



McGill

Centre for Medical Education

Annual Report: January 1 to December 31, 2018

Centre for Medical Education Annual Report

January 1 to December 31, 2018



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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 34 Centre Members have had a very productive and successful year and we hope to acknowledge some of their accomplishments in this report.

In response to the evolution of the field of health sciences education, the Centre for Medical Education spent much of this year looking at new academic structures and preparing a proposal to become an Institute of Health Sciences Education. Reasons for transforming the Centre into an Institute included the ability to provide an academic home to all faculty members and to offer graduate degrees in health sciences education (HSE). The desire to be interprofessional and interdisciplinary was another driving force in the decision to become an Institute as was the ability to fundraise successfully. Moreover, the focus of the Institute moving forward would be on research and scholarship, education and capacity building, including graduate studies, and community outreach and engagement. Becoming an institute would also enable an interdisciplinary space, for collaboration in HSE research and practice, and an interprofessional hub that would help spur HSE knowledge creation and transfer.

The proposal to become an Institute was presented at a Faculty Town Hall in September 2019 and was approved unanimously by Faculty Council later that month. A full proposal will be submitted to University's Academic Policy Committee, Senate, and Board of Governors in 2019.

RESEARCH AND PUBLICATIONS

Grants and Research Awards Received

A focus on research and scholarship in health professions education remains a key priority for the Centre for Medical Education. This past year, Core Faculty and Centre Members held 83 grants in medical education (as outlined in Appendix I) totaling \$36,881,321, of which 31 were new research grants, totaling \$6,031,030. Research themes focused on professional identity formation, faculty development, teaching and learning (with a 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 Class of 74' Faculty Scholar for Teaching Excellence and Innovation in Medical Education, the Emerging Scholar in Medical Education, and the Jonathan Campbell Meakins & Family Memorial Fellowship. The Centre for Medical Education remains very grateful to these donors and Classes for their generous gifts.

The Centre for Medical Education Seed Fund was awarded to (1) Dr. Geoffroy Noël, along with medical student Wimeng Ding, for a project (Innovation Category) entitled "Creating a high-fidelity and low-cost simulation device to facilitate cardiac ultrasound teaching, using 3D printing and tissue rendering with transparent and realistic properties;" and (2) Dr. Peter Nugus and colleagues Drs. Valerie Dory and Tamar Ibrahim (Research Category) for a project entitled "Understanding health advocacy in context: The interplay of formal and informal education."



The Jonathan Campbell Meakins and Family Memorial Fellowship was received by Dr. Nicole Ventura. With this award, Dr. Ventura was able to conduct her project entitled “Evaluating the integration of pre-mortem cadaveric-based diagnostic imaging in the anatomical study of body donors.” A manuscript for publication is currently in progress.

Dr. Geoffroy Noël was also named the Class of Medicine 1974 Faculty Scholar for Teaching Excellence & Innovation in Medical Education and Dr. Elisa Ruano Cea was named the Emerging Scholar in Medical Education for 2018 – 2019. Dr. Ruano Cea has developed an expertise in Competency-Based Medical Education (CBME) and Competency by Design (CBD) through her educational leadership roles and involvement in the development and implementation of new initiatives in the McGill Pediatrics Program.

The Class of Medicine 1970 Educational Award for Teaching Excellence and Innovation was awarded to (1) Dr. Teresa Rudkin for her project “In-office simulations for family medicine residents to teach and assess core procedure skills;” and (2) Dr. Sonia Skamene for her project “Development of healthcare quality and patient safety expertise to foster quality improvement skills in oncology training.”

Additional grants to highlight this year included: 1) a grant from Social Science Humanities Research Council (SSHRC) awarded to Dr. Maryam Wagner and colleagues from the McGill School of Nursing, for a ground breaking research project entitled “Transforming nurses’ work environments through a strength-based leadership and management training program”; 2) a grant from the Canadian Partnership for Stroke Recovery (CPSR) and Réseau Provincial de Recherche en Adaptation-Réadaptation (REPAR) awarded to Dr. Aliko Thomas and colleagues for their project entitled: “Effects of an innovative continuing professional development intervention on rehabilitation clinicians’ practices for improving walking, independence in activities of daily living and health related quality of life after stroke: a pilot study for a stepped wedge cluster randomized controlled trial”; 3) a grant from Fonds de recherche du Québec - Société et culture (FRQSC) awarded to Dr. Meredith Young and colleagues for their project entitled: “Évaluation en contexte de parcours professionnalisant: monitoring de la qualité et des conséquences. [Assessment within competency-based education programs: monitoring quality and considering consequences].” Dr. Young and colleagues launched the Research Group in Pursuit of Validity (RGPV) which aims to contribute to the assessment of future professionals through the investigation of the quality and consequences of assessment in the context of professionals through the investigation of the quality and consequences of assessment in the context of professional training program; and 4) a grant from the Social Sciences and Humanities Research Council (SSHRC) to Dr. Susanne Lajoie and colleagues for their project on the role of emotions in technology-rich learning environments in the STEM fields.

In addition, second-year resident, Claire Lee, supervised by Drs. Linda Snell and Peter Nugus, was awarded a grant from the Federations des Medecins Residents du Quebec for her project on “Developing competence in discussing goals of care: Learning needs for trainees and attending staff in internal medicine”, which aimed to understand how discussing goals of care is done at different levels of training and practice, with the goal of informing future curricula in this area. This is a good example of the applied scholarship we do at the Centre as well as an example of how we mentor future clinician-educators.

Dr. Jeffery Wiseman, a co-principal investigators along with **Dr. Suzanne P. Lajoie** and many other international researchers funded by the Canadian Social Sciences and Humanities Research Council



(SSHRC) Partnership Grant, continued to work on the LEADS project, devoted to improving learning and engagement in schools, from middle school to university, by bringing together educators, psychologists, computer scientists, engineers, physicians, historians and students across six countries, 18 universities and 13 partner organizations, to conduct cutting-edge research in fostering 21st century skills through the use of innovative forms of technology that span across disciplines and subject-matters (such as cognition, affect, assessment, computational modeling, machine learning, educational data mining, and digital video ethnography). This grant partnership won the 2017 American Educational Research Association Outstanding International Research Award.

Capacity building was another important focus this year. With this in mind, and to enhance our Core Faculty Members' knowledge and understanding of research principles and practices, research capacity building workshops were developed and facilitated by (1) Drs. Meredith Young and Christina St-Onge on Programmatic Research and (2) Dr. Rosie Goldstein on Research Grant Submissions. Dr. Peter Nugus conducted an advanced seminar series entitled "Between gaps and problems: Why and how to invoke theory in literature reviews and analyses."

Publications

This year, Core Faculty and Centre Members published a total of 68 articles and 3 book chapters in a variety of medical education and specialty journals (as outlined in **Appendix II**). It includes publications on topics relating to simulation, competency-based medical education, technologies to enhance teaching and learning, assessment, professional identity formation, faculty development, and clinical reasoning.

It is also interesting to note that an article by Drs. Saleem Razack, Yvonne Steinert and colleagues, on "Seeking inclusion in an exclusive process: Discourses of medical school student selection", was identified as one of the 10 most cited papers of 2016-2017 in *Medical Education*; and Dr. Linda Snell and her colleagues' paper on "Competency-based medical Education: Theory to practice", was ranked 26th in the category Education, Scientific Disciplines by the Web of Science (for papers between 2010 to 2014).

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 220 presentations at local, national, and international conferences and events, of which 44 were keynote or invited plenary presentations in universities and/or medical schools in Ireland, Switzerland, Norway, Italy, United Arab Emirates, Poland, Portugal, Brazil, Mexico, and the United States.

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.

Dr. Ilana Bank and her team completed a third large disaster simulation and they were successful in integrating the idea of family members with disabilities into the scenario. The challenge faced by this group of people was stressed by the disaster scenario and the healthcare team was encouraged to



address their particular needs. This group of researchers also completed pre and post focus groups and are in the process of data analysis.

Dr. Laeora Berkson, in her capacity as Chair of the UGME Program Evaluation and Curricular Outcomes Subcommittee, launched several initiatives including teacher surveys, focus groups on student mistreatment, measuring the cost-benefit of resource intensive aspects of the curriculum, collaboration with the student body in program evaluation, and creating a blueprint for student surveys in the undergraduate curriculum.

Dr. Miriam Boillat developed the Faculty Development Strategic Plan that outlines the goals, highlights how objectives align with the priorities of the Education Strategic Plan, and sets direction for future growth.

