

January 1 to December 31, 2020

Institute of Health Sciences Education

Annual Report

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IHSE VISION AND MISSION

Vision of the IHSE

The Institute aspires to establish a thriving milieu that conducts transdisciplinary research and promotes scholarship in relation to Health Sciences and Health Professions Education, offers educational opportunities for future leaders in the field, and supports a community of clinicians, educators, and researchers dedicated to the pursuit of excellence in education research.

Mission of the IHSE

The IHSE will:

- advance health sciences education through research, scholarship, education, capacity-building, and community outreach, with the goal of developing health care professionals and scientists for better patient care and health outcomes
- bring together clinicians, educators and researchers in order to enable collaboration across disciplines and professions, foster theory-driven and practice-based research and scholarship, nurture a spirit of curiosity and inquiry, and support the development of educational leaders and researchers
- provide a forum for knowledge translation and integration of evidence-informed educational innovations and practices, locally as well as in the context of national and international partnerships
- establish a milieu that supports transdisciplinary research and scholarship, seeks to offer educational opportunities for future leaders in the field, and builds a community of clinicians, educators and researchers dedicated to the pursuit of excellence.

Values of the IHSE

The members and leadership commit to the highest standards of academic rigor, integrity, and ethical conduct in all its activities. The IHSE values academic freedom, curiosity and creativity, collaboration and community, open dialogue and respect.

IHSE YEAR AT A GLANCE

The Institute of Health Sciences Education has had a very productive year. The successes are even more remarkable given that it unfolded in the extraordinary context of the COVID-19 pandemic.

This past year, Institute members (see Appendix I) approached health sciences and health professions education with verve and dedication. The accomplishments and contributions are challenging to enumerate since some of them, such as informal consultations and ad hoc on-the-job mentoring, may 'fly under the radar' and are not easily captured with traditional measures of academic productivity. Nonetheless, the output using conventional metrics are impressive and reflect the vitality of the Institute. In this report, you will find data on peer-reviewed publications (see Appendix II & III), grant capture (see Appendix IV), presentations at conferences, membership in academic associations, number of awards received (see Appendix V & VI), and collaborations with national and international guests and visiting scholars (see Appendix VII). Of critical importance, the report will also provide an update on our PhD program.

The IHSE accepted its first cohort of PhD students in August 2020. We were proud and excited to welcome three students. It is important to underline that this is an ad hoc program for the time being. As is usually the case, the program will require several more years before it is subject to a review. We are confident that it will ultimately culminate in ministerial approval.

The IHSE has continued to offer other educational modules, notably the 'Foundations in Medical and Health Sciences Education' and the electives entitled 'Scholarship in Medical and Health Sciences Education'. Members have also worked diligently in planning for a certificate-based Master's program in Health Professions Education.

In order to showcase the 2020 achievements of IHSE members, we asked our colleagues to identify their publications and grants related to HSE/HPE, describe their educational highlights, community engagements, and proud moments of the year. In lieu of a standard narrative crafted by the Director, we have compiled these comments in order to chronicle our 2020 accomplishments.

WHO WE ARE

With shared interests in the enhancement of health sciences and health professions practices, members of the IHSE consist of researchers, clinicians, and educators from diverse backgrounds.

Bridging research and practice, this unique mix of individuals helps the Faculty of Medicine and Health Sciences mobilize conventional and established disciplinary resources and strengths and also move beyond traditional boundaries to create knowledge, pose new questions, contribute to collective research capacity building, and promote knowledge translation.

The IHSE consists of **Faculty Members**, (educators and researchers), who have research and scholarship in Health Sciences Education as a major focus of their career; **Associate Members**, (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, meetings and events.

IHSE AT A GLANCE

Faculty Members	13
Associate Members	47
Affiliate Members	3
Administrators	7

PUBLICATIONS

This year, IHSE Faculty Members, Associate Members, and Affiliate Members published a total of **127** articles and **11** book chapters in a variety of education and specialty journals (as outlined in Appendix II & III). These publications explored an imposing variety of topics. The following list is illustrative: competency-based education; professional identity formation; faculty development; continuing professional development; mentoring; innovations in teaching and learning (including simulation-based education, augmented reality, and artificial intelligence); innovations in anatomy teaching; assessment and program evaluation; impact of the pandemic on HSE; decision-making

and clinical reasoning,; knowledge translation; methodological issues in HSE research; health care policy (including education and research in resource limited contexts). The publications in 2020 included 20 systematic reviews (including scoping, narrative and realist reviews).

GRANTS & RESEARCH AWARDS

Research and scholarship constitutes the IHSE's priority. This past year, Faculty Members, Associate Members, and Affiliate Members held **97** grants in knowledge domains related to health sciences and health professions education and practices as well as their nexus with health care systems (as outlined in Appendix IV) totaling **\$54,367,263** of which **36** were new research grants, totaling **\$14,353,967**.

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.

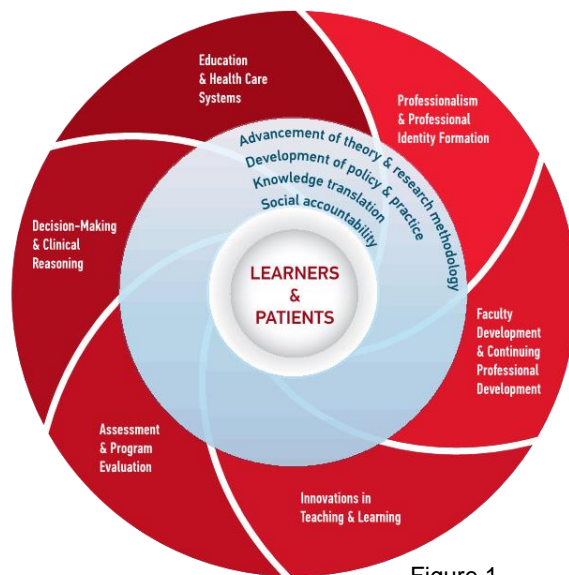


Figure 1.

PRESENTATIONS OF SCHOLARLY WORK

Despite the challenges faced because of the COVID-19 pandemic, IHSE Faculty Members, Associate members, and Affiliate Members presented their work in virtual formats in a number of venues. Specifically, they gave over **97** presentations at local, national, and international conferences and events, of which **47** were keynote or invited plenary presentations in universities and/or medical schools in Chile, Columbia, Germany, Malaysia, Mexico, Italy, Scotland, Switzerland, 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 of medicine for their generous gifts.

The IHSE Seed fund was awarded to (1) **Dr. Alik Thomas** along with her colleagues, including Institute Associate member, **Dr. Annette Majnemer**, in the research category for the project entitled: "Identifying Supports and Barriers to Implementing Evidence-Informed Health Sciences Education at McGill University Faculty of Medicine"; (2) **Dr. Joanne Alfieri** along with her colleagues, was awarded funds in the innovation category for the project entitled: "Evaluation of

Simulation-Based Virtual Cases for Learning Oncologic Emergency Management”; and (3) **Dr. Sara Mortaz Hejri** along with her colleagues, including **Dr. Yvonne Steinert** was awarded funds in the research category for the project entitled: “Sustainability of Innovations in Health Sciences Education: A Mixed-methods Study.”

Unique for 2020, the IHSE issued a call for applications for an ‘IHSE Research Grants on Educational Advancements or Innovations in Response to COVID-19’. This call was intended to fund a limited number of manageable educational research projects that related to the COVID-19 pandemic and that advanced health sciences education research. Funds were awarded to: (1) **Dr. Ilana Bank** and colleagues, including IHSE members **Dr. Laurie Plotnick, Dr. Lily Nguyen, Dr. Peter Nugus** and **Dr. Meredith Young**, for their project entitled “Flipping the classroom in simulation: An analysis of mixed-modality simulation-based training in continuing (inter)professional development in the time of COVID-19”; (2) **Dr. Maryam Wagner, Dr. Carlos Gomez-Garibello**, and colleagues, for their project entitled “Disruption as a Positive Force: Leveraging the COVID-19 Pandemic for Educational Advancement in Surgical Postgraduate Education”; and (3) **Dr. Sean McWatt** and colleagues, including **Dr. Gabriel Venne, Dr. Geoffroy Noël**, and **Dr. Nicole Ventura** for their project on “Determining the efficacy of remote versus in-person anatomy education through comprehensive analyses of student and instructor experiences, learning outcomes, and time, resource, and cost considerations”.

The Jonathan Campbell Meakins and Family Memorial Fellowship was received by **Dr. Charo Rodriguez** who plans to devote the award to develop a new 700 level course whose provisional title is ‘History of Ideas in Medicine and Health Professions Education’, intended to be delivered in the 2021-2022 academic year.

CAPACITY BUILDING

Capacity building was another important focus this past year. With this in mind, and to enhance our Core Faculty members’ knowledge and understanding of research principles and practices, the following sessions were planned: Advanced Seminar Series on Qualitative Research Methodology; a four part series with instructor Dr. Mary Ellen Macdonald. Unfortunately, due to the unpredictable events of the COVID-19 pandemic the last two sessions in the series were cancelled.

EDUCATION PROGRAMS

Foundation 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 third cohort in December, virtually due to the pandemic. 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: Gertruda Evaristo (Pathology), Victor Brochu (Pathology), Karolina Poplawska (Pediatric Respiratory), Lydia Zhang (Immunology & Allergy), Shorooq Banjar (Immunology & Allergy), Maria Fadous (Cardiology), Abdulkarim Alruwaili (Pediatrics), Ali Salimi (Ophthalmology), Fatemah Alyaqout (Immunology & Allergy), Samantha Rivet

(Neurology), Alexandra Cohen (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) Residents as Teachers in the virtual era, (2) Patient Education: A longitudinal postgraduate curriculum; and (3) Priming International Medical Graduate Fellows for success: A longitudinal approach.

