



McGill

IHSE

Institute of
Health Sciences Education

January 1 to December 31, 2019

Institute of Health Sciences Education

Annual Report

Submitted by Yvonne Steinert

Director, Institute of Health Sciences Education
Richard and Sylvia Cruess Chair in Medical Education



IHSE VISION AND MISSION

The Institute of Health Sciences Education has an inclusive mandate and community, bringing together clinicians, educators, researchers, and students from across disciplines and professions. This interdisciplinary and interprofessional approach cuts across silos and creates strong, organic links between research and scholarship, clinical practice, teaching, learning and assessment, curriculum implementation, and policy development.

Vision

The IHSE aims to promote excellence and innovation in health sciences education and practice through research and scholarship.

Mission

The mission of the IHSE is to advance health sciences education through research and scholarship, education and capacity-building, and community outreach and engagement, with the goal of developing health care professionals and scientists for better patient care and health outcomes. By bringing together clinicians, educators and researchers, the Institute will enable collaboration across disciplines and professions that will foster theory-driven and practice-based research and scholarship, a spirit of curiosity and inquiry among learners and educators, and the support and development of educational leaders and researchers. It will also provide a forum for knowledge translation, integration, and evidence-informed educational innovations and practices as well as national and international partnerships.

Aspirational Goals

As a long-term goal, the Institute seeks to establish a thriving milieu that not only supports transdisciplinary research and scholarship in relation to HSE, but also seeks to offer new educational opportunities for future leaders in the field and build a community of clinicians, educators and researchers dedicated to the pursuit of excellence in HSE. The Institute will also work with key partners, in the Faculty of Medicine, at McGill, across Canada, and internationally, to achieve shared objectives.



IHSE YEAR AT A GLANCE

Building on the success of the Centre for Medical Education, the Institute of Health Sciences Education (IHSE) was created in February 2019, and was officially launched in June 2019, with a celebration highlighting the success of the Centre and a bright future ahead for the Institute.

Our first year as an Institute was a very productive one, and new developments have taken shape that point toward a promising future, not only for the Institute but for the field of health sciences education as well. We are now an academic hiring and teaching unit that can provide graduate programs in health sciences education and offer an academic home to our faculty members, much like a traditional department. What makes us unique is that our Institute designation allows us to move beyond traditional departmental lines and disciplinary boundaries to create new knowledge, enable capacity-building, and promote knowledge translation.

This past year, Institute members (see Appendix I) and our broader community approached health sciences education with full hearts, sharp minds, and an overriding sense of dedication and humanism. In addition, throughout the year, Institute members renewed their commitment to international associations, presented at conferences across the globe, published in leading academic journals (see Appendix II & III), and received Tri-council and other research funding (see Appendix IV). Members also won prestigious awards (see Appendix V) and were appointed to new internal and external positions (see Appendix VI), while continuing to advance theory, research methodologies, educational policies and practices.

We also continued our partnerships with international colleagues, including Gifu University in Japan, and welcomed national and international guests and visiting scholars to the IHSE (see Appendix VII).

The IHSE also continued to offer education programming, including the Foundations in Medicine & Health Sciences Education as well as the Scholarship in Medical and Health Sciences Education electives. Members have also worked diligently to develop proposals for the Institute's new PhD in Health Sciences Education program as well as the Master's in Health Professions Education Certificate program. In addition, several Health Sciences Education Rounds (formerly known as Medical Education Rounds) were planned in partnership with the McGill Faculty Development Office and presented by Institute members as well as national and international guests.

In order to best showcase the 2019 achievements of our IHSE members, we asked our colleagues to describe their educational highlights, community engagements, and proud moments of the year. In place of a standard narrative, we have compiled these comments to showcase our IHSE 2019 accomplishments.



WHO WE ARE

With an active interest in the development and enhancement of health sciences education and practice, members of the IHSE consist of clinicians, educators and researchers from diverse backgrounds and disciplines. Bringing together research and practice, this unique mix of individuals helps us to move beyond traditional departmental and disciplinary boundaries to create new knowledge, enable capacity-building, and promote knowledge translation in the field.

The Institute of Health Sciences Education consists of **Faculty Members**, educators and researchers who perceive research and scholarship in Health Sciences Education as a major focus of their career; **Associate Members**, who include clinical faculty members, basic scientists, and educational researchers who make a significant commitment to research and scholarship in HSE; **Affiliate Members**, who come from other Faculties or Schools, with significant experience and expertise in HSE research and graduate supervision; and **Administrative Staff**, who manage the Institute's programs, weekly meetings and events.

All members represent a diversity of backgrounds and disciplines and collaborate with individuals, departments and other organizations to advocate for excellence in teaching and learning, scholarship at all levels of the educational continuum, and improved health care.

IHSE at a Glance

Faculty Members	11
Associate Members	36
Affiliate Members	2
Administrators	5



IHSE PUBLICATIONS

This year, IHSE Faculty, Associate Members, and Affiliate Members published a total of **100** articles and **14** book chapters in a variety of medical education and specialty journals (as outlined in Appendix II & III). These publications explored topics such as professional identity formation, faculty development, innovations in teaching and learning (including simulation and competency-based medical education), assessment and program evaluation, decision-making and clinical reasoning, and education and health care systems.

IHSE GRANTS & RESEARCH AWARDS

A focus on research and scholarship in health professions education remains a key priority for the IHSE. This past year, Faculty, Associate Members, and Affiliate Members held **79** research grants related to education and health care delivery (as outlined in Appendix IV) totaling **\$71,485,936** of which **27** were new research grants, totaling **\$5,872,896**.

Research explored a variety of topics focusing on the Institute's six major research domains (as outlined in Figure 1), all of which are informed by four interconnected and synergistic cross-cutting goals and strategies, with a continuing focus on learners and patients.

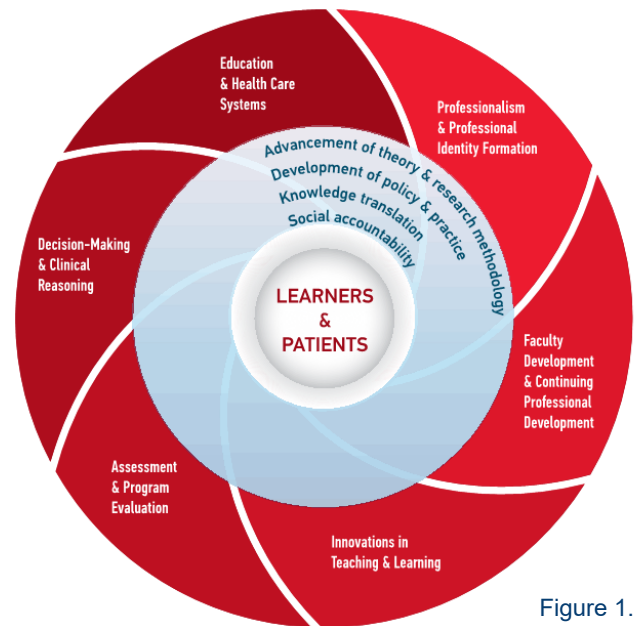


Figure 1.