Dr. Terry Hébert became the chair of the Education Committee of the McGill Stem Cell Network, stem cell-based educational platforms at McGill for undergraduate and graduate training, leading to the development of five new courses. He also co-coordinated a new course entitled *Foundations to Translational Science*. This course focuses on the translation of discovery and the development of a “shared language” for doctors, research scientists and public policy developers.

Dr. Mary Ellen Macdonald transformed the Oral Health Research curriculum that she created and directed into an Evidence-based Dentistry curriculum. Working with her colleague, Dr. Svetlana Tikhonova, and librarian, Mr. Martin Morris, they developed and piloted this new curriculum, which has resulted in a three-year longitudinal curriculum, with three required courses for undergraduate dental students.

Dr. Suzanne MacDonald collaborated with Dr. Louise Bernier at the University of Sherbrooke to create a seminar called *Les droits des patients mineurs dans le domaine de la santé: la confidentialité et le consentement revisités*.

Dr. Annette Majnemer secured resources to support implementation of the Education Strategic Plan (ESP), approved in December 2017. The resources included an Assistant Dean for Biomedical Science Education, an Assistant Dean for Health Professions Education, a full-time Research Assistant, and a part-time communications associate.

Dr. Mélanie Mondou became the curriculum lead on implementation of Entrustable Professional Activities in the MDCM program. As she reported, Entrustable Professional Activities (EPAs) are one of the milestones of CBME in undergraduate medical education and a pilot project is currently underway to improve and record feedback after direct observation of history-taking and physical examination skills as the first entrustable professional activity for medical students relates to these two critical skills.

Dr. Fraser Moore ran a successful “formative OSCE” for Neurology residents at the Steinberg Centre for Simulation and Interactive Learning. The goal was to teach non-Medical Expert CanMEDs roles such as Communicator.

Dr. Lily Nguyen became the lead for the CBME curriculum in the Department of OTL–HNS and the co-chair of the Curriculum Review and CBME Committee. She also continues to run high-fidelity, in-situ



simulation sessions in the operating room at the Montreal Children's Hospital. The participants include Staff Surgeons and Anesthetists, as well as Faculty from Nursing, Respiratory Medicine and Patient Care Attendants. The course (comprised of simulated scenarios and structured group debriefing) focuses on inter-professional team training and Crisis Resource Management in the setting of unanticipated peri-operative crises.

Dr. Geoffroy Noel developed 3D printed models of various anatomical regions and researched their value on near-peer teaching of bedside ultrasound in undergraduate medical programs. He also presented his work at the Radiological Society of North America's 104th Scientific Assembly and Annual Meeting in Chicago, in 2018, and continued to develop and assess the success of 3D printed models in ultrasound visualization.

Dr. Laurie Plotnick led the development of an innovative and advanced pediatric emergency medicine course Pediatric Emergency Medicine – Clinical Scenarios and Interventions (PEM-CSI).

Dr. Laurie Plotnick conceived and implemented the Helen Karounis Agora Program (H-KAP) which engages retired members of the McGill Department of Pediatrics as teachers and mentors (minimum of 10 hours per year) in the Department of Pediatrics.

In her role of Child & Adolescent Psychiatry (CAP) Subspecialty Residency Program Director, **Dr. Ruth Russell** endeavored, with the collaboration of the CAP Residency Program Committee team, to design and deliver an educational program, which is sensitive and adaptable to residents' learning and practice needs and to RCPSC subspecialty requirements. The nature of a small program allows for close and frequent contact between residents and leaders/faculty, promotes consistent attention to resident needs/wishes, adjusts curricular and educational trajectories in a timely fashion, and concomitantly adapts with sensitivity to program objectives.

Dr. Ning-Zi Sun conducted a program evaluation of the new flipped classroom academic half-day she has been working on since 2016. It showed that residents found that the modified flipped classroom format using an audience-polling app is not only feasible, but also preferable as compared to the traditional didactic lectures. Dr. Sun also designed a procedure day, piloted in July (including learning modules and assessment tools), dedicated to ensuring PGY1 residents acquire the mandatory transition to discipline procedures.

Dr. Alik Thomas continued to lead a province-wide strategic initiative called KT-SIRQ (Knowledge Translation Strategic Initiative in Rehab in Quebec). The mission of this initiative is to build capacity in KT research and bridge research to practice gaps. The group also held a KT summer training program and participants included researchers, graduate students, post docs, managers, policy people, and clinicians.

Educational Programs

Under the leadership of Dr. Michelle Elizov, we welcomed one resident and one medical student for a medical education elective. The learners spent one month learning about medical education by participating in weekly meetings and individual meetings with Core Faculty and Centre Members. Core Faculty supervisors included (1) Dr. Tim Dubé who supervised a second-year resident in Public Health



and Preventive Medicine, Chérine Zaim; and (2) Dr. Peter Nugus, who supervised third-year medical student, Tianyu Zhang.

A new *Foundations in Medical Education* elective was designed and co-directed by Drs. Stuart Lubarsky and Robert Sternszus to meet a perceived need in the undergraduate medical curriculum. With the aim of teaching medical learners to be effective teachers, *Foundations in Medical Education* is a 4-week structured elective in which participants are expected to develop essential knowledge and skills in the basics of educational science, with particular emphasis on curriculum design, teaching and learning, assessment, program evaluation, and educational research and scholarship.

The inaugural elective took place in December with a cohort of learners including: Ihab Kandil, Justina Guirguis, Natasha Qureshi, Samar Hamdam, Mohammed Ashour and Marie Fournier. Students and residents formed two teams and were tasked with designing curriculum proposals to address problems faced in clinical settings that can be partially addressed through effective medical education. One student team developed a “cultural competency” curriculum for pediatrics residents designed to train practitioners in cultural sensitivity. This curriculum was developed in the context of increasing diversity in Canada and the need for clinical practitioners to adapt to evolving patient cultural experiences and worldviews. The second team focused on a recent increase in opioid poisoning and mortalities, as well as rising opioid prescriptions, and designed a postgraduate curriculum proposal that would familiarize learners with pain management and safe opioid prescription practices.

In addition, the International Medical Educators Exchange (IMEX) was held in May, welcoming eight medical educators and researchers to the Centre. IMEX, which was founded by McGill with four other universities in 2006 under the direction of Drs. Yvonne Steinert and Linda Snell, is a week-long series of events, in which representatives from six schools participate in twice-yearly scholarly meetings. Those institutions include McGill, the Karolinska Institute in Sweden, Dalhousie University in Halifax, Utrecht University in The Netherlands, the University of Leeds in the United Kingdom, and the University of Nicosia Medical School in Cyprus. After many years of hosting IMEX scholars, 2018 marked the last year of McGill’s involvement in this international initiative.

Core Faculty and Centre Members also co-taught in the Master’s in Medical Education course in May and June. Topics include sessions on curriculum design, teaching clinical reasoning, professional identity formation, faculty development, assessment, simulation, leadership in MedEd, program evaluation, sociology, and emotions.

Alongside the Faculty Development Office, the Centre offered four Medical Education Rounds (MER) in the past year: (1) Drs. Armand Aalamian, Evelyn Constantin, Nicole Li-Jessen, Saleem Razack, along with Ms Catherine-Anne Miller (McGill) presented *Social Accountability as an Imperative for Health Professions Education*; (2) Dr. Christopher Watling (Western University) presented *From Orchestras to Operating Rooms: Professional Culture and Learning*; (3) Dr. Annemarie Adams (McGill) presented *Looking Around: The Architecture of Medical Education*; and (4) Dr. David Irby (University of California, San Francisco) presented *Improving Learning Environments in the Health Professions*. Rounds continue to be an important aspect of outreach for the Centre.

**INVOLVEMENT IN THE COMMUNITY**

Dr. Mylène Dandavino is the lead in the development of a mobile application for medical documentation and communication for Camp Carowanis, a camp for diabetic children.

Dr. Tim Dubé was appointed as an Associate Editor with the Canadian Medical Education Journal (CMEJ). Key responsibilities include the assessment of manuscript submissions for peer review, choosing reviewers with knowledge and expertise in the field, and recommending decisions based on reviewers' comments and suggestions.

Drs. Stuart Lubarsky and Meredith Young co-organized the Fourth Montreal International Conference on Clinical Reasoning held at the University of Montreal. This collaborative initiative with colleagues at the Université de Montréal is the biennial organization of an international conference on Clinical Reasoning. The Montreal International Conference on Clinical Reasoning was first held in Montreal in October 2012 and has served to establish McGill (and UdeM) as a central hub for innovative and scholarly work in the field of clinical reasoning. Dr. Aliko Thomas was the special keynote speaker.