Scholarship in Medical and Health Sciences Education

Dr. Ning-Zi Sun took over the leadership from Dr. Michelle Elizov for the Scholarship in Medical and Health Sciences Education elective. Learners usually spend one month learning about medical education by participating in weekly meetings and individual meetings with Institute Members. Unfortunately, due to the COVID-19 pandemic the electives scheduled for this year were cancelled.

PhD in Health Sciences Education

Under the leadership of Dr. Peter Nugus, Associate Director (Graduate Programs), with assistance and guidance of the Graduate Programs Committee, the IHSE PhD proposal successfully navigated the University approval process and was approved by Senate in May. The proposal was translated into French and sent to the Ministry for approval and as such the Institute was allowed to introduce an Ad Hoc program for the fall 2020 semester. The IHSE welcomed its first cohort of three graduate students, Melanie Langelier, Karen Moniz, and Antoine Prybylak-Brouillard who began the semester with their first course, HSED 702 Advanced Topics in HSE, virtually.

Master's in Health Sciences Education

Planning for the certificate-based, Master's Program in Health Professions Education continued to evolve under the leadership of Dr. Linda Snell. The Certificate is expected to consist of five, 3-credit courses (EDPE 657 Learning, cognition, motivation; EDPE 658 Intro Curriculum in HSE; EDPE 659 Assessment and Evaluation in HSE; HSED 601 Intro to leadership in HSE; and HSED 602 Scholarship in HSE), each introductory in nature, as they will be followed by future blocks which will build on each course. The joint program proposal was accepted at the Faculty of Education at all levels and has gone through the parallel levels in the Faculty of Medicine.

IHSE EVENTS

Two interactive didactic sessions, entitled the 'Health Sciences Education Rounds' were organized and delivered in collaboration the McGill Faculty Development Office. The speakers and their topics were:

- **The 10,000 PhDs project at the University of Toronto: Using employment outcome data to inform graduate education** with Dr. Reinhart Reithmeier, Professor at the University of Toronto in the Department of Biochemistry on February 13, 2020.
- **Apprenticeship learning in clinical teams: The role of the implicit curriculum** with Dr. Peter Cantillon, University of Galway, Ireland on November 19, 2020. Dr. Cantillon's presentation was delivered virtually.

The inaugural **Richard and Sylvia Cruess Symposium on Health Sciences Education: Investigating Emerging Trends and Celebrating New Discoveries** was planned for the spring of 2020 to coincide with a retirement celebration for Drs. Cruess. The symposium was intended to bring together educators and researchers from across McGill and other institutions and health

science disciplines in order to share emerging educational trends and innovations as well as cross-cutting, interdisciplinary research and scholarship. Unfortunately, all large events were postponed due to the arising COVID-19 pandemic.

IHSE FACULTY MEMBER EDUCATIONAL HIGHLIGHTS

It was an active and productive year for IHSE members. The next pages highlight 2020 educational contributions, as noted by our members.

Joanne Alfieri successfully completed her appointment as the 2019-2020 Richard and Sylvia Cruess Faculty Scholar in Medical Education. This experience enabled her to formulate research questions, run a complex mixed-methods study, analyze, synthesize, and present the results to the IHSE. Joanne was also promoted to Associate Chair (Education) at the Gerald Bronfman Department of Oncology.

Ilana Bank participated in an International Network for Simulation-based Pediatric Innovation, Research, and Education workgroup, who along with nine other partner organizations published a free eBook entitled "Emergency Medicine Resident Simulation Curriculum for Pediatrics (EM ReSCu Peds)." The book contains 16 emergency medicine resident-tested, peer reviewed cases covering essential pediatric content.

Mylène Dandavino accepted 3 fellows for the McGill Academic Pediatric Fellowship program for the 2021-2022 academic year. She has been the program director for this program for the last two years and is looking forward to next year. It will allow her to develop and make the fellowship her own.

Tamara Carver was appointed Director of the Office of the Ed-TECH for the Faculty of Medicine & Health Sciences.

Beth-Ann Cummings co-developed a new summer program for international medical students through the Faculty of Medicine & Health Sciences International Affairs Office.

Deborah Danoff had the pleasure of presenting at the University of Ottawa Healthcare Education Scholarship Program (HESP) course on Organizational Change and on What It Means to Be a Leader.

Maxime Denis, built on research and development work from the summer with Mégane Pépin and teaching assistants, and implemented up to 50 problem-based learning activities, 7 Module quizzes and 1 problem-based final exam in BIOC 311 – *Metabolic Biochemistry*. Thus, the course has switched from mostly memorization and lecture-based to developing communication, critical thinking and problem-solving skills. Maxime also designed a "Hybrid and Remote Teaching Toolkit". That is a stepwise "How-to" booklet, helping instructors to set up Course Outlines for remote teaching, Zoom lectures, remote assessment tools, etc. The booklet ended up being distributed and used by instructors in Biochemistry and in other units of the School of Biomedical Sciences.

Michelle Elizov helped to create 3 workshops grouped together as a Summer Telehealth Series: (1) The Basics of Telehealth; (2) Supervising Learners Providing Virtual Care; and (3) Teaching with Zoom. The Faculty Development office also developed and launched blended learning modules entitled "Your Teaching Journey" adapted from their previous 2-day workshop of the same name. They also launched the Faculty Development Certificate program to help recognize faculty members who have chosen to continue their professional development with faculty development activities.

Jason Harley taught their new course EXSU 603: Surgical Education Foundations for the first time. Despite being online, the students were highly engaged and enrolment was twice the expected number.

Terry Hebert helped to establish the new School of Biomedical Sciences and implement the Faculty Strategic Education Plan. He was also engaged in strategic planning for the UGME program.

Mélanie Lavoie-Tremblay, with colleagues Sanzone, Aube, Bigras, Cyr, and Primeau, published the results of a student-clinical mentoring program in the Journal of Nursing Management. It became one of the most downloaded article in 2020, gaining international attention and becoming adopted practice in Switzerland.

Stuart Lubarsky was deeply honoured to be awarded the Osler Award for Outstanding teaching, which is presented to “a Professor in the Faculty of Medicine & Health Sciences who, in the opinion of the senior medical students, has made the most outstanding contribution to their medical education.”

Annette Majnemer published several manuscripts that aim to develop KT tools for Primary Care Providers (Family physicians, Pediatricians) for the early detection, referral for specialty diagnosis, and rehabilitation interventions related to cerebral palsy. In 2020 she and her team were also able to obtain funding from Kids Brain Health Network to develop knowledge translation tools for primary care uptake (to include parent education).

Sean McWatt successfully transitioned to remote teaching for multiple courses, including in the Fundamentals of Medicine and Dentistry and Clinical Human Visceral Anatomy.

Mélanie Mondou maintained the high quality educational experience for students in the MDCM Program during the COVID-19 pandemic. She began exploring a new research question: what is the impact of the pandemic on the supervisory role in the clinical setting given the changes to a medical curriculum?

Fraser Moore received the Canadian Association for Medical Education Certificate of Merit.

Peter Nugus taught the inaugural foundational PhD course: “Advanced Topics in Health Sciences Education.” As well, Wajihah Masood, who Dr. Nugus co-supervised, received their Masters for the project entitled: “Defining Variables in the Re-structuring of Emergency Services”.

Joyce Pickering developed and recorded a learning module on Glocalization, Cultural Differences in Medical Education for the Gifu University Master’s in Health Professional education program. She also supported resident and students during their clinical rotations to ensure that their learning remained active but safe during the pandemic.

Laurie Plotnick’s project entitled, ‘The Helen Karounis Agora Program (H-KAP)’, a novel program which engages retired faculty members as teachers and mentors (H-KAP Fellows) within their academic departments, continued to thrive. By the end of 2020, there were 11 H-KAP Fellows in the program and data for the study, “Engaging Retired Physicians as Teachers: A Novel Educational Model”, was being analyzed.

Dan Poenaru is in the first phases of a large project with PhD student Fabio Botelho and IHSE member **Jason Harley**. The project is aimed at leveraging virtual reality for replacing mannequins in trauma simulation training. It will transform previous hands-on training courses across the world.

Norma Ponzoni successfully adapted to remote teaching and converted her undergraduate course (Chronic Illness and Palliative Health Challenges NUR1 318) to remote delivery, maximizing her use of technology and myCourses. Norma is also delighted that her editorial entitled “Teaching to the abyss: An educator’s experience with remote teaching” was accepted for publication in University Affairs.

David Ragsdale revised the Research Fundamentals course for first year medical students for the fall of 2021. He also managed online teaching of brain dissection labs for FMD Block J and was involved in the development of the IHSE PhD program.

Saleem Razack greatly expanded his teaching around issues related to anti-Black racism, anti-discrimination, and equity/diversity and inclusion at multiple levels, both internally and externally to the institution. He also conducted training with national specialty associations, the College des médecins du Québec, and multiple universities.

Ruth Russell continued to advance her scholarly work in Child and Adolescent Psychiatry (CAP) in the context of the international AACAP Physically III Child Committee. She is part of a team of Canadian/American Consultation Liaison Pediatric Psychiatrists designing standardized Teaching Modules on core topics for CAP learners.

Linda Snell successfully pivoted from an in-person to an online graduate similar course for the Master's in HPE program. She has become proficient with online teaching and has conducted numerous presentations, webinars, and podcasts.

Yvonne Steinert's highlights included the consolidation of the IHSE, its structures and governance, and the development of a new PhD in health sciences education.

Robert Sternszus, along with **Stuart Lubarsky**, successfully moved the Foundations in Medical and Health Sciences Education elective online. Despite the challenges, they succeeded in creating a sense of community and supported the students in delivering outstanding projects.

Ning-Zi Sun, along with **Yvonne Steinert** and a student from the University of Sherbrooke, received IRB approval and began mock interviews for a qualitative study looking at how clinical teachers/supervisors learn clinical knowledge and skills through the act of teaching medical trainees.