IHSE PRESENTATIONS OF SCHOLARY WORK

IHSE Faculty, Associate Members, and Affiliate Members also presented their work in a number of national and international venues. More specifically, they gave over **152** presentations at local, national, and international conferences and events, of which **20** were keynote or invited plenary presentations in universities and/or medical schools in Australia, Austria, Germany, Mexico, Italy, Ireland, Taiwan, and the United States.

IHSE INTERNAL AWARDS

The IHSE continues to support Faculty and Associate Members' educational innovations and research through several initiatives: the Class of '70 Educational Award for Teaching Excellence; the Class of '77 Medical Education Innovation Grants Program; the Institute of Health Sciences 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 Institute of Health Sciences Education remains very grateful to these donors and Classes for their generous gifts.

The IHSE Seed fund was awarded to (1) **Dr. Peter Nugus** and colleagues, including IHSE members **Dr. Lorraine Bell** and **Dr. Suzanne MacDonald** in the research category for their project entitled "Learning care transition: Towards patient-centred coordination and systems"; and (2) **Dr. Lily HP Nguyen** and colleagues, including IHSE faculty **Dr. Meredith Young**, in the research category for their project entitled "When it all doesn't go according to plan: A hermeneutic phenomenology study of unmatched CaRMS applicants."

The Jonathan Campbell Meakins and Family Memorial Fellowship was awarded to by **Dr. Jennifer Ladd** (2019-2020), **Dr. Trong Tien Nguyen** (2019-2020), and **Dr. Marie-Lyne Grenier** (2018-2019). With this award, Dr. Ladd participated in the Canadian Patient Safety Officer Course and the Montreal Children's Residency Safety Committee. Dr. Nguyen used the funds to assist in his continuing endeavour to complete his Master's in Health Professions Education at the University of Illinois at Chicago (UIC). With this award, Dr. Grenier was able to conduct her project entitled "Teaching for Diversity: A Critical Examination of the Values, Preparedness, Pedagogical Practices, and Teaching Realities of Educators in Canadian Post-Secondary Health Professions Programs."

IHSE CAPACITY BUILDING

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, the following sessions were conducted: (1) Drs. Linda Snell and Jeffrey Wiseman - Adaptive Education; (2) Dr. Theresa Beesley - Program Evaluation: What, When, Why and How; (3) Drs. Stuart Lubarsky, Alik Thomas, Peter Nugus, Mary Ellen Macdonald, Charo Rodriguez, and Susanne Lajoie - Grant Preparation.



As well, Dr. Alik Thomas provided a four-part advanced seminar series on Epistemology and Methodology of Knowledge Syntheses. The purpose of this series was to discuss the rationale for conducting knowledge syntheses, present the most commonly used forms of knowledge syntheses, and discuss the epistemological and methodological considerations of each, with the goal of helping IHSE members distinguish between the various types of knowledge syntheses and make informed decisions about which type is best suited for their chosen research question.

IHSE EDUCATION PROGRAMS

FOUNDATIONS IN MEDICAL AND HEALTH SCIENCES EDUCATION

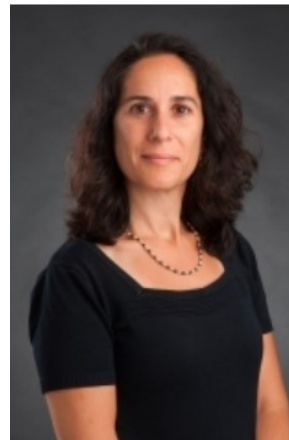
The Foundations in Medical and Health Sciences Education elective, designed and co-directed by Drs. Stuart Lubarsky and Robert Sternszus, welcomed its second cohort in December. With the aim of teaching medical learners to be effective teachers, Foundations in Medical & Health Sciences Education is a 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.



This year's cohort of learners included: Amaar Marefi (Pediatric Neurology), Asli Buykkurt (Neurology), Ahmed Almadani (Pediatrics), Olivier Fortin (Pediatrics), Maria Helena Correa Salustiano (NPM), Charles Fournier (Geriatric Psychiatry), Norah Nahhas (Pediatrics), Kimberly Wong (Medical Student), Melisa Gudzio (Medical Student), and Laurel Walfish (Medical Student). Students and residents formed three teams and were tasked with designing curriculum proposals to address educational problems faced in their clinical settings, focusing on the following topics: (1) Building competence for transition to residency training in CBME; (2) An undergraduate medical curriculum on environmental health; and (3) Language in the care of chronic illness: A new communication curriculum for first-year residents at McGill. This course continues to inspire current and future IHSE members.

SCHOLARSHIP IN MEDICAL AND HEALTH SCIENCES EDUCATION

Under the leadership of Dr. Michelle Elizov, we welcomed two residents for the Scholarship in Medical and Health Sciences Education elective. The learners spent one month learning about medical education by participating in weekly meetings and individual meetings with Core Faculty and Institute Members. Supervisors included (1) Dr. Ning-Zi Sun who supervised Stephanie Cerat, General Internal Medicine from the University of Montreal; and (2) Dr. Mylène Dandavino who supervised David D'Arienzo, Pediatrics.



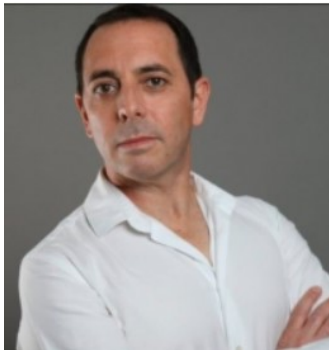
Dr. Ning-Zi Sun will take over the role of Director for the Scholarship in Medical and Health Sciences Education Elective in 2020.

IHSE EDUCATION PROGRAMS

PhD IN HEALTH SCIENCES EDUCATION

The PhD Working Group, comprised of IHSE members and chaired by Drs. Peter Nugus and Leah Moss, began development of the PhD in Health Sciences Education in the Spring of 2019. This program will be designed to:

- Advance societal health and well-being, and the quality and safety of patient care, by developing researchers who contribute to the science of evidence-based teaching and learning in health care.
- Promote teaching in health care of the highest possible quality through developing evidence for the criteria underpinning the assessment and evaluation of teaching and learning in health care.
- Advance the field of health sciences education (HSE) research by preparing HSE researchers to make conceptually-informed design and methodological choices in their research projects.
- Contribute to building and sustaining a vibrant, inter-disciplinary, inter-professional and practice-informed community among HSE researchers.



The proposal for a new PhD was submitted to BCC (Biomedical Curriculum Committee) and approved in October 2019. Following this, the proposal was submitted to CGPS (Council of Graduate and Postdoctoral Studies) and SCTP (Subcommittee on Courses and Teaching Programs) and approved by both in December 2019. It is our hope that we will be able to accept students to an *ad hoc* program in the fall of 2020.