Dr. Mary Ellen Macdonald traveled to Brazil twice (Brasilia, and Sau Paulo) with her team (Belinda Nicolau and Quan Nha Hong) to deliver a 4-day mixed methods workshop to interprofessional and interdisciplinary health care professionals and graduate trainees. Dr. Macdonald also met with the International Dean at University of Glasgow, Scotland to discuss how to enhance student and faculty exchange between McGill and University of Glasgow. In addition, she has supported two applications to the International Mobility Fund, Early Career Mobility Award program, both from the School of Interdisciplinary Studies at the University of Glasgow. These grants allow Glasgow faculty to spend time with her team at McGill

Dr. Annette Majnemer was nominated the PI of CHILD-BRIGHT (<https://www.child-bright.ca/>), a SPOR chronic disease network focused on children with brain developmental disabilities and their families.

Dr. Geoffroy Noel co-led a study on the impact of the internationalization of medical education with Columbia University, Kyoto University, National University of Taiwan, Helsinki University and King's College London. The resulting paper – "Building an internationalization of medical education program to prepare future leaders in healthcare: The use of structured international group video conferencing and student exchanges to foster early collaboration between preclinical medical and dental students in Canada, Finland, Germany, Japan, Taiwan and the USA" - was accepted for publication in Medical Science Educator.

Dr. Joyce Pickering spent three weeks at the Gifu Medical Education Centre in Gifu Prefecture, Japan as a visiting professor where she gave eight presentations on medical education topics at various hospitals and meetings. Remarkably, she was able to give the majority of her presentations in Japanese!

Dr. Saleem Razack became a member of the Association of Faculties of Medicine of Canada (AFMC) Future of Admissions in Canada Think Tank, which is developing a position paper on how admissions to medical schools should evolve in Canada.



Dr. Ruth Russell continued to participate as a member of the Pathways in Clinical Care (PaCC) Group: A Workgroup of the American Academy of Child and Adolescent Psychiatry (AACAP) Physically Ill Child Committee. Products and publications for healthcare providers and patients/families have been multiple as a result of these interesting and valuable international collaborations.

Dr. Nicole Ventura assisted with bovine brain dissection labs for grade 9 science students at Lower Canada College.

Dr. Jeffrey Wiseman tutored and mentored medical learners in difficulty, from students to residents at McGill University as well as for clinical educators in his own practice environment and for Quebec physicians under the auspices of the Quebec College des Médecins. Dr. Wiseman was invited by the Faculty of Medicine at the University of Toronto to teach the deteriorating patient method to health workers at the Ontario Center for Addiction and Mental Health in 2018. They now use the live version of this method for professional development to teach psychiatric health care workers across Ontario how to approach deteriorating psychiatric patients while using current Canadian psychiatric treatment guidelines

MILESTONES

Several of our Core and Centre Members were successful in receiving academic promotions within their own disciplines: Dr. Joanne Alfieri was appointed Director of Education, Gerald Bronfman Department of Oncology; Dr. Ilana Bank was promoted to Associate Professor in the Department of Pediatrics; Dr. Farhan Bhanji was appointed to the position of Director of Education of the Steinberg Centre for Simulation and Interactive Learning (SCSIL); Dr. Mylène Dandavino was appointed as the Secretary of the Canadian Association for Medical Education (CAME) Foundation; Dr. Terry Hébert was appointed to the newly created position of Assistant Dean, Biomedical Science Education; Dr. Kevin Lachapelle was promoted to Professor of Surgery, McGill University; Dr. Mélanie Mondou was appointed Assistant Dean, Undergraduate Medical Education (UGME) in the Faculty of Medicine; Dr. Aliko Thomas was granted tenure and promoted to Associate Professor in the Faculty of Medicine; Dr. Aliko Thomas was also appointed the Director of Research at the Jewish Rehabilitation Hospital; Dr. Meredith Young was granted tenure and promoted to Associate Professor in the Faculty of Medicine. It was truly a noteworthy year!

HONOURS, AWARDS AND PRIZES

In addition to the above milestones, we are pleased to congratulate the following Core Faculty and Centre Members for their achievements in the past year:

- Drs. Richard and Sylvia Cruess received the 2018 Abraham Flexner Award for Distinguished Service to Medical Education. This award recognizes the highest standards in medical education and honors individuals annually whose impact on medical education is national in scope. First presented by the association in 1958, the Flexner Award is the AAMC's most prestigious honor.
- Dr. Susanne Lajoie became an elected fellow of the Royal Society of Canada (RSC). The RSC is Canada's national academy of distinguished scholars, artists, and scientists.
- Dr. Geoffroy Noël was named to the Faculty Honour List for Educational Excellence. The goal of the Faculty Honour List for Educational Excellence is to recognize 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.



- Dr. Peter Nugus was one of the recipients of the 2017 Transition to Clinical Practice (TCP) Family Medicine Teaching Award. TCP is a unique six-month component of the medical curriculum where students are given the opportunity to apply their knowledge, to practice their skills, and to learn key aspects of various disciplines without being responsible for patient care.
- Dr. David Ragsdale was awarded the Principal's Prize for Excellence in Teaching, established to recognize excellence in teaching and its importance to the academic experience of students at McGill University.
- Dr. Alik Thomas, received the 2018 Maude Abbott Prize. This award was established in 2010 by the Faculty of Medicine in order to recognize outstanding female faculty members at an early career stage who have excelled in education, research or administration.
- Dr. Linda Snell became an elected fellow of the Royal College of Physicians of London (RCP London). This is a prestigious accolade held by some of the most innovative and exceptional physicians in the world. It recognizes their achievements, skills and ongoing contributions to the profession.
- Dr. Yvonne Steinert was named to the Order of Canada for her contributions to the advancement of pedagogical principles, faculty development, and new training approaches in Canadian medical education.
- Dr. Robert Sternszus and colleagues (Drs. Farhan Bhanji, Sero Andonian, Linda Snell and Yvonne Steinert), were selected as one of five nominees for the 2018 ICRE top "What Works" paper session at the International Conference on Residency Education (ICRE) in Halifax, NS, for their project entitled "From Resident-as-Teacher to Resident-as-Role Model: Enhancing Resident Teaching Skills Curricula."

ACKNOWLEDGEMENTS

In closing, I 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 External Awards Committee; Drs. Michelle Elizov, Stuart Lubarsky and Robert Sternszus for their contributions to the Foundations in Medical Education Program; and Drs. Donald Boudreau, and Peter Nugus for their guidance and leadership as co-chairs of the Centre's Committee on Research in Medical Education (McRIME). As well, I would like to acknowledge the members of the newly formed Centre Executive whose advice and feedback has been invaluable in the governance and management of the Centre as well as its transition to an Institute. Executive members include: Drs. Don Boudreau, Peter Nugus, Fraser Moore, Geoffroy Noel, Linda Snell, and Robert Sternszus. I would also like to acknowledge Ms. Audrey Lew for her management of the Centre, and Ms. Claudia Regier and Ms. Nicole Gignac for their administrative coordination of all Centre tasks and activities.

In addition, I would like to thank the members of the Centre for Medical Education for contributing with the planning and brainstorming needed in preparing documents for the transformation of the Centre to an Institute of Health Sciences Education, and we gratefully acknowledge Dean David Eidelman, Vice-Dean Annette Majnemer, Dr. Leah Moss 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**