Aliki Thomas was on sabbatical; she will be welcoming two new post-doctoral fellows (Dr. Pascaline Kengne Talla and Dr. Naila Kuhlman), one new Master's student (Conchita Saldanha), and one new PhD student (Ahlam Zidan) upon her return.

Meredith Young continued to be a member of the IHSE Graduate Program Committee, which successfully launched the new IHSE PhD program. She designed and delivered one of the flagship courses (HSED 703). She also successfully pivoted to online teaching during the COVID-19 pandemic.

Nicole Ventura published multiple health sciences education related manuscripts in addition to successfully adapting her courses (ANAT 315, ANAT 316, ANAT 499) to a remote delivery format. She was able to implement a flipped classroom approach for course lectures and utilize a new 3D anatomy platform to supplement in-person anatomy labs.

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 pages highlight some of our members' community engagement in 2020.

Joanne Alfieri continued as an MDCM Osler Fellow in the Class of 2020 cohort.

Ilana Bank conducted a review of COVID guidelines in discussions with Miss Edgar's and Miss Cramps School and Selwyn House High School, both in Westmount. She was also able to give back to the Montreal Children's Hospital community by participating and creating multiple COVID guidelines and using simulation as a means for testing.

Mylène Dandavino continued her role as the Secretary for the Canadian Association for Medical Education Foundation. She has also taken a role in the Ministère de la Santé et des Services sociaux' Table Clinique Provinciale l'Informatisation whose mandate is to look into the « évolution du Dossier Santé Québec (DSQ) et son arrimage avec les différents projets d'unification des systèmes d'information ainsi qu'avec les dossiers médicaux électroniques (DME) et les dossiers cliniques informatisés (DCI) »

Deborah Danoff joined the University of Ottawa research seminars on Equity, Diversity and Inclusion.

Tamara Carver began her work overseeing the development of the Dementia Education Program Online Curriculum that will support and educate family/friend caregivers, formal caregivers, healthcare professionals, medical students and other professionals who work with people with dementia.

Jason Harley conducted 19 television, radio and newspaper interviews about (1) healthcare professionals' struggles with COVID-19 and (2) pandemic fatigue. In addition, they participated in the inaugural (a) YouTube video for the McGill Alumni Association (nearly 10,000 views) and (b) podcast for the American Psychological Association's Educational Psychology Division.

These interviews leveraged research on emotional well-being. Jason also served as a member of the SSHRC Insights Grant adjudication committee for education and social work.

Terry Hebert helped to create a Graduate Certificate in Translational Science; it is a student initiative driven by Vivienne Tam and Christina Popescu.

Mélanie Lavoie-Tremblay presented on the topic "Strengths-Based Nursing and Healthcare: Re-envisioning Nursing to Empower Nurses for the 21s Century" at the fifth Commonwealth Nurses and Midwives Conference in London, UK.

Annette Majnemer directed much of her focus as Vice-Dean Education to ensuring that the education programs in the Faculty were able to pivot to remote delivery of courses. This required considerable and ongoing engagement with the university community. She acted as a conduit for information exchange between the Provost's team, Teaching and Learning Services, and the Associate Deans of the six schools.

Sean McWatt contributed to the International Collaboration and Exchange program. This program enables networking between medical and dental students enrolled in anatomy courses at top universities around the world. Dr. McWatt is also an original member of Black in Anatomy, a grassroots movement which advocates for equity, diversity, and inclusion in the anatomical sciences.

Geoffroy Noël continued to be involved the International Columbia Exchange program which now spans over 14 universities and 11 countries. He has been nominated as a member of the Advisory Board.

Peter Nugus led an invited workshop entitled: "Researching, building, designing and validating adolescent care tools across primary health care systems" for clinician-researchers across the primary care sites of l'Université de Montréal. He also led a workshop with the Knowledge Exchange and Education in the Health Professions (KEEP) lab as part of the philosophy of science series: "Post-positivism."

Laurie Plotnick continued to participate in educational outreach activities for both the health professions and lay community. She continued to be a Pediatric Advanced Life Support Master Instructor and participated in media outreach for the lay community related to visiting the Emergency Department, drowning prevention, and COVID-related issues.

Dan Poenaru continued his involvement with BethanyKids and PAACS (Pan-African Academic of Christian Surgeons), two faith-based organizations dedicated to surgical training and the surgical care of children in Africa.

David Ragsdale was the Academic supervisor for NeuroLingo, a student-led initiative in which graduate students give talks on their research to the general public. The first NeuroLingo event was held online due to the pandemic. Nevertheless, it attracted an online audience of > 500.

Saleem Razack was involved in outreach to minoritized communities, specifically Black communities, around the development of the Faculty of Medicine & Health Sciences anti-Black racism plan.

Ruth Russell continued to encourage and support the upcoming generations of Child and Adolescent Psychiatry (CAP) academic clinicians in their efforts to develop and expand their careers and their leadership roles within the Department / Division. In this unprecedented year, from a personal community perspective, she had the opportunity to offer practical and emotional support to both seniors and pre-school children with pandemic-related needs.

Linda Snell continued her major involvement at the Royal College as a senior clinician-educator, this year focusing on the development of online modules for program directors.

Yvonne Steinert's community outreach pivoted to an online environment due to the pandemic. Despite this, she was very pleased to be able to work with colleagues in Italy, Singapore and Taiwan – to help further faculty development and the professional identity formation of teachers – in a ZOOM environment.

Errol Stern and his team, with the help of McGill Teaching and Learning Services developed an *ED COVID Refresher Course* on the myCourses platform, exclusively for JGH ED healthcare workers. The course has an integrated a research component on the quality of learning with the interactive on-line learning module and an analysis of the training by local participants as well as by observer-participant during the Zoom broadcasts of the simulation modules.

Robert Sternszus was nominated to the Royal College of Physicians and Surgeons of Canada Residency Accreditation Committee and will begin work with the committee in early 2021.

Ning-Zi Sun supervised a General Internal Medicine resident in developing a needs assessment study in preparation for the design of point-of-ultrasound curriculum for low-resource country (specifically for the university-affiliated hospital in Gondar, Ethiopia).

Aliki Thomas continued her participation in the Steering Educational Excellence (SEE) Committee, the mandate of which is to help develop and monitor the Education Strategic Plan for the Faculty of Medicine & Health Sciences. Dr. Thomas also continued serving on the board of the Best Evidence Medical Collaboration (BEME) and as co-lead of the McGill International Collaborating Centre — an international group of individuals, universities and professional organizations committed to the development of evidence informed education in the health professions.

Meredith Young gave the opening plenary at the 2020 International Conference on Residency Education on the topic of failure in medical education. Along with her co-presenter, Lara Varpio, she invited 20 international friends and colleagues to help normalize and humanize failure in medical education, research, and scholarship. Meredith was also a part of the RIME (Research in Medical Education) Learn Serve Lead program committee.

END OF AN ERA at the IHSE

Drs. Sylvia and Richard Cruess announced that they would be retiring in June 2020, after many years as clinicians, scholars, educational leaders, and administrators. A retirement party was planned to coincide with the first annual Cruess Symposium in May. Unfortunately due to the COVID-19 pandemic, the symposium and party were postponed. In place of an in-person celebration, the Institute of Health Sciences Education (IHSE), which the Cruesses participated in establishing, held a virtual 'roast and toast' in their honour. Both Drs. Cruess were given Emeritus Professor status following their retirements. They intend to continue participating in weekly IHSE meetings and to be available for informal consultations at the IHSE.

MOMENTS OF PRIDE

The Institute of Health Sciences Education is very proud of its members and what they have accomplished in 2020. The next pages outline some of the proud moments reported by our members.

Joanne Alfieri is proud of the application she developed, along with colleagues, that is available in the Apple App store: Gerard I, Skamene S, Alfieri J. 2020 *Radiation Oncology Handbook* Mobile Application Software. Apple App store. Version 1.03.

Ilana Bank underlines her collaboration with an interprofessional group to review and simulate all "codes" for the hospital in order to ensure adherence to COVID guidelines.

Mylène Dandavino is proud of the key operational leadership role she took in the Montreal Children's Hospital's response to the pandemic, which led to her receiving a Pediatric Chairs of Canada COVID-19 2020 Leadership Award.

Tamara Carver is proud to have been named as the inaugural Director of the Office of Ed-TECH for the Faculty of Medicine & Health Sciences, following a competitive application process with a peer search committee.

She also underscores the work she did over the year to help the Department of Family Medicine transition to remote clinical teaching.

Deborah Danoff is proud of her work with Health Canada helping to deal with the review and approval of new vaccines and post marketing monitoring. "The COVID vaccines have required all our attention. It has been fascinating, challenging and humbling to work with colleagues from around the world."

Maxime Denis is proud to have received his Master's in Education degree from Université de Montréal by combining a micro programme in higher education (15 credits) with a D.E.S.S. in Administration of Education (30 credits).

Jason Harley is proud to have completed the Mi4-funded project on healthcare professional well-being during the pandemic. This project resulted in: (a) 2 empirical articles in press, (b) a conference paper that was recently presented at the Canadian Conference on Medical Education. St. John's, Canada, (c) many media interviews, and (d) results being directly shared with the Quebec Order of Nurses and delegates from the Cabinet of the Quebec Ministry of Health, including the Chief Nurse in this ministry. New IHSE member **Mélanie Lavoie-Tremblay** collaborated on this project.

Terry Hebert highlights his work helping to get education initiatives recognized by Deans, Chairs, and colleagues and acknowledged by students.

Stuart Lubarsky is most proud of his administration of the Foundations in Medical and Health Sciences Education elective, which he co-directs with Dr. Robert Sternszus. An example of a positive outcome of the course comes from one of the students from the 2020 cohort who, as a direct result of having been stimulated by the elective, decided to pursue a higher degree in health professions education and has enrolled in the HPE Master's Program at Maastricht University.