MASTERS' IN HEALTH PROFESSIONS EDUCATION CERTIFICATE PROGRAM

Planning for the joint Education / Medicine Foundational Certificate in Health Sciences Education, under the leadership of Dr. Linda Snell, continued during the year with approvals obtained from both the Faculty of Education and the Faculty of Medicine. The 5-course blended learning format certificate will allow health professionals and health scientists to gain a solid foundation in health science education in a format that is flexible enough to meet the needs of practicing professionals and academics.



IHSE EVENTS

MEDICAL EDUCATION ROUNDS:

Digital Medicine: Impact and Consequences for Teaching and Learning with Dr. Jörg Goldhahn, Swiss Federal Institute of Technology, Zurich, Switzerland on February 14.

Where Have We Failed?: A Critical Perspective on Health Professions Education with Prof. Erik Driessen, Chair of the Department of Educational Development and Research in the Faculty of Health, Medicine and Life Sciences, at Maastricht University, on May 23.

Emotional Is Not Irrational: Rethinking The Role Of Emotions In Learning And Clinical Skills with Dr. Vicki Leblanc, Chair and Professor of the Department of Innovation in Medical Education at the University of Ottawa, on October 24.

Interdisciplinary Perspectives on Becoming an HSE Researcher with Dr. Geoffroy Noël (Anatomy & Cell Biology), Dr. Fraser Moore (Neurology & Neurosurgery) and Ms. Suzanne Mak (School of Physical & Occupational Therapy), on November 28.



IHSE LAUNCH:

Over 100 guests celebrated the launch of McGill University's new Institute of Health Sciences Education at a June event with a toast to the former Centre for Medical Education and a glimpse into the Institute's future.

Attendees at the launch event included former Centre Directors, Drs. Dale Dauphinee, Peter McLeod and Hugh Scott, along with four former Deans of the Faculty of Medicine, Drs. Samuel Benaroya, Richard Cruess, Abraham Fuks and Maurice McGregor.



IHSE FACULTY MEMBER EDUCATIONAL HIGHLIGHTS

It was an active and productive year for Institute of Health Sciences Education Faculty, Associate Members, and Affiliate Members. The next three pages highlight 2019 educational contributions as noted by our Members.

Joanne Alfieri was the Cruess Faculty Scholar for 2019-2020. Her research project is entitled “What motivates post-graduate medical trainees in obtaining feedback for learning?”

Donald Boudreau was invited to give a keynote address at the International Symposium on Medical Education in Taiwan on instilling humanism in clinical education. While in Taiwan, he also spoke about the medical humanities at the Taipei Medical University and on professionalism at the Taoyuan Armed Forces General Hospital in Taoyuan City. He has been invited back to two other Taiwanese medical schools for the fall of 2020.

Richard and Sylvia Cruess gave several rewarding international presentations on professionalism, professional identity formation, communities of practice and medicine’s social contract in Ireland and the United States.

Deborah Danoff continued to work with Drs. Valerie Dory, Meredith Young, Carlos Gomez-Garibello, and Beth-Ann Cummings on a research project focused on learner handover.



“ Associate Membership at the IHSE allows me to participate in a community of medical education scholarship, research excellence, with strong peer review and collaborations.”

- **Beth-Ann Cummings**

“Being a member affords me opportunities to pursue academically stimulating discussions with like-minded faculty...”

- **Jason M Harley**

Carlos Gomez-Garibello led the development of a program of assessment for the Pre-Entry Assessment Period (PEAP) in postgraduate education to help Program Directors make decisions about visa trainees’ readiness to residency education. This new program was used to assess the readiness for residency of a group of 39 visa trainees.

Stuart Lubarsky was promoted from Assistant to Associate Professor (CAS). He was also recognized for his educational accomplishments by receiving the CAME (Canadian Association for Medical Education) Certificate of Merit and being named to the Faculty Honor List for Educational Excellence in the Faculty of Medicine.

Mary Ellen Macdonald was invited to be a Visiting Fellow at the Institute of Advanced Studies at the University of Western Australia. Her primary activity was to develop collaborations in Indigenous oral health between Canada and Western Australia. She also delivered university-based public lectures.

IHSE FACULTY MEMBER EDUCATIONAL HIGHLIGHTS



Susanne Mak began recruitment of participants for Phase 2 of her PhD work, “A looking glass on attrition and retention in rehabilitation professionals.” She was also engaged in a scoping review on attrition and retention of rehabilitation professionals (Phase 1 of her PhD work).

Markus Martin was a Medical Executive Member for CIUSS Centre-Ouest and the JGH. He was also a Medical Examiner for CIUSS Centre-Ouest.

Sean McWatt embarked on his new journey at McGill and took over two courses in anatomy: Clinical Human Musculoskeletal Anatomy (ANAT 315) and Clinical Human Visceral Anatomy (ANAT 316).

Geoffroy Noël deployed augmented reality technology in the anatomy lab with the goal of improving the quality of training for surgeons, dentists and other health professionals.

Peter Nugus delivered two workshops (Introductory and Advanced) on ethnography at the International Conference on Qualitative Health Research in Vancouver, BC.

Laurie Plotnick led two innovations that were recognized by the Royal College of Physicians and Surgeons of Canada as “Leading Practices and Innovations”: (1) The Helen Karounis Agora Program (H-KAP) - a novel model of engaging retired physicians as teachers and (2) Combined Subspecialty Rounds – a two-year rolling curriculum for all subspecialty residents and fellows to help them achieve non-medical expert objectives.

Norma Ponzoni was invited to present on a national panel (CASN) debating how Nurse Practitioner students were to be prepared for practice.

Saleem Razack was invited to give a plenary address at the International Network for Researchers in Selection into Healthcare (INReSH) in Prato Italy on the topic of “Selection for Medical Studies in a Flawed Meritocracy.”

Elisa Ruano-Cea worked on multiple educational projects, including a narrative review of Student as Teacher curricula and a publication of a Stage-Specific Bootcamp for Postgraduate Training. She is pleased to have gained experience in mentorship and supervisory roles.

“... I am gaining so much as a clinician educator from regular contact with its [IHSE] members. I believe I, myself, provide a realistic and pragmatic perspective of medical education due to my ‘on the ground’ clinical duties and my significant involvement in leadership at my institution.”

- **Mylène Dandavino**

IHSE FACULTY MEMBER EDUCATIONAL HIGHLIGHTS

Ruth Russell extended her tenure in the role of Child and Adolescent Psychiatry (CAP) Subspecialty Residency Program Director to lead the March 2019 CanERA / RCPSC Regular Accreditation Visit.

Linda Snell has been working on the proposal for our new Certificate Program in Health Sciences Education. She was also the recipient of the Laureate Award, Quebec Chapter of the American College of Physicians.