1. **Adams A.** Encountering Maude Abbot. (SSHRC Insight Program, 2018-2022, \$78, 676)
2. Ahmed S, Archambault P, Auger C, Lamontagne A, **Majnemer A**, Nadeau SM, Pineau J, Ptito A, Sicotte C, Swaine B. BRILLIANT-Rehab: Biomedical research & informatics living laboratory for innovative advances of new technologies in community mobility rehabilitation. (Canadian Foundation of Innovation CFI, 2017-2022, \$4,938,349)
3. **Alfieri J.** Aquos board interactive display (Ministry of Health and Social Services (MSSS) financing program for medical teaching in clinical setting, 2017-2018, \$5,000)
4. **Alfieri A, Gomez-Garibello C, Wagner M.** What motivates the modern learner in obtaining feedback for learning? (Centre for Medical Education Seed Fund, 2018, \$3235)
5. Arnaert A, **Ponzoni N**, Demyttenaere SV, Isaranuwatthai W, Barraud L, Ryan G, Schauer A. The development of a collaborative telehealth model for improving the provision of healthcare and experiences of patients undergoing bariatric surgery. (Fonds de soutien à l'innovation en santé et en services sociaux (FSISSS) – MEDTEQ, 2018- on going, \$500,000)
6. Arnaert A, **Ponzoni N**, Larocque J. Exploring the experiences of emergency triage nurses during police personnel's handover of mentally ill patients. (Réseau Québécois sur le Suicide, les Troubles de l'Humeur et les Troubles Associés (RQSHA), 2018-2019, \$10,000)
7. Arnaert A, **Ponzoni N**, Soubeiga D, Sia D, Tchouaket E, Kargougou R, Prosper DA, Guiella G, Yentema O, Schauer A. STREAMS: Strengthening the relationship between primary care nurses and community health workers using technology-enabled home visits for preventative screening and monitoring of pregnant women living in the rural eastern region of Burkina Faso. (Grand Challenges Canada Stars in Reproductive, Maternal, Newborn and Child Health, 2016-2018, \$100,000)
8. Azevedo R, **Lajoie S**, Hall N, Asghar A, Venkatesh V, Charles E, Labonté F, Chapdelaine C, Marqui R, Winne P, Laferrière T. Transforming teacher training and improving students' academic achievement with advanced digital technologies. (Partnership Development Grant —Social Sciences and Humanities Research Council of Canada, 2013-2018, \$192,660)
9. **Bank I.** Lumbar puncture task trainers to improve clinical skills in trainees. (MUHC Equipment Grant Competition, 2018, \$11,796)
10. Beaulieu MD, Boivin A, Dumez V, Éthier J-F, Kaczorowski J, Légaré F, LeBlanc A, Mâsse B, Pluye P, Rahme E, Vanasse A, **Thomas A.** Component of health and social services systems research, knowledge translation and implementation (The Quebec SPOR SUPPORT Unit Funded by: CIHR-FRQS-MSSS, 2015-2019, \$50,000)
11. Bedos C, Esfandiari S, Hovey R, Ari T, Brondani M, Dawson A, Emami E, Farrell K, Levesque M, **Macdonald ME**, et al. Winning pathways toward accessibility: The case of dental services for people using wheelchairs. (CIHR, 2018-2019, \$350,000)
12. Bould MD, Boet S, Cheng A, **Bhanji F**, Langevin M, Gilfoyle E, Duff J, Lobos AT, Kotsakis A. Consolidating tools for outcomes in resuscitation (CONTOUR). (Patient Safety Institute, 2015-2018, \$248,500)
13. Chamberland M, Setrakian J, St-Onge C, Plaisance M, **Thomas A**, Varpio L. Auto-explication et raisonnement structuré: Développement, implantation et évaluation d'une activité d'apprentissage



innovante dans le cadre du renouveau curriculaire pré doctoral en médecine (Fonds de Développement Pédagogique –Soutien de Recherche en Pédagogie Médicale, 2017-2018, \$24,575)

14. Collet JP, McNary L, McKellin W, Miller A, Glegg S, Weiss J, Moore S, Olsen L, Faulkner G, **Majnemer A**, Lau P, Tamkee G, Shikako-Thomas K, Gitimoghaddam M, Chakraborti M, Gardiner E, Cairney J, Hanbury P, van der Loo L, and other advisors. Physical activity strategies to enhance children’s development and families resilience: A knowledge translation collaboration with BC Special Olympics. (Edith Strauss Rehabilitation Research Projects, 2018-2020, \$199,150)
15. **Constantin E, Dubé T, Gomez-Garibello C, Aalamian A**. Responding to capacity building needs to implement Competence by Design (CBD). (CBD Residency Implementation Award by the Royal College of Physicians and Surgeons of Canada, 2017, \$25,000)
16. **Danoff D, Boudreau D, Thomas A, Steinert Y**. Professional identity formation in medicine: How does humanistic healthcare education with a focus on patient centeredness help to shape that identity? (Mapping the Landscape, Journeying Together. The Arnold P. Gold Foundation, 2015-2018, \$6,000)
17. **Dory V, Gomez-Garibello C, Danoff D, Cummings BA, Plotnick LH, Young ME**. Assessor cognition in longitudinal performance-based assessment: The impact of sharing information regarding learners’ previous performance. (Social Science and Humanities Research Council (SSHRC), 2017 – 2019, \$44,325)
18. Duckworth K, **Majnemer A**, Lai J, Symington V. Policy dialogue in childhood disability leisure promotion. (Edith Strauss Rehabilitation Research Projects, 2017-2018, \$12,000)
19. Eilayyan O, Bussièrès A, **Thomas A**, Ahmed S, Tibbles A, Jacobs C, Alzoubi F. Promoting the use of a self-management strategy among novice chiropractors treating individuals with spine pain: A mixed methods pilot cluster-clinical trial. (Richard & Edith Strauss Grant, Knowledge Translation Program, 2018-2019, \$9,000)
20. Fishman J, Wright D, **Macdonald ME**. In search of a nursing standpoint: Investigating nurses’ values regarding assisted death (CIHR Catalyst Grant, 2016-2018, \$100,000)
21. **Gomez-Garibello C, Dory V, Young ME, Sternszus R, Aalamian A, Cruess R, Cruess S, Ruano-Cea E, Andonian S**. Developing a rubric to assess residents’ work-placed based teaching as an entrustable professional activity (EPA). (Royal College of Physicians and Surgeons of Canada: Research for assessment within competency-based education, 2016 – 2018, \$17,500)
22. **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. (McGill Centre for Medical Education Innovation and Research Seed Fund, 2016-2018, \$6,200)
23. Gottleib L, Boies K, High, S, Ballantyne M, Clausen C, Gottleib B, Lavoie-Tremblay M, Hubley P, Rummens JA, Ashley L, Richler MC, Menard G, Proulx R, Chevrier A, Lambert S, **Wagner M**. Transforming nurses' work-life environments through training clinical leaders and managers in strengths-based nursing using innovative forms of story-sharing (Social Sciences and Research Council of Canada Partnership Grant, 2018-2023, \$2,000,000)
24. Harley J, **Lajoie S**, Grace A, Poitras E. Fostering historical reasoning, hope, empathy, emotional engagement and queer history awareness with a mobile augmented reality app (Social Science and Humanities Research Council of Canada (SSHRC), Partnership Development Grant, 2016-2018, \$75,000)



25. Hunt M, Krishna D, Goulet A, Ponussamy R, Antonypillai C, Archambault P, Bharatwaj A, Garnett C, Sahayaraj S, Storr C, **Thomas A**. A knowledge translation project to develop, implement and evaluate a tailored rehabilitation train the-trainer program at Amar Seva Sangam (ASSA), Tamil Nadu, India. (Edith Strauss Knowledge Translation Program, 2018-2019, \$12,000)
26. Kairy D, **Thomas A**, Ahmed S, Camden C, Halle M-C, Lamontagne M-E, Montpetit-Tourangeau K, Shikako-Thomas K, Anaby D, Bussi eres A, Rochette A. D veloppement d'un programme de formation sur les m thodes en transfert des connaissances dans le domaine de la sant  (Canadian Institutes of Health Research - Patient Centered Research Strategy Support Units, 2017-2018, \$50,040)
27. Krishnamoorthy P, **Bank I**, Ladd J, Zahabi S, **Wagner M**. Formative assessment of second year medical students using simulated scenarios in pediatrics (Ron Black/MCH Foundation, 2018, \$50,000)
28. **Lajoie S**. Supporting multimodal assessment of pilots' performance (CAE, 2017-2018, \$88,200)
29. **Lajoie S**, Pekrun R, Azevedo R. The role of emotions in technology-rich learning environments in the STEM fields. (Social Sciences and Humanities Research Council: Connection Grant, 2018-2019, \$25,000)
30. **Lajoie S**. Advanced technologies for learning in authentic settings: Supporting teaching and learning in technology rich problem solving environments. (Canada Research Chair, 2018-2025, \$1,603,735)
31. **Lajoie S**, Azevedo R, **Lachapelle K**, Muis K, **Wiseman J**, Hmelo-Silver C, Leighton J, Shute V, Pekrun R, Frasson C, Calvos R, Lester J, Jang E, Stupinsky R, Molenaar P, Kee K, Goldman R. Learning across the disciplines: Supporting technology rich learning across disciplines (Social Sciences and Humanities Research Council, 2012-2019, \$2,500,000)
32. Law S, Purden M, Asseraf-Pasin L, Daly M, **Macdonald 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, \$1,000,000)
33. Lee C, **Nugus P**, Jayaraman D, Xuan D, Li K, **Snell L**. Developing competence in discussing goals of care: Learning needs for trainees and attending staff in internal medicine (F d ration des M decins R sidents du Qu bec (FMRQ), 2018-2020, \$10,000)
34. **Majnemer A**, O'Donnell M, Ballantyne M, Cohen E, Collet JP, Dewan T, Elsabbagh M, Grant P, Hanlon-Dearman A, Kitch T, McElroy T, McGrath P, Miller A, Patel H, Rempel G, Shevell M, Wittmeier K. BRIGHT coaching: A health coach system to empower families of preschoolers with developmental disabilities. (CIHR CHILD-BRIGHT project, 2016-2021, 1,979,797)
35. **Majnemer A**, Miller S, Szatmari P, O'Donnell M, Kitch T, et al. CHILD-BRIGHT: Child health initiatives limiting disability - Brain research improving growth and health trajectories (CIHR, 2016-2021, \$12,500,000)
36. **Majnemer A**, Shikako-Thomas K. Cerebral Palsy Discovery Program – KT initiatives (NeuroDevNet Program Research Award, 2015-2018, \$55,500)
37. **Macdonald, ME**. Chercheur-boursier Junior 2 (Fonds de la recherche du Qu bec, 2017-2019, \$150,000)
38. McEwen L, Chamberlain S, **Constantin E**, Dagnone D, **Dory V**, Fostaty Young S, **Gomez-Garibello C**, Luhanga U, Rich J. Operationalizing programmatic assessment: Practice guidelines with descriptions of stakeholder activities. (Royal College of Physicians and Surgeons of Canada Strategic Grant: Mission-aligned Research in Competency-based Medical Education, 2016-2019, \$31,075)