Annette Majnemer emphasizes the strong collaborative relationships that were built with the inaugural Associate Provost, Teaching and Academic Programs (Christopher Buddle) and with Teaching and Learning Services (Laura Winer, Maggie Lattuca). This ensured that the unique and complex teaching and learning needs of our Faculty were understood and appropriately supported.

Sean McWatt is delighted to point to the lasting and productive collaborations he has formed with his involvement in several research groups and outreach initiatives that span North America and the globe, all of which will lead to research publications.

Fraser Moore is proud to have successfully transitioned the Adults Neurology residency program to a new Competency by Design curriculum.

Geoffroy Noël wishes to signal his article: "From 1883 to 2019; Variables influencing body procurement at McGill University" that will be published in Anatomical Sciences Education in early 2021. This work follows the footsteps of Dr. Richard Cruess who studied the history of the medical school in the 1990s. Learning about the past from Dr. Cruess was a very memorable moment.

Peter Nugus is proud of the FRQS/Innove Oco grant he won, along with Associate Member **Sylvie Lambert**, to investigate the organizational underpinnings of the uptake of technological innovations in cancer care.

Laurie Plotnick is proud to be involved in the development of many new clinical protocols which were taught using a variety of COVID-adapted teaching methods.

Dan Poenaru has emphasized his recognition of the emergence of 'deep medicine' though AI. He is fully committed to being part of it. In particular, he wants to pursue a deep communication of AI-powered, personalized and precise, communication between patients, families, and their care teams.

Norma Ponzoni is thrilled that she, along with IHSE faculty **Peter Nugus**, was chosen to submit to the second step of the Academics Without Borders call, a budding collaboration with Amref International University in Kenya. This collaboration will allow Norma to meet her goals for service contribution and will be enriching for the IHSE community.

David Ragsdale is the proud recipient of the Dr. Ann Wechsler Award for Excellence in the Teaching of Physiology, given by the Physiology Undergraduate League of Students.

Saleem Razack is proud of the development of an anti-black racism plan for the Faculty of Medicine & Health Sciences

Ruth Russell is proud to be sustaining a long-term, reliable, adaptable, and loyal dedication to clinical service, quality patient/family care, and academic productivity in Child and Adolescent Psychiatry on local, national, and international platforms. The pandemic-related mental-health-crisis tsunami has resulted in an erosion of patient/family coping, revealed the depletion of community resources, and alerted us to the increasing complexity of biopsychosocial care. Along with leaders, peers, and learners, Dr. Russell has tried to keep a focus on adaptability, resilience, gratitude, and openness in approaches to the crisis.

Linda Snell is proud of her resident, Yousef Marwan, whose research paper entitled: "The operating room learning environment in Canada: Perception of surgical residents" was one of the 'best resident research papers' at the 2020 International Conference on Residency Education.

Yvonne Steinert is proud of receiving two mentorship awards (MILES Award & Meridith Marks Mentorship Award). Working with students and colleagues is one of the significant joys of her professional life

Errol Stern is proud to have been recognized by the Society for Simulation in Healthcare (ssih.org) with the status as a *Certified Healthcare Simulation Educator – Advanced (C.H.S.E. – A)*, one of 170 members with this certification worldwide.

Robert Sternszus is proud to have been nominated to the Canadian Association of Medical Education Certificate of Merit. He will receive the award in 2021.

Ning-Zi Sun is proud to have been selected for the McGill PGME Emerging Leader Award for her work as a Program Director, having only been in the position for four months.

Aliki Thomas is proud to have published 16 papers in leading HPE and IS journals. She is especially pleased with the following paper: Thomas A, Kuper A, Chin-Yee B, Park M. 2020. What is 'shared' in shared decision making? Philosophical perspectives, epistemic justice and implications for health professions education. *Journal of Evaluation in Clinical Practice*. 29(2):409-418.

Meredith Young is proud of an emerging line of work on how research teams engage in multidisciplinary and multiprofessional research and scholarship in HSE/HPE. This work is an extension of her sabbatical work investigating different assumptions and practices that underpin quantitative scholarship in HPE

Nicole Ventura is proud of the successful leadership she has undertaken in her new role as the Director of the Division of Anatomical Sciences, since coming back from maternity leave while in the middle of the COVID-19 pandemic.

ACKNOWLEDGEMENTS

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

- Dr. Linda Snell, who co-chaired the Health Sciences Education External Awards Committee
- Drs. Ning-Zi Sun, Stuart Lubarsky and Robert Sternszus, for their contributions to the Scholarship in Medical and Health Sciences Education and Foundations in Medical and Health Sciences Education electives
- Dr. Peter Nugus, for his guidance and leadership as co-chair of the Institute's Committee on Research in Medical Education (McRIME)
- Members of the IHSE Executive committee (Drs. Peter Nugus, Fraser Moore, Geoffroy Noël, Linda Snell, Robert Sternszus, Meredith Young), whose advice and feedback to Dr. Steinert and to myself (Dr. Boudreau) 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 descriptions of their educational highlights, community engagement, and proud moments highlighted throughout this document.

This past year, the IHSE leadership changed hands with Dr. Yvonne Steinert stepping down from the Director position. A shared leadership model was introduced with the leadership team consisting of Dr. Peter Nugus (Associate Director, Graduate Programs), Dr. Meredith Young (Co-Lead Research), Ms. Safiya Simon (Administrative Officer) and myself as Interim Director, to implement policies, procedures and regulations. Along with the Executive, our team engaged in fulfilling its collective responsibilities with transparency, approachability, equity, collaboration and consultation.

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

A special thanks is due to Dean Josephine Nalbantoglu and Associate Dean Aimee Ryan for their enthusiastic and indefatigable assistance to the IHSE in developing and launching the PhD program. Lastly, I am grateful to Dean David Eidelman, Vice-Dean Annette Majnemer, Ms. Demetra Kafantaris, and our colleagues and friends at the University Advancement Office for their ongoing support in helping us achieve our goals and objectives.

APPENDICES

Appendix I	IHSE Membership
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Appendix I IHSE MEMBERSHIP

- IHSE Faculty Members
 - Tamara Carver, IHSE
 - Richard Cruess, IHSE
 - Sylvia Cruess, IHSE
 - Carlos Gomez-Garibello, IHSE
 - Elizabeth Anne Kinsella, IHSE & SPOT [officially joined in January 2021, unofficially joined in September 2020]
 - Stuart Lubarsky, Neurology and Neurosurgery & IHSE
 - Peter Nugus, IHSE & Family Medicine
 - Saleem Razack, Pediatrics & IHSE
 - Linda Snell, Medicine & IHSE
 - Robert Sternszus, Pediatrics & IHSE
 - Maryam Wagner, IHSE
 - Jeffrey Wiseman, Medicine & IHSE
 - Meredith Young, IHSE
- IHSE Associate Members [* new in 2020]
 - Joanne Alfieri, Oncology*
 - Armand Aalamian, Family Medicine & PGME
 - Annmarie Adams, Social Studies of Medicine
 - Sero Andonian, Urology
 - Ilana Bank, Pediatrics
 - Lorraine Bell, Pediatrics
 - Farhan Bhanji, Pediatrics
 - Miriam Boillat, Family Medicine
 - Annie Chevrier, Nursing*
 - Evelyn Constantin, Pediatrics
 - Beth-Ann Cummings, General Internal Medicine
 - Mylène Dandavino, Pediatrics
 - Maxime Denis, Biochemistry*
 - Michelle Elizov, Medicine
 - Gerald Fried, Surgery*
 - Ronald Gottesman, Pediatric Critical Care Medicine
 - Jason Harley, Surgery*
 - Terry Hébert, Pharmacology & Therapeutics
 - Tom Hutchinson, Whole Person Care
 - Susanne Lajoie, Educational & Counseling Psychology
 - Sylvie Lambert, Nursing (on leave)*
 - Mélanie Lavoie-Tremblay, Nursing*
 - Mary Ellen Macdonald, Dentistry
 - Suzanne MacDonald, Adolescent Medicine
 - Annette Majnemer, Physical and Occupational Therapy
 - Susanne Mak, Physical and Occupational Therapy
 - Markus Martin, Obstetrics & Gynecology
 - Sean McWatt, Anatomy and Cell Biology

- Mélanie Mondou, Undergraduate Medical Education
- Fraser Moore, Neurology & Neurosurgery
- Lily Ha-Nam P. Nguyen, Otolaryngology
- Geoffroy Noël, Anatomy and Cell Biology
- Joyce Pickering, Medicine
- Laurie Plotnick, Pediatric Emergency Medicine
- Dan Poenaru, Pediatric Surgery*
- Norma Ponzoni, Nursing
- Andrea Quaiattini, Schulich Library of Physical Sciences, Life Sciences, and Engineering
- David Ragsdale, Neurology & Neurosurgery
- Surabhi Rawal, Pediatrics
- Charo Rodriguez, Family Medicine*
- Elisa Ruano-Cea, Pediatrics (on leave)
- Ruth Russell, Psychiatry
- Errol Stern, Emergency Medicine*
- Ning-Zi Sun, Internal Medicine
- Aliko Thomas, Physical & Occupational Therapy
- Gabriel Venne, Anatomy and Cell Biology
- Nicole Ventura, Anatomy and Cell Biology
- Affiliate Members
 - Bernard Charlin, URDESS, l'Université de Montreal
 - Deborah Danoff, Health Canada
 - Eric Cassell, Baylor University*
- Graduate Students
 - Melanie Langelier, IHSE
 - Karen Moniz, IHSE
 - Antoine Przybylak-Brouillard, IHSE
 - Gordon Samoukevic, Faculty of Education & IHSE
 - Arunee Tipwong, Faculty of Education & IHSE
- Postdoctoral Fellows
 - Sara Mortaz-Hejri, Medical Education
- Affiliate Doctoral Student
 - Sofia Valanci, Experimental Surgery
- Affiliate MA Students
 - Alexandre Ferland, University of Dundee
 - Tanya Girard, Maastricht University
- IHSE Administrators
 - Yvonne Steinert, Director (January to September 2020)
 - Donald Boudreau, Interim Director (effective October 2020)
 - Peter Nugus, Director, Graduate Studies
 - Meredith Young, Co-Lead, Research
 - Audrey Lew, Manager (on leave)
 - Safiya Simon, Interim Manager
 - Claudia Regier, Senior Administrative Coordinator
 - Nicole, Administrative Coordinator
 - Matthew Brett, Communications Administrator