Robert Sternszus led the launch of a national curriculum (via the Royal College), based on research that he led between 2010 and 2015, to teach residents about role modeling:

<https://www.royalcollege.ca/mssites/riseelearning/en/content/index2.html#/>

Ning-Zi Sun continued to supervise two senior residents on projects evaluating the use of flipped classrooms as a format for academic half-days during residency. The results of a quantitative study on the impact of flipped classrooms on learners' engagement were presented at the annual meeting of the Canadian Conference on Medical Education, in Niagara Falls, Ontario.

Aliki Thomas highlighted the success of her 5 PhD and 2 Master's students. Many have been awarded the Entrance Scholarship and Graduate Excellence Fellowships Allocation from the Faculty of Medicine, School of Physical and Occupational Therapy along with other prestigious awards.

This past year, Dr. Thomas was invited to present a keynote address at the Think Tank on Selection—Translational Education Research: Enabling research into policy, policy into practice in Prato, Italy.

Maryam Wagner worked with the School of Communication Sciences and Disorders (SCSD) to design EPAs (Entrustable Professional Activities) for all of their courses, several of which are now being piloted.

Jeffrey Wiseman continued to successfully mentor faculty members and near-peers. He also created and completed preliminary testing of six deteriorating patient serious game cases as part of his project on the "Deteriorating Patient".

Dr. Wiseman also converted several interactive face-to-face research and education activities to virtual ones.

Meredith Young was on sabbatical this past year. She had the pleasure of seeing her first PhD student, Melanie Marceau, successfully defend her thesis. Dr. Young was also an Inaugural Fellow, Karolinska Institutet Prize in Medical Education (KIPRIME) Fellows Program.

Gabriel Venne increased his number of direct teaching hours and taught two new courses in the MDCM curriculum; Human Musculoskeletal Anatomy (ANAT 314) and Anatomy & Embryology (Block A and D Medicine).



IHSE COMMUNITY ENGAGEMENT

Institute of Health Sciences Education Faculty, Associate Members, and Affiliate Members were also active members of the HSE community, locally, nationally, and internationally. The next two pages highlight some of our members' community engagement in 2019.

Joanne Alfieri was invited to be a member of the PGME Patient Safety and Advisory Committee.

She also delivered an invited talk at the Radiation Oncology Education Collaborative Study Group Symposium in Chicago IL on the creation and pilot-testing of virtual cases for learning oncologic emergency management.

Deborah Danoff continued to participate in the McGill medical student admissions process and in UGME curriculum evaluation as a member of the Program Evaluation & Curricular Outcomes (PECO) committee. She was also involved in medical education activities at the University of Ottawa Faculty of Medicine and in a multi-institutional project in the United States.

Carlos Gomez-Garibello was the co-chair of the Assessment and Evaluation Committee of the Society of American Gastro-Endoscopic Surgeons (SAGES). He led the development and implementation of a program evaluation strategy to examine the efficacy of educational programs offered by SAGES.



Mary Ellen Macdonald was the Chair of the Working Group of Indigenous People's Health for the Network for Canadian Oral Health Research (NCOHR), organizing a symposium at the International Association of Dental Research conference in Vancouver BC on "Indigenizing the Academy: Truth and Reconciliation Commission's Call to Action".

Sean McWatt served as an MMI evaluator for McGill Medicine Admissions.

Peter Nugus organized the inaugural Canadian-Australian Health Sociology Conference at UBC.

Saleem Razack provided support to the Community Health and Social Medicine Incubator (CHASM), a medical student-run group that promotes social entrepreneurship to address inequities in health.

Elisa Ruano-Cea was involved in a General Pediatrics curricular activity which engaged senior General Pediatrics trainees in teaching community health care providers.



IHSE COMMUNITY ENGAGEMENT

Ruth Russell continued to contribute to the Canadian Pediatric Consultation Liaison Psychiatry (PCLP) Networks, which she co-founded.

Linda Snell prepared two Canadian specialties to start competency-based residency programs.

Robert Sternszus represented PGME on Faculty Council, was a member of the PGME Professionalism Education Working Group and the national Pediatrics Specialty Education Committee at the Royal College and was a surveyor for the Royal College accreditation visit of Western University PGME programs.

Aliki Thomas continued as a member of the Board of the Best Evidence Medical Collaboration (BEME) and the co-lead of the McGill BEME International Collaborating Centre. She is also the deputy editor for BEME and an associate editor for the Canadian Journal of Occupational Therapy.

Ning-Zi Sun continued to contribute to the Education Working Group of the General Internal Medicine Division, the Medical Grand Rounds Committee of the MUHC Department of Medicine, and the inter-departmental Clinical Education Champions Initiative of the Faculty of Medicine.

Maryam Wagner worked with the Canadian Association of General Surgeons Examination Committee to help with the development of their mandatory formative exam for all General Surgery residents in Canada.

Jeffrey Wiseman continued to develop Faculty Development activities for the new Gatineau campus.

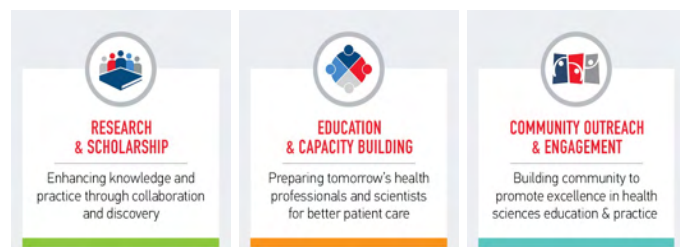
Meredith Young delivered workshops to colleagues at the Université de Sherbrooke on failure. Dr. Young also worked on a series to translate philosophy of science for use in Health Professions Education.

Gabriel Venne was a core member of the Organizing Board for the next International Fascia Congress, planned for Montreal 2021.



“ I feel very proud to be an Associate Member of the IHSE and to be stimulated by peers to think in different ways about medical education... I believe continued participation in meetings will make me a better educator and help me to think critically about what I do and how to improve it.

- **Suzanne MacDonald**



IHSE MOMENTS OF PRIDE

The Institute of Health Sciences Education is very proud of its members and what they have accomplished in 2019. The next two pages show some of the proud moments reported by our Faculty, Associate Members, and Affiliate Members in 2019.

Joanne Alfieri is proud to be named the Cruess Faculty Scholar for 2019-2020.

Carlos Gomez-Garibello is proud of his collaboration with his colleagues from the Institute, PGME, clinical departments, and national and international organizations.

Stuart Lubarsky is proud of the ongoing success of the Foundations in the Medical and Health Sciences Education elective that he co-founded with Robert Sternszus.

Mary Ellen Macdonald is proud of her work on integrating the concept of grief literacy into health professions education. The concept, she co-developed with international colleagues has been published in the journal *Death Studies*. She is also proud to have presented this work in Australia on behalf of her team.

Sean McWatt is proud of his efforts and success in beginning two research projects in health sciences education.