39. 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)
40. Miller J, Bostick PG, Wideman T, **Bhanji F**, Bussi eres A, **Thomas A**, Tousignant-Laflamme Y, Walton D. Developing a stakeholder endorsed methodology to measure the outcomes of pain education in Canadian physiotherapy programs (Canadian Institutes of Health Research -Planning and Dissemination Grant– Institute Community Support, 2017-2018, \$10,000)
41. Morrison L, Christenson J, Stiell I, deCaen A, Kirkpatrick A, Travers A, **Bhanji F**, Atkinson P, Ramanathan K, Vaillancourt C, et al. CanROC – Canadian Resuscitation Outcomes Consortium: Toward a national resuscitation clinical research network. (CIHR Operating Grant, 2015-2020, \$3,000,000)
42. Muis K, **Lajoie S**. Environnements d'apprentissage technologiques: Augmenter la motivation, l'auto-r egulation et la r esuite scolaire des  tudiants   l'aide de l'apprentissage par l'enseignement. (FQRSC – MELS, 2013-2018, \$150,000)
43. Muis K, **Lajoie S**. The development of a teachable agent learning environment: Fostering learning during complex mathematics problem solving. (Social Sciences and Humanities Research Council, 2016-2018, \$74,899)
44. Nicolau B, Allison P, Coates M, Franco E, **Macdonald ME**, Madathil S, Makhoul N, Rousseau M. A machine learning algorithm to predict individual risk of head and neck cancers in clinical settings. (CIHR, 2018-2019, \$75,000)
45. Nicolau B, Emami E, Members of Division of Oral Health and Society, Including **Macdonald ME**. Pan-Canadian Oral Health Match Website: Improving access to dental care for underserved populations (Public Health Agency of Canada, 2017-2019, \$10,000)
46. **Noel G**. Creating a high-fidelity and low-cost simulation device to facilitate cardiac ultrasound teaching, using 3D printing with transparent and realistic properties. (Centre for Medical Education Innovation and Research Seed Fund, 2018-2019, \$2,700)
47. **Nugus, P**. Chercheur-boursier: Career Award- Junior. (Fonds de la recherche du Qu ebec – Sant e, 2014-2018, \$306,000)
48. **Nugus P**, Denis JL, Chenevert D. Advancing knowledge translation from understanding complex care coordination. (Canadian Foundation for Health Innovation, 2017-2019, \$8,000)
49. **Nugus P**, Denis JL, Sussman T, Mitchell C, Wister A, **Steinert Y**. Transferring lessons on coordination of health and social services for older people. (Social Sciences and Humanities Research Council of Canada, 2018-2021, \$24,850)
50. **Nugus P**, **Dory V**, Ibrahim T. Understanding health advocacy in context: The interplay of formal and informal education. (Centre for Medical Education Innovation Seed Fund, 2018-2020, \$9,440)
51. **Nugus P**, Haggerty J, Mokraoui N. The Research-Practice Interface: Theories and practices that align with complex care coordination (McGill University Practice-based Research Network, 2018-2020, \$5,000)
52. **Nugus P**, Horton A. Development and qualitative validation of an instrument to assess patient input: The case of public-private partnerships (Qu ebec Funds for Support for Patient-Oriented Research (SPOR), 2018-2020, \$9,840)



53. **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. (St Mary's Hospital Centre & Foundation C.A.R.E. Grant Scheme, 2016-2018, \$19,800)
54. **Nugus P**, Mah R, Coffin N, Horton A. The "Human Scale" of health care improvement: Aligning hospital foundations with frontline clinical practice, MITACS (formerly Networks of Centres of Excellence of Canada Accelerate Grant Scheme, 2017-2019, \$30,000)
55. **Nugus P**, Manzaniello-Chezol M, Denis JL, Chenevert D. Building Scholarly Capacity in Health Services & Policy Research through an International Conference on Organizational Behavior in Health Care (Canadian Institutes of Health Research – Institute for Health Services & Policy Research, 2018-2019, \$2,500)
56. Ogourtsova T, **Majnemer A**, O'Donnell M, Bogossian A. FATHERS MATTER: Blending patient-oriented and knowledge translation approaches to enhance health-care experiences among fathers of children with developmental disabilities. (Edith Strauss Rehabilitation Research Projects, 2018-2021, \$12,000)
57. Paquet C, Fisher R, Collard V, **Nguyen LHP**. Simulation-based interprofessional team training course. (Royal College of Physicians and Surgeons of Canada, 2018, \$2,000)
58. **Plotnick L**, **Macdonald ME**, **Sternszus R**, **Steinert Y**. Engaging retired physicians as teachers: Impact of a novel educational model (Centre for Medical Education Innovation and Research Seed Fund, 2018-2019, \$4,728)
59. Rochette A, Fougeyrollas P, Roche L, Swaine B, Kehayia E, **Thomas A**, Shikako-Thomas K, Milot E, Raymond E, St-Onge M, Guérard C, Ménard L, Vallée-Dumas C, Robin JP. Réfléchir et agir pour donner une orientation significative aux pratiques actuelles portant sur la sensibilisation, la formation et la perception générale à l'égard des personnes handicapées. (Société Inclusive soutenue par FQR-S, 2018-2019, \$35,000)
60. Rousseau C, Xenocostas S, **Nugus P**, Papazian G, Petrakos H, Pluye P, Renaud L, Rhéaume J, Rico De Sotelo C, Rodriguez C, Rosenberg E, Rothwell D, Ruiz-Casares M, Thoër C, Vachon M, Vissandjée B. Soutien aux infrastructures de recherche des Instituts et des Centres affiliés universitaires dans le domain social (Support for research and interventions in health and social services across settings). (Fonds de la Recherche du Québec – Société et Culture (FRQS), 2014-2019, \$1, 800, 000)
61. Shikako-Thomas K, **Majnemer A**. Stakeholder engagement in policymaking for neurodevelopmental disabilities (NeuroDevNet, 2015-2020, \$80,000)
62. **Sternszus R**, **Bhanji F**, **Andonian S**, **Snell L**, **Steinert Y**, Williams L, Maniati J. From resident-as-teacher to resident-as-role model: Enriching a resident teaching skills curriculum. (Canadian Association of Medical Education Wooster Family Education Grant, 2017-2019, \$10,000)
63. **Sternszus R**, **Boudreau D**, **Macdonald ME**, **Steinert Y**. Supporting the development of a professional identity in students and residents: Staff physicians' perceptions of their role. (McGill Osler Fellowship, 2016-2018, Fund, \$10,000)
64. St-Onge C, **Thomas A**, Langevin S, **Nguyen LHP**. Developmental progress assessment: Exploring the basis for best Practices. (Royal College of Physicians and Surgeons of Canada Strategic Grant - Mission-aligned Research in Competency-based Medical Education, 2017-2019 \$35,000)