Appendix II IHSE PUBLICATIONS

- 1) Agnolon MC, **Rodriguez C**, Lauzière J. 2020. Triggering Institutional Change: Examining the Development of the 2001 Quebec Breastfeeding Policy. *Healthcare Policy*. 15(4):77-92.
- 2) Arnaert A, Ahmad H, **Ponzoni N**, Oliver C, Grugel-Park A. 2020. Blended learning: The preferred choice of clinical nurse educators to provide continuing professional development. *Journal of Nursing Education and Practice*. 10(1):58-66.
- 3) Arnaert A, **Ponzoni N**, Debe Z, Morissette F. 2020. Expériences de préposées aux bénéficiaires sur l'utilisation d'un système informatisé de gestion des soins en résidences pour personnes âgées. *Interdisciplinary Journal of Health Sciences*. 9(1):15-21.
- 4) Arnaert A, **Ponzoni N**, Debe Z, Mouoboum MM, Noufou NG. 2020. Experiences of midwives and community health workers using mHealth to improve services to pregnant women in rural Burkina Faso, Africa. *Journal of Nursing Education and Practice*. 10(3):57-64.
- 5) Aubin AS, **Young M**, Eva K, St-Onge C. 2020. Examinee cohort size and item analysis guidelines for health professions education programs: A Monte Carlo simulation study. *Academic Medicine*. 95(1):151-6.
- 6) Austin S, Frenet C, Trepanier SG, **Lavoie-Tremblay M**. 2020. Fatigue in new registered nurses: Impact on work motivation, engagement, sickness absence, and turnover intention. *Journal of Nursing Management*. 28(3):606-614.
- 7) Bar O, Neimark D, Zohar M, Hager GD, Girshick R, **Fried GM**, Wolf T, Asselmann D. Impact of data on generalization of AI for surgical intelligence applications. *Scientific Reports*. 10(1):22208
- 8) Beaudoin PL, Anchouche S, Gaffer R, Guadagno E, Ayad T, **Poenaru D**. 2020. Barriers in access to care for patients with head and neck cancer in resource-limited settings: A systematic review. *JAMA Otolaryngology – Head and Neck Surgery*. 146(3):291-297.
- 9) Beesley T, **Gomez-Garibello C**, **Wagner M**, **Constantin E**, Husa R, **Aalamian A**. 2020. An innovative approach to program evaluation in PGME: Design, development, and innovation. *Canadian Medical Education Journal*. 11(2):139.
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- 14) Boychuck Z, Andersen J, Bussièrès A, Fehlings D, Kirton A, Li P, Oskoui M, **Rodriguez C**, Shevell M, Snider L, **Majnemer A**, the PROMPT Group. 2020. International expert

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- 46) Horsley T, **Steinert Y**, Leslie K, Oswald A, Friesen F, Ellaway RH. 2020. The use of BEME reviews in the medical education literature. *Medical Teacher*. 42(10):1171-1178.

- 47) Hovey R, **Rodriguez C**, Jordan S. 2020. Beyond lecturing: An introduction to Gadamer's Dialogical Hermeneutics with insights into health professions education. *Health Professions Education*. 6(4):465-471.
- 48) Hunt M, Ponusammy R, Goulet A, Anthonypillai C, Sahayraj S, Bharathwaj A, **Thomas A**, Archambault P, et al. 2020. An integrated knowledge translation project to develop, implement, and evaluate a train-the-trainer program at a community rehabilitation program in Tamil Nadu, India. *Disability and Rehabilitation*.
<https://doi.org/10.1080/09638288.2020.1752823>
- 49) Ianni L, Mazer B, **Thomas A**, Snider L. 2020. The role of occupational therapy with children with attention deficit hyperactivity disorder (ADHD): A Canadian national survey. *Journal of Occupational Therapy, Schools, & Early Intervention*.
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- 50) Kang ES, Popovic M, **Noël G**. Integration of Gross Anatomy Laboratory Sessions into Medical Physics Curriculum. *Medical Science Educator*. 30:1765-1773.
- 51) Keboa MT, Enriquez N, Martel M, Nicolau B, **Macdonald ME**. Oral health implications of cannabis smoking: A rapid evidence review. *Journal of the Canadian Dental Association*. 86:k2.
- 52) Labbe M, **Young ME**, Mascarella M, Husein M, Doyle PH, **Nguyen LHP**. 2020. How consistent is competent? Examining variance in psychomotor skills assessment. *Academic Medicine*. 95(5):771-776.
- 53) Lajoie C, Poleksic J, Bracken-Roche D, **Macdonald ME**, Racine E. 2020. The concept of vulnerability in mental health research: A mixed methods study on researcher perspectives. *Journal of Empirical Research on Human Research Ethics*. 15(3):128-142.
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<https://doi.org/10.1186/s12911-020-01197-9>
- 57) Lewis LD, **Steinert Y**. 2020. How culture is understood in faculty development in the health professions: A scoping review. *Academic Medicine*. 95(2):310-319.
- 58) Li S, Zheng J, **Lajoie SP**. 2020. Efficient clinical reasoning: Knowing when to start and when to stop. *Education in the Health Professions*. 3(1):1-7.
- 59) **Lubarsky S**. 2020. Movie Night! An entertaining online educational method for introducing students to common presentations in neurology. *Medical Education*. 54(9):856-857.
- 60) **Lubarsky S, Thomas A**. 2020. Thinking inside the box: Using old tools to solve new problems in virtual learning. *Medical Education*. 55(1):108-111.
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- 62) Ma X, Vervoort D, **Poenu D**. 2020. Training global surgery advocates: Strengthening the global surgery voice. *McGill Journal of Medicine*. <https://doi.org/10.26443/mjm.v18i1.152>

- 63) **Macdonald ME**, Singh HK, Bulgarelli AF. 2020. Death, dying, and bereavement in undergraduate dental education: A narrative review. *Journal of Dental Education*. 84(5):524-533.
- 64) MacLeod A, Ellaway RH, Paradis E, Park YS, **Young ME**, Varpio L. 2020. Being edgy in health professions education: Concluding the philosophy of science series. *Academic Medicine*. 95(7):995-998.
- 65) Maggio LA, Larsen K, **Thomas A**, Costello JA, Artino Jr AR. 2020. Scoping reviews in medical education: A scoping review. *Medical Education*. <https://doi.org/10.1111/medu.14431>
- 66) **Majnemer A**, Leblanc A, Faust L, Costello C, Thomson D, Goldowitz D, Miller SP. 2020. Knowledge empowers: Responding to the knowledge needs of youth with disabilities and families during the pandemic. *Physical & Occupational Therapy in Pediatrics*. 40(5):487-490.
- 67) McBain KA, Azimov B, O'Brien J, **Noël GPJC**, **Ventura NM**. 2020. Evaluating the integration of pre-mortem body donor imaging into a dissection-based medical anatomy course. *BMC Medical Education*. doi.org/10.1186/s12909-02002300-4.
- 68) **McWatt SC**, Newton GS, Umphrey GJ, Jadeski LC. 2020. Dissection versus prosection: A comparative assessment of the course experiences, approaches to learning, and academic performance of non-medical undergraduate students in human anatomy. *Anatomical Sciences Education*. 14(2):184-200.
- 69) **McWatt, SC**. 2020. Assessing the relationship between students' approaches to learning, visuospatial abilities, and performance in an undergraduate human anatomy course. *The FASEB Journal*. 34(S1):1.
- 70) **McWatt, SC**. 2020. Evaluating the impact of the laboratory learning environment and use of a computer-assisted learning resource on anatomical knowledge recall among undergraduate university students. *The FASEB Journal*. 34(S1):1-1.
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- 74) Montpetit-Tourangeau K, Dahlia K, Ahmed S, Anaby D, Bussièrès A, Lamontagne ME, Rochette A, Shikako-Thomas K, **Thomas A**. 2020. A strategic initiative to facilitate knowledge translation research in rehabilitation. *BMC Health Services Research*. 20:973.
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- 79) Nguyen D, Arnaert A, Pringle J, **Ponzoni N**, Kouvaté S, Fansia N, Nouvet E. 2020. Nurses' experiences of their decision-making process when participating in clinical trials during the 2014-2016 West African Ebola crisis. *Public Health Nursing*. 38(1):40-46.
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- 81) **Noël G**. 2020. Flammability and combustion hazard of preserved human tissues. *Clinical Anatomy*. 33(6):876-879.
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- 85) Pal N, **Young ME**, **Danoff D**, **Plotnick L**, **Cummings BA**, **Gomez-Garibello C**, Dory V. 2020. Teachers' mindsets in medical education: A pilot survey of clinical supervisors. *Medical Teacher*. 42(3):291-298.
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- 89) **Razack S**, Risor T, Hidges B, **Steinert Y**. 2020. Beyond the cultural myth of medical meritocracy. *Medical Education*. 54(1):46-53.
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- 97) Skjevick EP, **Boudreau JD**, Ringberg U, Schei E, Stenfors T, Kvernenes M, Ofstad EH. 2020. Group mentorship for undergraduate medical students—a systematic review. *Perspectives on Medical Education*. 9:272-280.
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- 107) Tekian A, Harden RM, Cook DA, **Steinert Y**, Hunt D, Norcini J. 2020. Managing the tension: From innovation to application in health professions education. *Medical Teacher*. 42(3):333-339.
- 108) **Thomas A**, Al Zoubi F, Mayo NE, Ahmed S, et al. 2020. Individual and organizational factors associated with evidence-based practice among physical and occupational therapy recent graduates: A cross-sectional national study. *Journal of Evaluation in Clinical Practice*. <https://doi.org/10.1111/jep.13518>
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- 117) **Wagner M**, Dubé T, **Gomez-Garibello C**. 2020. It takes a team: Generating evidence to define and fostering collective competence in health professions education. *Canadian Medical Education Journal*. 11(5):e109-e111.
- 118) **Wagner M**, Roberge-Dao J, **Thomas A**, Slanik M, Nedelec B, Perlman C, Saunders S. 2020. Tweet This! Using social media as an innovative tool for increasing survey responses. *Canadian Medical Education Journal*. 11(2):e31-e153.
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- 120) Wu A, **Noël G**. 2020. How to internationalize medical education using concepts in internationalization of higher education. *MedEdPublish*.
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- 121) Wu A, **Noël GPJC**, Wingate R, et al. 2020. An international partnership of 12 anatomy departments – Improving global health through internationalization of medical education. *Annals of Global Health*. 86(1):27.
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- 123) **Young ME**, **Thomas A**, **Lubarsky S**, Gordon D, Gruppen LD, Rencic J, Ballard T, Holmboe E, Da Silva A, Ratcliffe T, Schuwirth L. 2020. Mapping clinical reasoning literature across the health professions: A scoping review. *BMC Medical Education*. 20:107
- 124) **Young M**, Varpio L, Uijtdehaage S, Paradis E. 2020. The spectrum of inductive and deductive research approaches using quantitative and qualitative data. *Academic Medicine*. 95(7):1122.
- 125) Zaccagnini M, Bussièrès A, West A, Boruff J, **Thomas A**. 2020. Features of scholarly practice in health care professionals: A scoping review protocol. *Canadian Journal of Respiratory Therapy*. 56:38-41.