“ I’ve been a member of the Centre/Institute since 2007. I have found it to be a stimulating environment for forming relationships with clinical colleagues and to learn new things about teaching and assessment, especially in the context of health sciences education.

- **David Ragsdale**



Geoffroy Noël is proud to have been a part of the Canadian Medical Hall of Fame video:

<https://youtu.be/xki40J4h3Uo>

Peter Nugus is proud of his successful CIHR Project grant (ranked first by the committee) - Understanding Organizational Culture to Improve Admission-Discharge Processes: A Systems Approach to Healthcare Performance, Evaluation and Education.

IHSE MOMENTS OF PRIDE

Norma Ponzoni is proud that she has been given the opportunity to participate in the IHSE Foundations in Medical and Health Sciences Education Elective.

Andrea Quaiattini is proud of the instruction she does as part of the Foundations in Medical and Health Sciences Education elective. It is rewarding to see the students' final presentations and how their literature review informs their projects.

Saleem Razack is proud of his paper: "Beyond the cultural myth of medical meritocracy," published in Medical Education.

Linda Snell is proud of the recognition from national and international organizations that she received, including the Laureate Award from the Quebec Chapter of the American College of Physicians; being named a Fellow to the Canadian Academy of Health Sciences, and receiving recognition of 25 years of volunteer service from the Royal College of Physicians and Surgeons of Canada.



Robert Sternszus is proud of his launching of a national curriculum (via the Royal College of Physicians and Surgeons of Canada) to teach residents about role modeling.

Aliki Thomas is proud of the following published manuscript: Thomas A, Lubarsky S, Varpio L, Young M. 2019. Scoping reviews in health professions education: Challenges, considerations and lessons learned about epistemology and methodology. *Advances in Health Sciences Education*. 25:989-1002.



Maryam Wagner is proud to have successfully completed a project funded by the IHSE investigating the use of social media as an approach for increasing Occupational Therapy graduates' survey responses.

Jeffrey Wiseman is proud of the ongoing development of the deteriorating patient serious game as well as the graduation of his co-supervised Master's student who wrote a study using the "Deteriorating Patient" and Bioworld to conduct an initial validation of a Japanese Medical Emotion scale using Kane's validation approach.

Meredith Young is proud that she was named one of the 12 inaugural Karolinska Prize in Medical Education Fellows at the Karolinska Institutet.

ACKNOWLEDGEMENTS

In closing, I would like to acknowledge the following Institute members for their administrative contributions to the Institute:

- Drs. Miriam Boillat and Linda Snell, who co-chaired the Health Sciences Education External Awards Committee
- Drs. Michelle Elizov, Stuart Lubarsky and Robert Sternszus for their contributions to the Foundations in Medical and Health Sciences Education and Scholarship in Medical and Health Sciences Education electives
- Drs. Donald Boudreau and Peter Nugus for their guidance and leadership as co-chairs of the Institute's Committee on Research in Medical Education (McRIME)
- Members of the IHSE Executive Committee (Drs. Don Boudreau, Peter Nugus, Fraser Moore, Geoffroy Noël, Linda Snell, and Robert Sternszus) whose advice and feedback have been invaluable in the governance and management of the Institute.

I would also like to acknowledge all of our IHSE members for their hard work and perseverance throughout the year and for providing us with their educational highlights, community engagement, and proud moments described throughout this document. You are what makes the IHSE what it is!

As well, a big thank you to Ms. Audrey Lew for her management of the Institute, and Ms. Claudia Regier and Ms. Nicole Gignac for their administrative coordination of all Institute tasks and activities.

Lastly, I gratefully acknowledge Dean David Eidelman, Vice-Dean Annette Majnemer, Dr. Leah Moss, and Ms. Demetra Kafantaris for their ongoing support and help in achieving our collective goals and objectives.



Photography credit by Owen Egan.

APPENDICES

- Appendix I IHSE Membership
- Appendix II IHSE Publications
- Appendix III IHSE Books and Book Chapters
- Appendix IV IHSE Grants
- Appendix V Honours & Awards
- Appendix VI Appointments
- Appendix VII IHSE Guests

APPENDIX I IHSE MEMBERSHIP

IHSE FACULTY

- Donald Boudreau, Medicine & Health Sciences Education
- Richard Cruess, Health Sciences Education
- Sylvia Cruess, Health Sciences Education
- Carlos Gomez-Garibello, Health Sciences Education
- Stuart Lubarsky, Neurology and Neurosurgery & Health Sciences Education
- Peter Nugus, Health Sciences Education
- Linda Snell, Medicine & Health Sciences Education
- Robert Sternszus, Pediatrics & Health Sciences Education
- Maryam Wagner, Health Sciences Education
- Jeffrey Wiseman, Medicine & Health Sciences Education
- Meredith Young, Health Sciences Education

AFFILIATE MEMBERS

- Bernard Charlin, URDESS, l'Université de Montréal
- Deborah Danoff, Health Canada

POSTDOCTORAL FELLOW

- Sara Mortaz-Hejri, Medical Education

CRUESS FACULTY SCHOLAR

- Joanne Alfieri, Oncology

AFFILIATE DOCTORAL STUDENT

- Sofia Valanci, Experimental Surgery

IHSE ADMINISTRATORS

- Yvonne Steinert, Director
- Audrey Lew, Manager
- Claudia Regier, Senior Administrative Coordinator
- Nicole Gignac, Secretary
- Matthew Brett, Communications Administrator

IHSE ASSOCIATE MEMBERS

- Armand Aalamian, PGME
- Annmarie Adams, Social Studies of Medicine
- Sero Andonian, Urology
- Ilana Bank, Pediatrics
- Lorraine Bell, Pediatrics
- Farhan Bhanji, Pediatrics
- Miriam Boillat, Family Medicine
- Evelyn Constantin, PGME
- Beth-Ann Cummings, UGME
- Mylène Dandavino, Pediatrics
- Michelle Elizov, Medicine
- Ronald Gottesman, Pediatric Critical Care
- Terry Hébert, Pharmacology
- Kevin Lachapelle, Surgery
- Susanne Lajoie, Educational & Counselling Psychology
- Suzanne MacDonald, Adolescent Medicine
- Mary Ellen Macdonald, Dentistry
- Annette Majnemer, SPOT
- Susanne Mak, SPOT
- Markus Martin, OBGYN, Oncology
- Sean McWatt, Anatomy & Cell Biology
- Mélanie Mondou, UGME
- Fraser Moore, Neurology & Neurosurgery
- Lily Ha-Nam P Nguyen, Otolaryngology
- Geoffroy Noël, Anatomy & Cell Biology
- Joyce Pickering, Medicine
- Laurie Plotnick, Pediatric Emergency Medicine
- Norma Ponzoni, Nursing
- Andrea Quaiattini, Schulich Library
- David Ragsdale, Neurology & Neurosurgery
- Elisa Ruano-Cea, Pediatrics
- Ruth Russell, Psychiatry
- Ning-Zi Sun, Internal Medicine
- Aliko Thomas, SPOT
- Gabriel Venne, Anatomy & Cell Biology
- Nicole Ventura, Anatomy & Cell Biology