65. St-Onge C, **Young ME**, Eva K, Featherstone R, Hodges B. From theory to practice: Quantification and consequences of different validity conceptualizations. (Social Sciences and Humanities Research Council of Canada (SSHRC), 2014 – 2018, \$151,992)
66. St-Onge C, **Young ME**, Renaud JS, **Thomas A**, Boileau E, Cambron-Goulet E, Chamberland M, **Dory V**, **Gomez-Garibello C**, Lacasse M, Lakhali S, **Nguyen HP**, Poitras M, Wagner M, Bernier F, **Bhanji F**, Boulais B, **Cummings BA**, Désilets V, **Dubé T**, Eva K, Gallagher F, Gauthier G, Graillon A, Hodges B, **Lubarsky S**, McConnell M, Setrakian J, Sheldon S, Tavares W, Thériault J, Touchie C, Varpio L. Évaluation en contexte de parcours professionnalisant: monitoring de la qualité et des conséquences. [Assessment within competency-based education programs: monitoring quality and considering consequences]. (Fonds de recherche du Québec - Société et culture (FRQSC), 2018-2020, \$205,800)
67. **Sun N**, Liu XJ, **Gomez-Gabriello C**. Grant program for research projects on postgraduate medical education. (Fédération des médecins résidents du Québec, 2018-2019, \$5,400)
68. **Sun N**, Nathoo N, **Gomez-Gabriello C**. Grant program for research projects on postgraduate medical education. (Fédération des médecins résidents du Québec, 2018-2019, \$8,310)
69. **Thomas A**. Chercheur-boursier: Career Award Junior 1. (Fonds de la recherche du Québec – Santé, 2014-2018, \$340,000)
70. **Thomas A**. Chercheur-boursier: Career Award Junior 2. (Fonds de la recherche du Québec – Santé, 2018-2022, \$353,876)
71. **Thomas A**. Professionals as scholars: Competency indicators and outcomes of advanced training (SSHRC: Internal Social Sciences and Humanities Development Grant, 2016-2018, \$4,000)
72. **Thomas A**, Bussi eres A, Hall e M-C, Asseraf-Pasin L, Steinhauer K, Storr C, **Mak S**. Supporting the development of learners’ evidence-based practice competencies: A qualitative study of faculty and clinical supervisors’ perspectives (Edith Strauss Grant, Knowledge Translation Program, 2016-2018, \$12,000)
73. **Thomas A**, Kengne Talla P, Guindon A, Robillard C, Laram e M-T, Houtekier C, Perez C, Ahmed S. Soutenir les coordonnateurs de recherche Clinique dans leur r le de transfert des connaissances: Une  tude   devis mixte des pratiques actuelles, obstacles et facilitateurs. (Centre for Interdisciplinary Research in Rehabilitation of Greater Montreal (CRIR), 2018-2020, \$7,000)
74. **Thomas A**, Lysaght R, Lee M, Schmitz C. Phase 4 of the research on occupational therapy education: Establishing a Community of practice (COP) for occupational therapy and continued knowledge translation research in education (Association of Canadian Occupational Therapy University Programs (ACOTUP), 2017-2018, \$95,697)
75. **Thomas A**, Ploughman M, Rochette A, Luconi F, Pluye P, Grad R, Schuster T, Jones A, Mayo N, Salbach N, Barclay R, Eng J, Kuspinar A, Chin D, Marini C. Effects of an innovative continuing professional development intervention on rehabilitation clinicians’ practices for improving walking, independence in activities of daily living and health related quality of life after stroke: a pilot study for a stepped wedge cluster randomized controlled trial. (Canadian Partnership for Stroke Recovery (CPSR) and R seau Provincial de Recherche en Adaptation-R adaptation (REPAR), 2018-2020, \$49,968)
76. **Thomas A**, Rochette A, Lapointe J, O’Connor K, Ahmed S, Bussi eres A, Letts L, MacDermid J, Mayo N, Polatajko H, Salbach N, Paterson M, Debigare R, Rappolt S, Masnyk K, Larney E. Evolution of evidence-



based practice: Evaluating the contribution of individual and contextual factors to optimize patient care (Canadian Institutes for Health Research, Project scheme grant, 2016-2020, \$294,332)

77. **Thomas A, Young M, Dory V, Lubarsky S, Macdonald ME**, Varpio L, Yeung E. Clarifying and contextualizing the relationship between evidence-based practice and clinical reasoning in rehabilitation education (Centre for Medical Education Innovation and Research Seed Fund, 2016-2018, \$6,500)
78. Wagner M (Co I). Validation of an Integrated Program of Assessment in Third Year Clerkship: How do Students Use the Information Provided by the Assessment Process? (McGill Class of Medicine, 2016-2019, \$5,000)
79. **Wagner M**, Nedelec B, Saunders S, **Thomas A**, Perlman C, Slanik M. Social media as an innovative tool for gathering data: Potentials and possibilities (Innovation Seed Fund, Centre for Medical Education, Faculty of Medicine, McGill University, 2017-2019, \$9,900)
80. Winkler-Schwartz A, **Lajoie S**, Del Maestro R. Does neurosurgical virtual reality training improve operative performance? (Royal College of Canada, 2017-2019, \$40,000)
81. **Young ME**. Chercheur-boursier Career Award Junior 1 (Fonds de recherche de Québec – Sante (FRQ-S), 2018-2022, \$357, 526)
82. **Young ME, Bhanji F, Thomas A, Lubarsky S, Dory V**, Torabi N, Durning S. Understanding diagnostic error: A scoping study of the role of ambiguity, uncertainty, and complexity in reasoning and error (Canadian Institutes of Health Research (CIHR) Knowledge Translation Grant, 2016-2018, \$35,000)
83. **Young ME, Thomas A, Dory V**, Torabi N, **Lubarsky S**. What makes clinical reasoning complex, ambiguous, difficult or uncertain? A scoping study of the health professions education literature (Internal seed funds, Centre for Medical Education, Faculty of Medicine, McGill University, 2016-2018, \$9,950)

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

1. **Adams A.** 2018. Encountering Maude Abbott. *Feminist Encounters*. 2(2): article 21.
2. Al Zoubi F, Mayo N, Rochette A, **Thomas A.** 2018. Applying modern measurement approaches to constructs relevant to evidence-based practice among Canadian physical and occupational therapists. *Implementation Science*. 13:152.
3. Anaby D, Law M, Feldman D, **Majnemer A,** Avery L. 2018. The effectiveness of the Pathways and Resources for Participation and Engagement (PREP) intervention: Improving participation of adolescents with physical disabilities. *Dev Med Child Neurol*. 60(5):513-519.
4. Arnaert A, Mills J, Bruno F, **Ponzoni N.** 2018. The educational gaps of nurses in entrepreneurial roles: An integrative review. *J Prof Nurs*. 34(6):494-501.
5. **Bank I, Plotnick LH.** 2018. A call to action: Attention to paediatric-specific disaster preparedness. *Arch Dis Child*. <http://dx.doi.org/10.1136/archdischild-2018-315461>.
6. Borges Nery P, Snider L, Comelo Junior JS, Boychuck Z, Fatima K, Goldschleger J, **Majnemer A.** 2018. The role of rehabilitation specialists in Canadian NICU: A 21st century perspective. *Physical & Occupational Therapy in Pediatrics*. 39(1)33-47.
7. Brown LL, Lin Y, Tofil NM, Overly F, Duff JP, **Bhanji F,** Nadkarni VM, Hunt EA, Bragg A, Kessler D, **Bank I,** Cheng A, International Network for Simulation-based Pediatric Innovation, Research, Education CPR Investigators (INSPIRE). 2018. Impact of a CPR feedback device on healthcare provider workload during simulated cardiac arrest. *Resuscitation*. 130:111-117.
8. Burns V, **Macdonald ME,** Carnevale F. 2018. Epistemological oppression and the road to awakening: A Boot Camp, a Twitter Storm, and a Call to Action! *Int J Qual Methods*. 17:1–6.
9. Chan L, **Mcdonald ME,** Carnevale FA, Steele RJ, Shrier I. 2018. Reconciling disparate data to determine the “right” answer: A grounded theory of reasoning in meta-analysis. *Research Synthesis Methods*. 9(1):25-40.
10. Cheng A, Nadkarni VM, Mancini MB, Hunt EA, Sinz EH, Merchant RM, Donoghue A, Duff JP, Eppich W, Auerbach M, Bigham BL, Blewer AL, Chan PS, **Bhanji F.** 2018. Resuscitation education science: Educational strategies to improve outcomes from cardiac arrest: A scientific statement from the American Heart Association. *Circulation*. 138:e82-e122.
11. **Cruess R, Cruess S, Steinert Y.** 2018. In re-ply to Morris. *Acad Med*. 93(12):1752-1753.
12. **Cruess R, Cruess S, Steinert Y.** 2018. Medicine as a community of practice: Implications for medical education. *Acad Med*. 93(2):185-191.
13. Duffy MC, **Lajoie SP,** Pekrun R, **Lachapelle K.** 2018. Emotions in medical education: Examining the validity of the Medical Emotion Scale (MES) across authentic medical learning environments. *Learn Instr*. <https://doi.org/10.1016/j.learninstruc.2018.07.001>.
14. **Dory V, Gomez- Garibello C, Cruess RL, Cruess SR, Cummings BA, Young M.** 2018. The challenges in detecting progress of generic competencies in the clinical setting. *Med Educ*. 52(12):1259-1270.



