Associate Professor – Educational and Counselling Psychology.
- Appointed as the Director of Teaching and Learning Services.

**APPENDIX V – FACULTY, CENTRE FOR MEDICAL EDUCATION**

<b>Core Faculty</b>	
<b>Name</b>	<b>Department</b>
Donald Boudreau	Internal Medicine
Radan Čapek	Pharmacology and Therapeutics
Colin Chalk	Neurology and Neurosurgery
Richard Cruess	Centre for Medical Education
Sylvia Cruess	Centre for Medical Education
Valérie Dory	Assessment and Evaluation
Stuart Lubarsky	Neurology and Neurosurgery
Mary Ellen Macdonald	Oncology and Nursing
Peter McLeod	Internal Medicine, Pharmacology and Therapeutics
Sarkis Meterissian	Surgery and Oncology
David Ragsdale	Neurology and Neurosurgery
Saleem Razack	Pediatrics
Linda Snell	Internal Medicine
Yvonne Steinert	Family Medicine
Jeffrey Wiseman	Internal Medicine

<b>Research Scientists</b>	
<b>Name</b>	<b>Department</b>
Peter Nugus	Sociology
Aliki Thomas	Physical and Occupational Therapy
Meredith Young	Cognitive Psychology



<b>Centre Members</b>	
<b>Name</b>	<b>Department</b>
Rajesh Aggarwal	Simulation
Sero Andonian	Urology
Liliane Asseraf-Pasin	Physical and Occupational Therapy
Ilana Bank	Pediatrics
Lorraine Bell	Pediatrics
Laeora Berkson	Internal Medicine
Farhan Bhanji	Pediatrics
Miriam Boillat	Family Medicine
Beth-Ann Cummings	Internal Medicine
Mylène Dandavino	Pediatrics
Elaine Doucette	Nursing
Michelle Elizov	Internal Medicine
Hélène Ezer	Nursing
Rachel Fisher	Anesthesia
Ron Gottesman	Pediatric Critical Care Medicine
Terry Hebert	Pharmacology and Therapeutics
Susanne Lajoie	Educational and Counselling Psychology
Leonora Lalla	Family Medicine
Markus Martin	Obstetrics and Gynecology
Fraser Moore	Neurology and Neurosurgery
Jay Nadeau	Biomedical Engineering
Lily Ha-Nam Nguyen	Otolaryngology
Geoffroy Noel	Anatomy and Cell Biology
Joyce Pickering	Medicine
Charo Rodriguez	Family Medicine
Ruth Russell	Psychiatry
Hugh Scott	Medicine
Ning-Zi Sun	Internal Medicine
Pierre-Paul Tellier	Family Medicine
Nazi Torabi	Liaison Librarian
Teresa Valois	Anesthesia and Pediatrics
Melina Vassiliou	Surgery
Adrianna Venturini	Physical and Occupational Therapy
Kevin Waschke	Gastroenterology



<b>Postdoctoral Fellows</b>	
<b>Name</b>	<b>Area of Specialty</b>
Mandip Basi	Anthropology

<b>Affiliate Members</b>	
<b>Name</b>	<b>Department</b>
Bernard Charlin	Director of Research and Development, CPASS, Université de Montréal
Deborah Danoff	Adjunct Professor, Department of Medicine, McGill University
Adam Finkelstein	Academic Associate, Teaching and Learning Services
Lorie Kloda	Assessment Librarian, McGill University Library
Kevin Lachapelle	Associate Professor of Surgery, McGill University
Laura Winer	Director, Teaching and Learning Services

<b>Name</b>	<b>Supervisors</b>	<b>Project</b>
Tudor Botnaru	Michelle Elizov Peter Nugus Beth-Ann Cummings	What are Residents' Perceptions of the Sharing of Clinical Performance Assessments?
Martin Kuuskne	Farhan Bhanji	Curriculum Mapping for the Instructional Method of Emergency Medicine Simulation Training: A Resident Learner's Perspective





<b>2014 Elective Participants</b>			
<b>Name</b>	<b>Supervisor(s)</b>	<b>Topic</b>	<b>Outcome</b>
Étienne Archambault Medical Student (Y-4), McGill <i>Period 10: Mar 10-Apr 6</i>	Jeffrey Wiseman	Learning from Clinical Camouflage	Created several virtual patient cases which he and his supervisor are currently testing out – no publications yet.
Matthew Tse Medical student (Y-5), University of Edinburgh <i>Period 3: Aug 25-Sep 21</i>	Stuart Lubarsky Colin Chalk	Validity of Script Concordance Testing and Key Feature Problems	Activities not pursued after elective.
Andrea Kessous (PGY-1) Family Medicine, McGill <i>Period 3: Aug 25-Sep 21</i>	Saleem Razack	Bilingual Multiple-Mini Interviews: Equivalent Performance of Urban vs. Non-Urban and English- vs. French-Speaking Candidates	E-poster at the annual meeting of the Association for Medical Education in Europe (AMEE) in 2014.
Megin Fong (PGY-3) Internal Medicine, McGill <i>Period 4: Sep 22-Oct 19</i>	Michelle Elizov	Being Well	Will present at a McRIME meeting at the Centre for Medical Education in 2015.
Karen Willoughby Medical student (Y-4), McGill <i>Period 6: Nov 17-Dec 14</i>	Charo Rodriguez	Students' Perceptions of the New Longitudinal Family Medicine Experience (LFME) course	Poster to be presented at the annual meeting of the Association for Medical Education in Europe (AMEE) in 2015. Submitted for publication in the Canadian Medical Association Journal.



<b>2014-2015 Masters Students</b>	
<b>Name</b>	<b>Discipline</b>
Aisha Al Khamisi	Emergency Medicine
Nicholas Gélinas-Phaneuf	Neurology & Neurosurgery
Kuo Chen Liao	Geriatrics
Fareeda Hani Mukhtar	Radiology
Diana Maria Ramos	Educational Psychology
Robert Sternszus	Pediatrics
Christina Summerside	Nursing