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APPENDIX III IHSE BOOKS & BOOK CHAPTERS

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3. **Hutchinson T.** 2019. Chapter 4, Class 2: Congruent communication. In Liben S, Hutchinson T (editors). *MD Aware. A Mindful Medical Practice Course Guide*. Springer Nature: Switzerland. Pp. 39-49.
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6. **Hutchinson T.** 2019. Chapter 10, Live and in person: One class from moment to moment In Liben S, Hutchinson T (editors). *MD Aware. A Mindful Medical Practice Course Guide*. Springer Nature: Switzerland. Pp. 111-124.
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APPENDIX IV IHSE GRANTS

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, 2017-2022, \$4,938,349)
3. Ahmed S, **Thomas A,** Auger C, Wittich W. The BRILLIANT Knowledge Mobilisation Network (Pole Universitaire en réadaptation (PUR), 2019-2020, \$125,000)
4. 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)
5. 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)
6. 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)
7. Beaulieu MD, Pluye P, Rahme E, et al. Collaborators: **Nugus P,** et al. Advancing Methodological Developments, Quebec Government Scheme: Support for People and Patient-Oriented Research and Trials (Fonds de Recherche du Québec - Santé and Canadian Institutes of Health Research, 2015-2019, \$32,000,000)
8. 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, 2018-2021, \$350,000)
9. Bolduc, F, Irish, D, **Majnemer, A,** Nicholas, D.B, Zaiane, O.R. (co-PIs), Clelland, S., Epp, C.D., Gavin, F., Greenshaw, A., Greiner, R., Lafleur, M., Maynard, D., Michalak, E., Paulden, M., Reynold, J., Weiss, J., Zwicker, J. Development of an Artificial Chatbot Supporting Coaching and Optimal Service for Individuals with Neurodevelopmental Disabilities and Their Families (Canadian Institutes of Health Research and Natural Sciences and Engineering Research Council of Canada, 2019-2022, \$1,531,287)
10. Brassard P, Grenier J, Anderson N, Brisson M, Franco E, Grad R, Levesque M, **Macdonald ME,** Nulukie A, Papillon-Smith. Illiap Paanganik Qaujisarniq: Adapting Cervical Cancer Screening Strategies for Inuit Women of Nunavik. (CIHR Team Grant, 2019-2022, \$450,000)
11. Chamberland M, Setrakian J, St-Onge C, Plaisance M, Chebbihi A, **Thomas A,** Varpio L. Auto-explication et raisonnement structuré : mesurer les impacts de l'implantation d'une activité d'apprentissage innovante dans le cadre du renouveau curriculaire pré doctoral en médecine (Fonds de développement pédagogique : Faculté de médecine et des sciences de la santé- Société des médecins de l'Université de Sherbrooke, 2019-2020, \$25,000)
12. Cheung W, Hall A, Oswald A, Atkinson A, Richardson D, Frank J, van Melle E, **Snell L.** Resident Progress Decisions: Evaluating the Fidelity and Integrity of Competence Committee Implementation in Canadian Residency Training Programs (2018 Royal College Intramural Grant, 2019-2021, \$18,468)

APPENDIX IV IHSE GRANTS

13. 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)
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)
14. Couturier Y, Hudon C, Archambault P, Beaulieu MC, Débarges B, Del Grande, Glaser E, YC, Haggerty J, Houle J, Labrecque F, Légaré F, Lussier MT, Melançon-Laître, Menear M, **Nugus P**, Paquette JS, Smithman MA, Vachon B. Knowledge Networks in Frontline Integrated Health Care and Services (Fonds de Recherche du Quebec – Santé, 2019-2023, \$2,600,000)
15. Dory V, **Gomez-Garibello C**, **Danoff D**, **Cummings BA**, **Plotnick LH**, **Young ME (PI)**. 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)
16. 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)
17. Findyartani A, Samarasekera D, **Steinert Y**. Medical and Health Profession Teacher Professionalization in the Era of the Industrial Revolution 4.0 – A Longitudinal Research on Faculty Development (International Collaboration Grant, Government of Indonesia, 2019-2021, \$56,000)
18. Gaid D, Bussièrès A, Ahmed S, **Thomas A**, Laramée MT. A National-Wide Environmental Scan of Human Agents Training (Richard & Edith Stauss Grant, Knowledge Translation Program, 2019-2020, \$11,999)
19. **Gomez-Garibello C**. An Effect-Driven Approach to Developing a Program of Assessment for a Readiness for Residency Program (McGill University Social Sciences and Humanities Research Council Travel Grant, 2019, \$1,500)
20. **Harley J**. Measuring Dynamic Fluctuations in Learners' Attention and Discrete Emotions During Interactions with the Edmonton Queer History App (Killam Research Foundation, 2018-2019, \$47,839)
21. **Harley J**, Pekrun R, Gross JJ. Developing and Evaluating Instructional Videos to Support Media Literacy Education and Emotion Regulation (Social Science and Humanities Research Council of Canada, 2019-2021, \$99,448)
22. Hordyk SR, Fraser S, **Macdonald ME**, Nadeau L. Community-based Bereavement Support for Inuit Living in Montreal and Nunavik. (SSHRC Insight Development Grants, 2018-2020, \$70,000)

APPENDIX IV IHSE GRANTS

23. 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)
24. **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)
25. **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)
26. **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)
27. Lawrence H, **Macdonald ME**, Nicolau B, Carnevale F, Ka K, Keboa MT, McNally. The Oral Health and Dental Care Pathways of Humanitarian Migrants. (CIHR Project Scheme, 2018-2021, \$580,000)
28. 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 (Fédération des Médecins Résidents du Québec (FMRQ), 2018-2021, \$10,000)
29. **Macdonald, ME**. Chercheur-boursier Junior 2 (Fonds de la recherche du Québec, 2017-2019, \$150,000)
30. **Macdonald ME**, Junker MO, Torrie J. Palliative Care Terminology for James Bay Cree. (Health Care Access for Linguistic Minorities Network, 2019-2020, \$20,000)
31. **Macdonald ME**, Keboa M, Nicolau B. Symposium: Oral Health Care of Refugees and Asylum Seekers in Canada: Challenges and Opportunities, International Metropolis Conference, June 24-28, 2019, Ottawa ON. (Réseau de Recherche en Santé Buccodentaire et Osseuse Conference Grant, 2019, \$4000)
32. **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)
33. **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)
34. 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, 2017-2019, \$31,075)