15. Eilayyan O, **Thomas A**, Hallé M-C, Ahmed S, Tibbles AC, Jacobs C, Moir S, Davis, C, Evans R, Schneider MJ, Alzoubi F, Barnsley J, Long C, Bussi eres A. 2018. Promoting the use of self-management in novice chiropractors treating individuals with spine pain: The design of a theory-based knowledge translation intervention. *BMC Musculoskelet Disord*. 19(1):328.
16. Fletcher A, Chen B, Benrimoh D, Shemie S, **Lubarsky S**. 2018. Lessons learned from a student-driven initiative to design and implement an organ and tissue donation course across Canadian medical schools. *Perspect Med Educ*. 7(5):332-336.
17. Foucault ML, Vachon B, **Thomas A**, Rochette A, Gigu ere CE. 2018. Utilisation of an electronic portfolio to engage rehabilitation professionals in continuing professional development: Results of a provincial survey. *Disabil Rehabil*. 40(13):1591-1599.
18. Francoeur C, Shea S, Ruddy M, Fontela P, **Bhanji F, Razack S, Gottesman R**, Di Genova T. 2018. It takes a village to move a hospital: Simulation improves intensive care team preparedness for a move to a new Site. *Hosp Pediatr*. (3):148-156.
19. Furlini L, Noushi N, Castonguay G, Bedos C, Allison P, De Souza R, Esfandiari S, Hovey R, **Macdonald ME**, Morris M, Nicolau B, Power F, Feine J. 2018. Assessing dental student readiness to treat the underserved: A scoping review. *J Dent Educ*. 82(5):483-91.
20. Garcia-Cabrero B, Hoover M, **Lajoie S**, Andrade-Santoyo N, Quevedo-Rodriguez L, Wong J. 2018. Design of a learning-centered online environment: A cognitive apprenticeship approach. *Educ Technol Res Dev*. 66:813-835.
21. **Gomez-Garibello C, Young ME**. 2018. Emotions and assessment: Considerations for rater-based judgments of entrustment. *Med Educ*. 52(3):254-262.
22. Hall e M-C, Mylopoulos M, Rochette A, Vachon B, Menon A, Amari F, **Thomas A**. 2018. Attributes of evidence-based occupational therapists in stroke rehabilitation. *Can J Occup Ther*. 85(5):351-364.
23. Harley JM, **Lajoie SP**, Tressel T, Jarrell A. 2018. Fostering positive emotions and history knowledge with location-based augmented reality and tour-guide prompts. *Lear Instruct*.
<https://doi.org/10.1016/j.learninstruc.2018.09.001>
24. Huang YQ, Traore K, Ibrahim B, Sewitch MJ, **Nguyen LHP**. 2018. Reporting quality of randomized controlled trials in otolaryngology: Review of adherence to the CONSORT statement. *J Otolaryngol-Head N*. 47:34. <https://doi.org/10.1186/s40463-018-0277-8>.
25. Keboa MT, Beaudin A, Cyr J, Decoste J, Power F, Hovey R, LaFrance L, Ouellet D, Wiseman M, **Macdonald ME**. 2018. Dentistry and nursing working together to improve oral health care in a long-term care facility. *Geriatr Nurs*. 40(2):197-204.
26. King NB, Harper S, **Young ME**, Berry SC, Voight K. 2018. The impact of social and psychological consequences of disease on judgments of disease severity: An experimental study. *PLoS-ONE*.
<https://doi.org/10.1371/journal.pone.0195338>
27. Kleinman ME, Perkins GD, **Bhanji F**, Billi JE, Bray JE, Callaway CW, de Caen A, Finn JC, Hazinski MF, Lim SH, Maconochie I, Nadkarni V, Neumar RW, Nikolaou N, Nolan JP, Reis A, Sierra AF, Singletary EM, Soar J, Stanton D, Travers A, Welsford M, Zideman D. 2018. ILCOR Scientific knowledge gaps and clinical research priorities for cardiopulmonary resuscitation and emergency cardiovascular care: A consensus statement. *Circulation*. 137(22):e802-e819.



28. Kleinman ME, Perkins GD, **Bhanji F**, Billi JE, et al. 2018. ILCOR Scientific Knowledge Gaps and Clinical Research Priorities for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care: A Consensus Statement. *Resuscitation*. 137(22):132-146.
29. Labbé M, **Young ME**, **Nguyen LHP**. 2018. Toolbox of assessment tools of technical skills in OTL-HNS: A systematic review. *Laryngoscope*. 128(7):1571-1575.
30. Labbé M, **Young ME**, **Nguyen LHP**. 2018. Validity evidence as a key marker of quality in technical skill assessment in Otolaryngology – Head and Neck Surgery. *Laryngoscope*. 128(10):2296-2300.
31. **Lajoie SP**, Zheng J, Li S. 2018. Examining the role of self-regulation and emotion in clinical reasoning Implications for developing expertise. *Med Teach*. 40(8):842-844.
32. Leduc K, Conway L, **Gomez-Garibello C**, Talwar V. 2018. The influence of participant role, gender, and age in elementary and high-school children’s moral justification of cyberbullying behaviors. *Computers in Human Behavior*. 83:215-220.
33. Liauw S, Kuper A, **Noel G**, Richardson L. 2018. Global health education at home: Canadian medical students’ perspectives after learning alongside Haitian peers. *Acad Med*. 93(12):1865-1871.
34. Loutfi D, Law S, McCutcheon C, Carlin R, Torrie J, **Macdonald ME**. 2018. Health planning for Indigenous populations: A rapid evidence review. *Int Indig Policy J*. 9(2):article 7.
35. **Lubarsky S**, **Dory V**, Meterissian S, Lambert C, Gagnon R. 2018. Examining the effects of gaming and guessing on script concordance test scores. *Perspect Med Educ*. 7(3):174-181.
36. Lysaght R, **Thomas A**, Lee M, Bossers A. 2018. Expanding the foundation of occupational therapy educational research – A Canadian initiative. *World Federation of Occupational Therapists Bulletin*. 74(1):52-57.
37. Maggio LA, **Thomas A**, Chen C, Ioannidis JPA, Kanter SL, Norton C, Tannery NH, Artino AR Jr. 2018. Examining the readiness of best evidence in medical education guides for integration into educational practice: A meta-synthesis. *Perspect Med Educ*. 7(5):292-301.
38. Marceau M, Gallagher F, **Young M**, St-Onge C. 2018. Validity as a social imperative for assessment in health professions education: A concept analysis. *Med Educ*. 52(6):641-653.
39. Mukhtar F, Muis K, **Elizov M**. 2018. Relations between psychological needs satisfaction, motivation, and self-regulated learning strategies in medical residents: A cross-sectional study. *MedEdPublish*. <https://doi.org/10.15694/mep.2018.0000087.1>.
40. Nhan C, **Young ME**, **Bank I**, **Nugus P**, Fisher R, Azzam M, **Nguyen LHP**. 2018. Interdisciplinary crisis resource management training: How do otolaryngology residents compare? A survey study. *OTO Open*. 2(2). <https://doi.org/10.1177/2473974X18770409>.
41. **Nugus P**, Désalliers J, Morales J, Graves L, Evans A, Macaulay A. 2018. Localizing Global Medicine: Challenges and oppoturnities in cervical screening in an indigenous community in Ecuador. *Qualitative Health Research*. 28(5):800-812.
42. **Nugus P**, Ranmuthugala G, Greenfield D, Travaglia J, Kolne K, Lamothe J, Kryluk J. 2018. New ways to get policy into practice: A mixed-method participatory study of care coordination and street-level bureaucrats. *Journal of Health Organization & Management*. 32(6):809-824.