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- 127) Zomahoun HTV, Massougbodji J, Bussièrès A, **Thomas A**, Kairy, D, et al. 2020. Improving the usefulness of evidence concerning the effectiveness of implementation strategies for knowledge products in primary healthcare: Protocol for a series of systemic reviews. *Systemic Reviews*. <https://doi.org/10.1186/s13643-020-01382-x>

Appendix III BOOKS/ BOOK CHAPTERS

- 1) **Adams A.** 2020. Agency and architecture in medical murals by Mary Filer and Marian Dale Scott. In Potvin J, Marchand ME (editors). Design and Agency: Critical Perspectives on Identities, Histories, and Practices. Bloomsbury, London.
- 2) Ameh E, Bickler S, Lakhoo K, Nwomeh BC, **Poenaru D**, editors. 2020. Paediatric surgery: A comprehensive text for Africa (Second Ed.) Springer, United States.
- 3) **Cruess SR, Cruess RL.** 2020. Resilience, burnout, and communities of practice. In Byyny RL, Byyny R, Christensen S, Fish JD (editors). In Medical Professionalism Best Practices: Addressing Burnout and Resilience in Our Profession. Alpha Omega Alpha Honor Medical Society, Aurora, Colorado.
- 4) Emmanuel W, **Poenaru D.** 2020. Neurodisability. In Ameh EH, Bickler SW, Lakhoo K, Nwomeh BC, Poenaru D (editors). Pediatric Surgery (Second Ed.) Springer, United States.
- 5) **Harley JM, Lajoie SP,** Haldane C, McLaughlin B, Poitra EG. 2020. Beyond historical books, names, and dates: Leveraging augmented reality to promote knowledge, reasoning, and emotional engagement. In Geroimenko V (editor). Augmented reality in education. Springer Nature. Switzerland.
- 6) **Hutchinson T,** Hutchinson N. Wellness and whole-person care. In Ishak WW (editor). The Handbook of Wellness Medicine. Cambridge University Press. Cambridge, UK.
- 7) **Macdonald ME.** 2020. The denial of grief: Reflections from a decade of anthropological research on parental bereavement and child death. In Jacobsen MH, Petersen A (editors). Exploring Grief: Towards a Sociology of Sorrow. Routledge, London UK.
- 8) **Macdonald ME,** Wright DK. 2020. From 'making a decision' to 'decision making': A critical reflection on a discursive shift. In Mykhalovskiy E, Choiniere J, Armstrong P, Armstrong H (editors). Health Matters: Evidence, Critical Social Science, and Health Care in Canada. University of Toronto Press, Toronto ON.
- 9) **Nugus P, Rodriguez C,** Denis JL, Chenevert D, editors. 2020. Transitions and Boundaries in the Coordination and Reform of Health Services: Building Knowledge, Strategy and Leadership. Palgrave Macmillan.
- 10) **Snell L,** Frank J, Marwan Y. 2020. Ch 4 Postgraduate medical education: Pathways to practice. In Dent J et al (editors). A practical guide for medical teachers (6th edition), Elsevier.
- 11) **Wagner M,** Dunlop M. 2020. Mapping the occupational English test and the Canadian Language Benchmarks. Report presented to Cambridge Boxhill Language Assessment. Montreal QC.

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) **Alfieri J,** Di Lalla V, Posel N. Evaluation of Simulation-Based Virtual Cases for Learning Oncologic Emergency Management (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$4,500)
- 5) Arnaert A, **Ponzoni N,** Demyttenaere SV, Isaranuwachai 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) **Bank I,** Greenstone I, Plotnick L, **Nguyen L,** Ruddy M, Kudirka D, Vastel V, Boyer J, Kastanis H, **Nugus P,** **Young M.** Flipping the Classroom in Simulation: An Analysis of Mixed-modality Simulation-based Training in Continuing (inter) Professional Development in the Time of COVID-19 (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$5 000)
- 7) Baumann A, Berta W, Laporte A, Bourgeault I, **Lavoie-Tremblay M,** Deber R, Robin B, Kumi O. Long Term Care in Crisis- The reality of COVID-19. Health Services and Policy Research (CIHR, 2020-2021, \$959,328)
- 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) Blain-Moraes S, **Thomas A,** Kuhlmann N. Piece of mind (HBHL Knowledge Mobilization Program Proposal – Implementation Science, 2020,2021, \$100,000)
- 10) 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)
- 11) 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)
- 12) Breton M, Haggerty J, **Nugus P.** Téléconsultation en première ligne: apprentissages des transformations rapides des GMF-U en contexte de COVID-19 (Réseau-1 Québec, 2020-2021, \$140,000)
- 13) Carnevale FA, Collin-Vezina D, **Macdonald ME,** Menard JF, Talwar V, Van Praagh S. Views of Interdisciplinary Childhood Ethics (Newton Foundation, 2020-2025, \$1,100,000)
- 14) 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)

- 15) 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)
- 16) 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)
- 17) 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)
- 18) Dubois CA, Borgès da Silva R, Marchand A, Bentein K, Gilbert F, **Lavoie-Tremblay M**. Mesurer et atténuer les effets négatifs de la COVID-19 sur les travailleurs de santé (FRQS. Proposition de projets Solutions COVID-19, 2020-2021, \$300,000)
- 19) 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)
- 20) Freedman S, Newton A, Gagnon I, Greenfield B, **Plotnick L**. A Multi-disciplinary, Patient-partnered, Pan-Canadian, Comparative Effectiveness Evaluation of an Innovative Acute Pediatric Mental Health and Addiction Care Bundle (CIHR, 2020, \$3,000,000)
- 21) Gaid D, Bussièrès A, Ahmed S, **Thomas A**, Laramée MT. A National-Wide Environmental Scan of Human Agents Training (Richard & Edith Strauss Grant, Knowledge Translation Program, 2019-2020, \$11,999)
- 22) Gill P, **Constantin E**. Patient-oriented Research Priorities for Pediatric Hospital Care: a James Lind Alliance Priority Setting Partnership (CIHR Catalyst Grant, 2020-2021, \$100,000)
- 23) Gottlieb NL, Ballantyne M, Boies K, Clausen C, Gottlieb B, High S, Hubley P, **Lavoie-Tremblay M**, Rummens JA, Villeneuve M, **Chevrier A**, et al. Transforming Nurses' Work Environments Through a Strength Based Leadership and Management Training Program (SSHRC & CIHR, 2018-2023, \$2,000,000)
- 24) Hall N, Wendt D, Veletsianos G, Larivière V, **Harley J**, Hodson JN, Stupnisky R. Motivation, Emotion Regulation and Well-being in Post-secondary Faculty. (SSHRC Insight Grant, 2020-2023, \$91,735)
- 25) **Harley J**, Feldman L, **Fried G**, Hall N. Defining and Combatting Harassment in Health Sciences Education (SSHRC Insight Development Grant, 2020-2022, \$57,820)
- 26) **Harley J**, **Fried G**, **Lajoie S**, **Lavoie-Tremblay M**, with partners Oxford Medical Simulation. COVID-19: Leveraging Virtual Simulation Technology as a Distance Learning Tool to Support Medical and Nursing Students' during COVID-19 (SSHRC Partnership engagement grant, 2020-2022, \$24,979)