APPENDIX IV IHSE GRANTS

35. 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)
36. **Nguyen LHP**, Bynum W, Varpio L, **Young ME**. When it all Doesn't go According to Plan: A Hermeneutic Phenomenology Study of Unmatched CaRMS Applicants (Institute of Health Sciences Education Seed Fund, 2019-2020, \$9,750)
37. 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)
38. 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)
39. Novack D, Montgomery K, Beach MC, Clark WD, Daetwyler C, **Danoff D**, et al. Macy Collaborative on Professionalism and Interprofessional Education (Josiah Macy Foundation, 2017-2020, \$980,000)
40. **Noël 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)
41. **Nugus P**, **Bell L**, **MacDonald S**, et al. Learning Care Transition: Towards Patient-Centred Coordination and Systems (Health Sciences Education Innovation and Research Seed Fund, 2019-2020, \$97,000)
42. **Nugus P**, Denis JL, Chenevert D. Advancing Knowledge Translation from Understanding Complex Care Coordination. (Canadian Foundation for Health Innovation, 2017-2019, \$8,000)
43. **Nugus P**, Denis JL, & Chenevert D. Building Scholarly Capacity in Health Services & Policy Research Through an International Conferences on Organizational Behavior in Health Care (Canadian Institutes of Health Research – Institute for Health Services & Policy Research, 2017-2019, \$2,500)
44. **Nugus P**, Denis JL, Grad R, Lang E, Lavoie-Tremblay M, McLane P, Reay G, Rodriguez C, Sussman T. Understanding Organizational Culture to Improve Admission-Discharge Processes: A Systems Approach to Healthcare Performance, Evaluation and Education (Canadian Institutes of Health Research Project Grant, 2019-2022, \$170,000)
45. **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)
46. **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)
47. **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)

APPENDIX IV IHSE GRANTS

48. **Nugus P**, Horton A. Development and Qualitative Validation of an Instrument to Assess Patient Input: The Case of Public-Private Partnerships (Québec Funds for Support for Patient-Oriented Research (SPOR), 2018-2020, \$9,840)
49. **Nugus P**, Mah R, Coffin N, & Horton A. The "Human Scale" of Health Care Improvement: Aligning Hospital Foundations with Frontline Clinical Practice, MITACS (Accelerate Grant Scheme, 2017-2019, \$30,000)
50. **Nugus P**, Ramos D. Intervention for Pediatric to Adult Transition for Primary Care Clinicians and Clients: Phase 1: Protocol Development (Réseau 1-Appel à projets de développement, 2019-2020, \$5,000)
51. **Nugus P**, Ramos D. From Theory to Practice in Care Transitions: The Relationship Between Theories and Contextual Behavior in Acute and Primary Care Coordination (Réseau-1 Québec, 2019-2020, \$5,000)
52. 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)
53. **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, \$4728)
54. Rennick JE, Vigneault K, Buchanan F, Carnevale F, Cohen E, Dryden-Palmer K, Fontela P, Law S, Patel H, **Razack S**, St-Sauveur I, Zhang X. When Expertise Collides: Using Experience-Based Co-Design to Enhance Care Experiences for Children with Medical Complexity in the Pediatric Intensive Care Unit (Canadian Institutes of Health Research, 2018-2021, \$462,824)
55. 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)
56. 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 domaine 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)
57. Shikako-Thomas K, **Majnemer A**. Stakeholder Engagement in Policymaking for Neurodevelopmental Disabilities (NeuroDevNet, 2015-2020, \$80,000)
58. Slack-Smith L, Drury A, **Macdonald ME**, Naoum S, Naylor N. Building an International Community of Practice Through IADR to Nurture and Translate Indigenous Oral Health Research. (IADR Regional Development Program Application, 2019-2020, \$9,841)
59. **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)

APPENDIX IV IHSE GRANTS

60. 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)
61. St-Onge C, **Young ME**, Renaud JS, **Thomas A**, Boileau E, Cambron-Goulet E, Chamberland M, **Dory V**, **Gomez-Garibello C**, Lacasse M, Lakhal 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)
62. **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)
63. **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)
64. **Thomas A**. Chercheur-boursier: Career Award Junior 2. (Fonds de la recherche du Québec – Santé, 2018-2022, \$353,876)
65. **Thomas A**, Kairy D. Ecole d'été en transfert des connaissances en sante (L'Unité de soutien SRAP du Québec, 2019-2020, \$20,000)
66. **Thomas A**, Kairy D, Ahmed S, Anaby D, Bussièrès A, Camden C, Lamontagne ME, Rochette A, Shikako-Thomas K. Activités de concertation et aux ressources communes du groupe de recherche en transfert de connaissances (Réseau Provincial de Recherche en Adaptation Réadaptation, 2019-2020, \$24,780)
67. **Thomas A**, Kengne Talla P, Guindon A, Robillard C, Laramée M-T, Houtekier C, Perez C, Ahmed S. Soutenir les coordonnateurs de recherche Clinique dans leur rôle de transfert des connaissances: Une étude à devis mixte des pratiques actuelles, obstacles et facilitateurs. (Centre for Interdisciplinary Research in Rehabilitation of Greater Montreal (CRIR), 2018-2020, \$7,000)
68. **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 Réseau Provincial de Recherche en Adaptation-Réadaptation (REPAR), 2018-2020, \$49,968)
69. **Thomas A**, Rochette A, Lapointe J, O'Connor K, Ahmed S, Bussièrès 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)
70. **Thomas A**, St-Onge C, Rochette A, Renaud JS, Brousseau M, Lacasse M, Dyer JO, Gallagher F, Ledoux I, Lemay D, Touchie C, Vachon B. Identifying How Contextual Factors in the Workplace Influence How Canadian Health Care Professionals Enact, Maintain and Develop their Core Professional Competencies (Social Sciences and Humanities Research Council, 2019-2020, \$148,579)

APPENDIX IV IHSE GRANTS

71. Torrie J, Brassard P, **Macdonald ME**, members of the CBHSSJB. End of Life Care for Cree Patients from Eeyou Istchee, Quebec. (Health Canada Health Care Policy Contribution Program, 2019-2022, \$401,500)
72. **Wagner M**. Analysis of the Use of Best Management in a Written Examination of Clinical Knowledge and Judgement (McGill University Social Sciences and Humanities Research Council Travel Grant, 2019, \$1,500)
73. **Wagner M, Gomez-Garibello C**. Examining the Validity Evidence of the Fundamentals of Laparoscopic Surgery Program (Society of American Gastrointestinal and endoscopic surgeon, 2019-2021, \$53,000)
74. **Wagner M**. Evaluation of the Integration of the SBN Philosophy/Approach in the Undergraduate Curriculum (The McGill Nursing Collaborative for Education and Innovation in Patient and Family Centered Care, 2019-2020, \$11,500)
75. **Wagner M**. Formative Assessment of Second Year Medical Students Using Simulated Scenarios in Pediatrics (Ron Black/MCH Foundation, 2019-2024, \$50,000)
76. **Wagner M**. Preceptors' Experiences of the Strengths-Based Nursing in a Clinical Teaching Online Course (The McGill Nursing Collaborative for Education and Innovation in Patient and Family Centered Care, 2019-2020, \$10,044)
77. **Wagner M**. 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)
78. Winkler-Schwartz A, **Lajoie S**, Del Maestro R. Does Neurosurgical Virtual Reality Training Improve Operative Performance? (Royal College of Canada, 2017-2019, \$40,000)
79. **Young ME**. Chercheur-boursier Career Award Junior 1 (Fonds de recherche de Québec – Sante (FRQ-S), 2018-2022, \$357, 526)

APPENDIX V HONOURS & AWARDS

Centre for Medical Education

- Following the Board of Governor's approval of our proposal in February 2019, the Centre for Medical Education officially became the Institute of Health Sciences Education (IHSE), a first of its kind in Canada.