43. **Nugus P**, Ranmuthugala G, Lamothe J, Greenfield D, Travaglia J, Kolne K, Kryluk J, Braithwaite J. 2018. New ways to get policy into practice: A mixed-method participatory study of care coordination and street-level bureaucrats. *J of Health Org and Management*. 32(6):809-824.
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Monographs, Books and Book Chapters

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**APPENDIX III – VISITORS TO THE CENTRE**

Guests	Topic
Ranate Kahlke (Feb, 2018)	Decision making under duress: A sociocultural perspective
Dr. Chris Watling, Shulich School of Medicine & Dentistry (June 5-8, 2018)	The Art and Science of Coaching in Medical Education (MER) From Orchestras to Operating Rooms: Professional Culture and Learning
Dr. Dave Irby (Oct 25, 2018)	Developing and Rewarding Teachers as Educators and Scholars: Remarkable Progress and Daunting Challenges

Visitors and Visiting Scholars	Institution
Dr. Torsten Risør	UiT The Arctic University of Norway
Dr. Dafna Meitar	Tel-Aviv University, Tel Aviv, Israel
Dr. Laura Campanozzi	University of Rome, Italy
Dr. Richard Thomson	Northumbria Healthcare NHS Foundation Trust
Dr. Takuya Saiki	Gifu University, Gifu, Japan
Dr. Karl Ericsson	Florida State University



APPENDIX IV – HONOURS, AWARDS & RECOGNITION

Aalamian, Armand

- Named to the Faculty Honour List for Educational Excellence

Alfieri, Joanne

- Appointed Director of Education, Gerald Bronfman Department of Oncology

Bank, Ilana

- Promoted to Associate Professor in the Department of Pediatrics in the Faculty of Medicine

Bhanji, Farhan

- Appointed to the position of Director of Education for the Steinberg Centre for Simulation and Interactive Learning

Boillat, Miriam

- Selected for the Todd McConnell Award for Outstanding Patient Care 2018 that is given by the Association of Physicians, Dentists and Pharmacists of St-Mary's Hospital

Cruess, Richard

- Awarded the Association of American Medical Colleges Abraham Flexner Award for Distinguished Service to Medical Education (Shared with S.R. Cruess)
- The McGill University Department of Orthopedic Surgery established the annual Richard Cruess Achievement Award for faculty Members

Cruess, Sylvia

- Awarded the Association of American Medical Colleges Abraham Flexner Award for Distinguished Service to Medical Education (Shared with RL Cruess)

Dandavino, Mylène

- Appointed as the Secretary of the Canadian Association for Medical Education (CAME) Foundation

Dubé, Tim

- Appointed as an Associate Editor with the Canadian Medical Education Journal (CMEJ), an online open-access peer-reviewed journal exploring new developments and perspectives in medical education

Terry Hébert

- Appointed to the newly created position of Assistant Dean, Biomedical Science Education, Faculty of Medicine, McGill University



Lachapell, Kevin

- Promoted to Professor of Surgery, McGill University

Lajoie, Susanne

- Appointed as a fellow of the Royal Society of Canada for her ground-breaking research which merges cognitive science with leading edge computer technology, and helps stimulate learning in social and life sciences
- Renewed Canadian Research Chair Tier 1 in Advanced technologies for Learning in Authentic Settings

Mondou, Mélanie

- Appointed Assistant Dean, Undergraduate Medical Education (UGME) in the Faculty of Medicine

Noël, Geoffroy

- Named to the Faculty Honour List for Educational Excellence
- Named the 2018-2019 Class of Medicine 1974 Faculty Scholar for Teaching Excellence and Innovation in Medical Education
- Awarded, along with medical student Wimeng Ding, the Centre for Medical Education Seed Fund in the Innovation category

Nugus, Peter

- Awarded, along with colleagues Valerie Dory and Tamar Ibrahim, the Centre for Medical Education Seed Fund in the Research category
- Awarded the 2017 Transition to Clinical Practice (TCP) Family Medicine Teaching Award

Ragsdale, David

- One of the recipients of the 2018 McGill Principal's Prize for Excellence in Teaching

Ruano Cea, Elisa

- Selected as the 2018-19 Emerging Scholar in Medical Education

Snell, Linda

- Elected fellow of the Royal College of Physicians of London (RCP London)

Steinert, Yvonne

- Named to the Order of Canada for her contributions to the advancement of pedagogical principles, faculty development, and new training approaches in Canadian medical education

Sternszus, Robert

- Recipient of the top "What Works" presentation at the 2018 International Conference on Residency Education (ICRE) awarded to the top innovation in residency education presented at the annual conference



Sun, Ning-Zi

- Received the Douglas G. Kinnear Award (Department of Medicine, MUHC) for her interest and skills in the teaching of clinical medicine.

Thomas, Alik

- Granted granted tenure and promoted to the rank of Associate Professor in the Faculty of Medicine
- Received an FRQ-S Junior 2 research scholar award (2018-2022) for her work related to: Amélioration des Services de Réadaptation Post-AVC: L'éducation, la Mobilization des Connaissances et la Formation Continue Comme Fondements de la Réadaptation Basée sur les Données Probante.
- Recipient of the 2018 Maude Abbott Prize. Established in 2010 by the McGill Faculty of Medicine, the Maude Abbott Prize recognizes outstanding female faculty members who excel in Education, Research or Administration with a focus at the early career stage.
- Appointed as the Director of Research at the Jewish Rehabilitation Hospital (JRH)

Venne, Gabriel

- Received the 2018 Young Faculty Award from the American Association of Anatomists for his work entitled *Quantitative and Qualitative Comparison of Thiel and Phenol-Based Soft-Embalmed skin for Surgical Training*.

Young, Meredith

- Granted tenure and promoted to the rank of Associate Professor in the Faculty of Medicine
- Received an FRQ-S Junior 1 research scholar award (2018-2022) for her work related to: Raisonnement Clinique et Erreurs Médicales: Exploration des Interrelations et Conséquences.

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

Core Faculty	
Name	Department
Donald Boudreau	Internal Medicine
Richard Cruess	Centre for Medical Education
Sylvia Cruess	Centre for Medical Education
Beth-Ann Cummings	Internal Medicine
Valérie Dory	Assessment and Evaluation
Tim Dubé	Curriculum Design and Alignment
Carlos Gomez-Garibello	Assessment and Evaluation
Stuart Lubarsky	Neurology and Neurosurgery
Mary Ellen Macdonald	Oncology and Nursing
Saleem Razack	Pediatrics
Linda Snell	Internal Medicine
Yvonne Steinert	Family Medicine
Robert Sternszus	Pediatrics
Maryam Wagner	Assessment and Evaluation
Jeffrey Wiseman	Internal Medicine

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



Centre Members	
Name	Department
Sero Andonian	Urology
Ilana Bank	Pediatrics
Lorraine Bell	Pediatrics
Laeora Berkson	Internal Medicine
Farhan Bhanji	Pediatrics
Miriam Boillat	Family Medicine
Colin Chalk	Neurology and Neurosurgery
Evelyn Constantin	Postgraduate Medical Education
Mylène Dandavino	Pediatrics
Michelle Elizov	Internal Medicine
Ronald Gottesman	Pediatric Critical Care Medicine
Terry Hébert	Pharmacology and Therapeutics
Tom Hutchinson	Whole Person Care
Kevin Lachapelle	Surgery
Susanne Lajoie	Educational and Counselling Psychology
Leonora Lalla	Family Medicine
Susan Law	Family Medicine
Suzanne MacDonald	Educational & Counseling Psychology
Annette Majnemer	Physical and Occupational Therapy
Susanne Mak	Physical and Occupational Therapy
Markus Martin	Obstetrics and Gynecology
Mélanie Mondou	Undergraduate Medical Education
Fraser Moore	Neurology and Neurosurgery
Lily Ha-Nam Nguyen	Otolaryngology
Geoffroy Noel	Anatomy and Cell Biology
Joyce Pickering	Medicine
Laurie Plotnick	Pediatric Emergency Medicine
Norma Ponzoni	Nursing
Elisa Ruano-Cea	Pediatrics
Ruth Russell	Psychiatry
Jade Sequin	Pediatric Emergency Medicine
Ning-Zi Sun	Internal Medicine
Nicole Ventura	Anatomy and Cell Biology
Gabriel Venne	Anatomy and Cell Biology



Postdoctoral Fellows	
Name	Area of Specialty
David Lemay	Student-centered learning, knowledge translation, and faculty development.

Affiliate Members	
Name	Department
Armand Aalamian	Postgraduate Medical Education
Annmarie Adams	Social Studies of Medicine
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
Andrea Quaiattini	Schulich Library
Hugh Scott	Former Director, Centre for Medical Education
Laura Winer	Director, Teaching and Learning Services

Masters Students	
Name	Discipline
Alina Levtova	Medical Genetics
Fadi Toonsi	Diagnostic Radiology
Osamu Nomura	Geriatrics
Shizuma Tsuchiya	Palliative Care