- 27) **Harley J, Lajoie S.** Exploring the Roles of Artificial Intelligence in Health Sciences Education (SSHRC Connection Grant, 2020-2021, \$25,000)
- 28) **Harley J,** Montreuil T, Feldman L, **Fired G,** Drouin S. Emotion regulation and healthcare professionals: Creating research-informed solutions (McGill University Health Centre Foundation, 2020, \$33,625)
- 29) **Harley J,** Pekrun R, Gross JJ. Developing and Evaluating Instructional Videos to Support Media Literacy Education and Emotion Regulation (SSHRC, 2019-2021, \$99,448)
- 30) 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)
- 31) **Hutchinson T, Lubarsky S,** Hanley J. Teaching Whole Person Care: Does a Course in Mindful Medical Practice Enhance Students' Self-perceived Healing Attributes and Actions? (Department of Medicine Education Scholarship, 2020-2021, \$6,500)
- 32) **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)
- 33) **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, 2012-2021, \$2,500,000)
- 34) **Lambert S, Nugus P,** et al. Optimizing the Integration in Oncology Innove-Onco (Fonds de recherche du Québec – Santé (FRQ-S), 2020-2022, \$850,000)
- 35) Lavoie P, Boyer L, Pepin J, Hernandez A, Larue C, Blanchet Garneau A, Déry J, Paquet M, **Lavoie-Tremblay M,** Bernard L, Ernoult S. Création d'une plateforme Web d'évaluation et de développement des compétences infirmières au Québec (Centre des compétences futures, 2020-2021, \$518,425)
- 36) 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)
- 37) 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)
- 38) MacDermid J, Backman C, Birmingham T, Bouyer L, Marshall D, Moyer R, Ronsky J, Roy JS, **Thomas A,** Hofstetter C. Canadian MSK Rehab Research Network (Canadian Institute of Health Research – Network Catalyst Grant, 2020-2025, \$1,996,990)
- 39) **Macdonald ME,** Junker MO, Torrie J. Palliative Care Terminology for James Bay Cree (Health Care Access for Linguistic Minorities Network, 2019-2020, \$20,000)
- 40) **Majnemer A,** Fehlings D. Early Detection and Intervention Toolkit for Cerebral Palsy. (Kids Brain Health Network Implementation Readiness Fund, 2020-2021, \$100,000)
- 41) **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)
- 42) **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)
- 43) **McWatt S.** Examining In-person and Remote Delivery of Anatomy Laboratory Education Among Medicine and Dentistry Students (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$5,000)
 - 44) Montreuil M, Wright D, Cadell S, **Macdonald ME.** Grief in the Age of Medical Assistance in Dying: A Narrative Study of Bereavement Experiences (Réseau québécois de recherche en soins palliatifs, 2019-2020, \$20,000)
 - 45) 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)
 - 46) **Mortaz Hejri S**, Anderson B, **Steinert Y.** Sustainability of Innovations in Health Sciences Education: A Mixed-methods Study. (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$8,843)
 - 47) **Mortaz-Hejri S, Quaiattini A**, Yousefi-Nooraie R, **Steinert Y.** Faculty Developers' Teaching Perspectives and Competencies: A Mixed-methods Study (Association for Medical Education in Europe (AMEE) Faculty Development Research Grant, 2019-2021, £4992, \$8600CDN)
 - 48) **Mortaz-Hejri S, Quaiattini A**, Yousefi-Nooraie R, **Steinert Y.** Social Network Analysis in Undergraduate and Postgraduate Medical Education: A Scoping Review (Society of Directors of Research in Medical Education (SDRME), 2019-2021, USD\$4,000, \$5,000CDN)
 - 49) Nathoo N, Govaerts M, **Sun N.** Silence is Not Always Golden: A Qualitative Exploration of the Ripple Effects of the Failure to Fail Phenomenon on Resident Perceptions and Learning (Department of Medicine Grant for Education Scholarship, 2020-2021, \$6,500)
 - 50) **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 Innovation and Research Seed Fund, 2019-2020, \$9,750)
 - 51) 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)
 - 52) **Nugus P.** Des structures aux individus : comment inciter la coordination des soins au-delà des frontières professionnelles, organisationnelles et systémiques - Chercheur-boursier: Career Award – Junior 2 (Fonds de la recherche du Québec – Santé (FRQS), 2020-2022, \$148,000)
 - 53) **Nugus P.** Learning Care Transition: Towards Patient-centred Coordination and Systems (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$9,700)
 - 54) **Nugus P, Bell L, MacDonald S**, et al. Learning Care Transition: Towards Patient-Centred Coordination and Systems (Institute of Health Sciences Education Innovation and Research Seed Fund, 2019-2020, \$9,700)
 - 55) **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)

- 56) **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)
- 57) **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)
- 58) **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)
- 59) **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)
- 60) **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)
- 61) **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)
- 62) **Nugus P**, Ramos D, Trépanier E, Bell L, Mazaniello-Chézol M. From Theory to Practice in care transitions: the Relationship between Theories and Contextual Behaviour in Acute and Primary Care Coordination (Réseau-1 Québec, 2020-2022, \$20,000)
- 63) **Nugus P**, Vigano A, Freine J. Priorities and their Implications for Cannabis Prescribing Practices of Canadian Family Physicians: a Mixed-methods Study with Cancer Patients (Tilray and Santé Cannabis, 2020-2021, \$25,000)
- 64) 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)
- 65) Ortiz-Paredes F, **Rodriguez C**. Mentorship in the Community or How to Nurture Empathy and Professional Identity Formation in Undergraduate Medical Education (McGill Faculty of Medicine, 2018-2021, \$25,000)
- 66) **Plotnick L**, **Stenrszus R**, **Macdonald ME**, **Steinert Y**. Engaging Retired Physicians as Teachers: A Novel Educational Model (McGill Centre for Medical Education Innovation and Research Seed Fund, 2019-2021, \$4,728)
- 67) Pomey MP, et al., including **Lavoie-Tremblay M**. Évaluation en temps réel du déploiement de technologies connectées et du partenariat de soins et services dans le contexte de crise sanitaire lié à la COVID19 - le programme Techno-COVID-Partenariat (Instituts de recherche en santé du Canada IRSC, 2020-2021, \$502,487)
- 68) **Poenaru D**. WeChoose: A Mixed-methods Study for Developing a Personalized Risk Communications Tool in Pediatric Surgery (Canadian Institutes of Health Research (CIHR), 2019-2021, \$96,250)
- 69) **Poenaru D**. WeChoose: A Mixed-methods Study for Developing Personalized Communication and Decision-making Tools in Pediatric Surgery (Montreal Children's Hospital Foundation, 2019-2021, \$70,000)

- 70) 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)
- 71) Schei E, Hunskår S, Kvernenes M, Vikse B, Grimstad H, Tjølsen A, Harald Wiker, Valestrand E, Dornan T, **Boudreau D**, Ringsted C, Stenfors T. PROFMED - Medical Students' Professional Identity Formation During Hospital Practice (Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education, 2020, \$780,000)
- 72) Shikako-Thomas K, **Majnemer A**. Stakeholder Engagement in Policymaking for Neurodevelopmental Disabilities (NeuroDevNet, 2015-2020, \$80,000)
- 73) 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)
- 74) **Stern E**. iSimulate AV Equipment (McGill Financing Program for Medical Teaching in Clinical Settings, 2019-2020, \$36,359)
- 75) St-Onge C, **Thomas A**, Langevin S, **Nguyen L**. Developmental Progress Assessment: Exploring the Basis for Best Practices (Royal College of Physicians and Surgeons of Canada, 2017-2020, \$35,000)
- 76) St-Onge C, **Thomas A**, McConnell M. Assessment as a Driver for Student Learning: Evidence-informed Recommendations for the Implementation of Assessment for Learning (SSHRC, 2020-2021, \$93,463)
- 77) St-Onge C (team lead), **Young M** (co-team lead), Renaud J-S, **Thomas A**, Regular Members: Boileau E, Cambron-Goulet E, Chamberland M, Dory V, **Gomez-Garibello C**, Lacasse M, Lakhal S, **Nguyen HP**, Poitras M, **Wagner M**, Collaborators: 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) – Soutien aux équipes de recherche (équipe émergente), 2018-2020, \$205,800)
- 78) Tellier PP, **Rodriguez C**. Enhancing Family Physicians' Competency in Adolescent Medicine (College of Family Physicians of Canada (CFPC), 2020-2021, \$5,000)
- 79) **Thomas A**. Chercheur-boursier: Career Award Junior 2 (Fonds de la recherche du Québec – Santé, 2018-2022, \$353,876)
- 80) **Thomas A**, Shaw SR, Denis M, Dickson L, Finkelstein A, Münter L, **Majnemer A**. Identifying Supports and Barriers to Implementing Evidence-Informed Health Sciences Education at McGill University Faculty of Medicine (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$6,622)
- 81) **Thomas A**, Kairy D. Ecole d'été en transfert des connaissances en santé (L'Unité de soutien SRAP du Québec, 2019-2020, \$20,000)
- 82) **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)
- 83) **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)

- 84) **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)
- 85) **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)
- 86) **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)
- 87) 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)
- 88) **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)
- 89) **Wagner M, Gomez-Garibello C**, Lachepelle K, Fata P. Disruption as a Positive Force: Leveraging the COVID-19 Pandemic for Educational Advancement in Surgical Postgraduate Education (Institute of Health Sciences Education Innovation and Research Seed Fund, 2020-2021, \$5 000)
- 90) **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)
- 91) **Wagner M**. Formative Assessment of Second Year Medical Students Using Simulated Scenarios in Pediatrics (Ron Black/MCH Foundation, 2019-2024, \$50,000)
- 92) **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)
- 93) Weiner L, Beffert U, Lattuca M, **Chevrier A**. Healthcare AI: A Quebec Framework for Nursing (P ole montr ealais d'enseignement sup erieur en intelligence artificielle (PIA), 2019-2021, \$100,000)
- 94) Wideman TH, Bostick GP, Bussi eres A, Cooper LK, McNiven N, Miller J, Nguyen T, Norris Singer L, **Thomas A**, Tousignant-Laflamme Y, Walton DM. Improving Pain Education Across Entry-level Physiotherapy Programs in Canada: An Integrated Knowledge Translation Study (CIHR, 2020-2025, \$604,350)

- 95) **Wiseman J, Lajoie S**, Blanchard EG. The Deteriorating Patient Smartphone App: Designing Virtual Nightmares On-call to Harness Emotions for Learning (McGill Department of Medicine, 2020-2022, \$6,500)
- 96) **Young ME**. Chercheur-boursier Career Award Junior 1 (Fonds de recherche de Québec – Sante (FRQ-S), 2018-2022, \$357,526)
- 97) Zeng Y, **Lajoie S**, Faubert J. Biometric Approaches to Inferring Pilot Trainee's Affective and Cognitive States (NSERC CRIAQ, 2017-2022, \$597,900)

Appendix V HONOURS & AWARDS

Adams, Annmarie

- Fellow, Canadian Academy of Health Sciences

Alfieri, Joanne

- Recipient, along with colleagues, of the 2020 Top Quality Improvement Paper session by the Royal College of Physicians and Surgeons of Canada for her abstract to ICRE on Curriculum Needs for Teaching Quality Improvement and Patient Safety

Boillat, Miriam

- Recipient of the Prix d'excellence from the Collège québécois des médecins de famille (CQMF) for her passion and dedication in teaching family medicine.