Alfieri, Joanne

- 2019-2020 Richard and Sylvia Cruess Faculty Scholar in Medical Education. Joanne's research project is entitled "What motivates post-graduate medical trainees in obtaining feedback for learning?"

Dandavino, Mylène

- Awarded the Medical Student Wellness' Committee 2019 Wellness Award for Clinical Teachers. This student-voted award is given by the graduating class to a "clinical teacher that best models a commendable work-life balance through expert professionalism, clinical competence and exemplary self-care."

Boudreau, Donald

- Honored, through the generous gift of an anonymous donor, by the creation of the J. Donald Boudreau Physicianship Award. It will be awarded on an annual basis, to an Osler Fellow (mentors of medical students) who has demonstrated exemplary physicianship.
- Invited as a Visiting Professor, National Defense Medical Centre and Taipei Medical University, Taipei, Taiwan.

Lubarsky, Stuart

- Recipient of the Canadian Association for Medical Education Certificate of Merit Award
- Named to the 2019-2020 Faculty Honour List, McGill University

Nguyen, Lily HP

- Co-recipient of the Prix d'excellence en soins, award given in recognition of projects that contribute to improving access, effectiveness, quality or security of health care from the Continuing Professional Development Office of the Fédération des médecins spécialistes du Québec
- Recipient of the Department of Otolaryngology – Head and Neck Surgery Best Teacher Award

Noël, Geoffroy

- 2018-2019, Class of Medicine 1974 Faculty Scholar for Teaching Excellence and Innovation in Medical Education, McGill University

Moore, Fraser

- Recipient of the McGill Neurology Teacher of the Year Award

Snell, Linda

- Laureate Award, Quebec Chapter, American College of Physicians
- Fellow, Canadian Academy of Health Sciences (Induction into the CAHS as a Fellow is considered one of the highest honours within Canada's academic community)
- Recognition of 25 years as a volunteer, Royal College of Physicians of Canada

APPENDIX V HONOURS & AWARDS

Steinert, Yvonne

- Along with her colleagues, received the BEME award for the best systematic review in medical education in 2019 for a systematic review on interventions for undergraduate and postgraduate medical learners with academic difficulties

Thomas, Aiki

- Received the Silver Quill award in Knowledge Translation, Canadian Physiotherapy Association in recognition of the following publication: Wideman TH, Miller J, Bostick G, **Thomas A**, Bussi eres A. 2018. Advancing pain education in Canadian Physiotherapy programmes: Results of a consensus-generating workshop. Physiotherapy Canada. 70(1):24-33.

Venne, Gabriel

- Awarded the Prix Rayonnement from the Professional Association Osteopathie Quebec

Ventura, Nicole

- Awarded the Osler Award for Outstanding Teaching in the Faculty of Medicine, McGill University

Young, Meredith

- Selected as one of 12 individuals from an international pool of nominees to participate in the Karolinska Institute Prize in Medical Education (KIPRIME) Fellows Program

APPENDIX VI APPOINTMENTS

Bank, Ilana

- Region 4 representative on the Specialty Committee in Pediatric Emergency Medicine, Royal College of Physicians and Surgeons of Canada (2019 – 2020)

Lubarsky, Stuart

- Promoted to the rank of Associate Professor in the Department of Neurology and Neurosurgery

Noël, Geoffroy

- Appointed Chair of Body Donation Program Advisory Committee, Faculty of Medicine

Nugus, Peter

- Granted tenure and promoted to rank of Associate Professor in the Department of Family Medicine

Majnemer, Annette

- Re-appointed to the position of Vice-Dean, Education, Faculty of Medicine, McGill

Ragsdale, David

- Appointed Research Integrity Officer at McGill University. The Research Integrity Officer (RIO) is an independent officer who has an institutional role in the promotion of integrity in the conduct of research and in overseeing the process of dealing with allegations of research misconduct

Ruano-Cea, Elisa

- Named Assistant Program Director in the Department of Pediatrics

Wiseman, Jeffrey

- Appointed the new McGill representative to the Canadian Association for Medical Education Board

APPENDIX VII HSE GUESTS

Guests enrich the life of the Institute by presenting their work and bringing new ideas for discussion, provide new and fresh perspectives, and collaborate on diverse research projects and studies.

IHSE GUESTS

Beth Lown, Associate Professor of Medicine, Harvard Medical School Chief Medical Officer, The Schwartz Center for Compassionate Healthcare (Can we teach empathy and compassion?)

Erik Driessen, Chair of the Department of Educational Development and Research in the Faculty of Health, Medicine and Life Sciences, at Maastricht University (Where have we failed? A critical perspective on health professions education)

Jennifer Klassen, London ON (Allowing failure as an educational strategy in the clinical workplace: From supervisory experience to scientific exploration)

Jeremy Howick, Senior Researcher & Director of Oxford Empathy Programme, Nuffield Department of Primary Care Health Sciences, University of Oxford Fellow, Kellogg College The Empathy Programme (The empathy program)

Jörg Goldhahn, Swiss Federal Institute of Technology, Zurich, Switzerland (Digital medicine: Impact and consequences for teaching and learning.)

Vicki Leblanc, Chair and Professor of the Department of Innovation in Medical Education at the University of Ottawa (Emotional is not irrational: Rethinking the role of emotions in learning and clinical skills)

VISITORS & VISITING SCHOLARS

Malcom Turner, Staff Specialist, Royal Hobart Hospital, Australia.

Dr. Turner joined us from April to June. In coming to McGill, he aimed to further develop the program for Directors of Physician Education (Program Directors) through the Royal Australasian College of Physicians and design a framework for supporting Directors of Physician Education from initial induction session to peer support networks.

Yasuhiro Oshima, Takasei Morioka, Hideko Goto, Noriyuki Tamakawa, Takayoshi Shimohata, Takeharu Imai, Motoki Takenaka, Tomoaki Doi, Koji Iinuma, Takuya Saiki, Rintaro Imafuku, Shizuma Tsuchiya, Gifu University delegation.

McGill's ongoing partnership with Gifu University continued in its fourth year as Drs. Steinert and Pickering ran this year's one-week practicum course on teaching in the clinical setting.