Bank, Ilana

- Recipient of the Canadian Association of Medical Education Certificate of Merit Award Winner, along with colleagues, of The Surgical Innovation Program. This is a year-long course which joins multiple disciplines from 3 universities (Concordia, ETS and McGill) in which many teams compete for the ability to create a startup business with the firm Fasken.

Chevrier, Annie

- Named to the 2020-2021 Faculty Honour List

Dandavino, Mylène

- Recipient, along with colleagues Tanya Di Genova and IHSE Faculty Robert Sternszus) of the Pediatric Chairs of Canada 2020 COVID Leadership Award. Given to honour those who have responded in a heroic way to the COVID-19 pandemic.

Fried, Gerald

- Recipient of the Outstanding Teacher Award from the Department of Surgery

Gottesman, Ron

- Recipient of the 2020 Mentor of the Year award from the Royal College of Physicians and Surgeons of Canada.

Hébert, Terry

- Awarded the Canadian Pacific Chair in Biotechnology

Lambert, Sylvie

- Winner of the InnoVe-Onco competition, along with colleague IHSE Faculty Member, Peter Nugus, for their project entitled The integration of patient-reported outcomes (PROs) in cancer care: Learning from real-world implementation in cancer centres across Quebec

Lubarsky, Stuart

- Recipient of the Osler Award for Outstanding Teaching 2020 in the Faculty of Medicine.

Mondou, Mélanie

- Recipient of the MSW Wellness Award for Clinical Teaching, UGME, McGill University

Moore, Fraser

- Recipient of the Canadian Association of Medical Education Certificate of Merit Award

Mortaz Hejri, Sara

- Recipient, along with IHSE colleagues Sara Mortaz Hejri and Yvonne Steinert, of the 2020 Society of Directors of Research in Medical Education Review/Synthesis Paper Award for their project entitled: Social Network Analysis in Undergraduate and Postgraduate Medical Education: A Scoping Review

Nguyen, Lily

- Successfully defended her MHPE Thesis for the project entitled Trying to stand out: Analysis of “Extra Curricular” activities of Otolaryngology residency applicants, which tackled assessment systems, values-based selection, and student wellbeing

Noël, Geoffroy

- Recipient of the Canadian Association of Medical Education Certificate of Merit Award
- Recipient of the ADInstruments Sam Drogo Technology in the Classroom Award from the Human Anatomy and Physiology Society

Nugus, Peter

- Winner of the InnoVe-Onco competition, along with colleague IHSE Associate Member, Sylvie Lambert, for their project entitled The integration of patient-reported outcomes (PROs) in cancer care: Learning from real-world implementation in cancer centres across Quebec
- Recipient, along with colleagues, including Institute Associate member Charo Rodriguez, of the Best Research Paper CPD at the 2020 AMEE Conference. (Family doctor, educator and learner: managing professional identities in an international blended education program for faculty development)

Quaiattini, Andrea

- Recipient, along with IHSE colleagues Sara Mortaz Hejri and Yvonne Steinert, of the 2020 Society of Directors of Research in Medical Education Review/Synthesis Paper Award for their project entitled: Social Network Analysis in Undergraduate and Postgraduate Medical Education: A Scoping Review

Ragsdale, David

- Recipient of the Dr. Ann Wechsler Award for Excellence in the Teaching of Physiology, presented by the Physiology Undergraduate League of Students, McGill University

Rodriguez, Charo

- Recipient of the 2020-21 Jonathan Campbell Meakins & Family Memorial Fellowship
- Recipient, along with colleagues, including Institute Faculty Peter Nugus, of the Best Research Paper CPD at the 2020 AMEE Conference. (Family doctor, educator and learner: managing professional identities in an international blended education program for faculty development)

Steinert, Yvonne

- Recipient of the 2020 MILES Award in recognition of her contributions to Mentoring, Innovation and Leadership in Educational Scholarship at the recent Asia Pacific Medical Education Conference in Singapore.
- Recipient of the Meridith Marks Mentorship Award, awarded by the Office of Professional and Educational Development, Faculty of Medicine at Memorial University.
- Recipient, along with IHSE colleagues Sara Mortaz Hejri and Andrea Quaiattini, of the 2020 Society of Directors of Research in Medical Education Review/Synthesis Paper Award for their project entitled: Social Network Analysis in Undergraduate and Postgraduate Medical Education: A Scoping Review

Sternszus, Robert

- Recipient (Along with colleagues Tanya Di Genova and IHSE Member Mylène Dandavino) of the Pediatric Chairs of Canada 2020 COVID Leadership Award.

Sun, Ning-Zi

- Awarded the inaugural Emerging Leader Award (for leadership skills and achievements as a program director) from McGill Postgraduate Medical Education.

Appendix VI APPOINTMENTS

Aalamian, Armand

- Appointed Chair, Association of Faculties of Medicine of Canada (AFMC) Postgraduate Medical Education Committee

Alfieri, Joanne

- Appointed Associate Chair (Education), Gerald Bronfman Department of Oncology, Faculty of Medicine and Health Sciences
- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Boillat, Miriam

- Appointed Lead, Academic Organizational Development, Faculty of Medicine and Health Sciences

Boudreau, Donald

- Appointed Interim Director, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences
- Appointed Adjunct Professor, School of Medicine, The University of Notre Dame Australia

Carver, Tamara

- Appointed Assistant Professor, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences
- Appointed new Director of Education Technology and Online Learning, McGill University Steinberg Centre for Simulation and Interactive Learning, Faculty of Medicine and Health Sciences
- Appointed Co-chair, Education Committee, McGill University Steinberg Centre for Simulation and Interactive Learning, Faculty of Medicine and Health Sciences
- Appointed Chair, Committee for the Dementia Education Program, Faculty of Medicine and Health Sciences

Chevrier, Annie

- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Cruess, Richard

- Appointed Emeritus Professor status upon retirement in May

Cruess Sylvia

- Appointed Emeritus Professor status upon retirement in May

Cummings, Beth-Ann

- Appointed Assistant Dean, Health Professions Education, Faculty of Medicine and Health Sciences

Dandavino, Mylene

- Promoted to the rank of Associate Professor (Clinical), Department of Pediatrics, Faculty of Medicine and Health Sciences

Denis, Maxime

- Granted a Master in Education, Université de Montréal, DESS Administration of Education & Microprogram in Pedagogy of Higher Education
- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Elizov, Michelle

- Appointed Associate Dean, Faculty Development, Faculty of Medicine and Health Sciences

Fried, Gerald

- Appointed Associate Dean, Education Technology & Innovation, Faculty of Medicine and Health Sciences
- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Harley, Jason

- Appointed Director of Research, McGill University Steinberg Centre for Simulation and Interactive Learning
- Appointed Chair, Multidisciplinary Research Committee, McGill University Steinberg Center for Simulation and Interactive Learning
- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Hutchinson, Tom

- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Lambert, Sylvie

- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Lavoie-Tremblay, Mélanie

- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Majnemer, Annette

- Appointed Chair, Selection Committee for the Assistant Dean, Resident Affairs, Faculty of Medicine and Health Sciences
- Appointed Chair, Selection Committee for the Assistant Dean, Health Professions Education, Faculty of Medicine and Health Sciences

- Appointed Chair, Selection Committee for the Director of the Institute of Health Sciences Education, Faculty of Medicine and Health Sciences
- Appointed Co-chair, Royal Society of Canada policy briefing on the Impacts of COVID-10 on Individuals with Developmental and Intellectual Disabilities

Mondou, Mélanie

- Promoted to the rank of Associate Professor, Department of Medicine, Faculty of Medicine and Health Sciences
- Appointed Associate Dean, Undergraduate Medical Education, Faculty of Medicine and Health Sciences

Nugus, Peter

- Appointed Associate Director, Graduate Programs, Institute of Health Sciences Education

Poenaru, Dan

- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Rodriguez, Charo

- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Ragsdale, David

- Appointed Interim Director, Cognitive Science Program, Faculty of Medicine and Health Sciences

Stern, Errol

- Appointed Director, JGH Emergency Medicine Simulation: COVID-19 Pandemic Preparation Program
- Appointed Chair, McGill Emergency Medicine Simulation Educators Committee
- Appointed Associate Member, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Sun, Ning-Zi

- Appointed Director, Scholarship in Medical and Health Sciences Education elective, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences
- Appointed Program Director, Internal Medicine Residency Training Program, McGill University

Ventura, Nicole

- Appointed Director, Division of Anatomical Sciences, Department of Anatomy & Cell Biology, Faculty of Medicine and Health Sciences

Young, Meredith

- Appointed Co-Lead, Research, Institute of Health Sciences Education, Faculty of Medicine and Health Sciences

Appendix VII IHSE GUESTS

- Guests
 - **Dr. Reinhart Reithmeier**, Professor at the University of Toronto in the Department of Biochemistry: Health Sciences Education Rounds: **The 10,000 PhDs Project at the University of Toronto: Using Employment Outcome Data to Inform Graduate Education** on February 13, 2020
 - **Dr. Marjan Govaerts**, Maastricht University: Co-supervisor (Along with Dr Ning-Zi Sun) to resident Natasha Nathoo on October 29, 2020.
 - **Dr. Peter Cantillon**, University of Galway, Ireland: Health Sciences Education Rounds: **Apprenticeship Learning in Clinical Teams: The Role of the Implicit Curriculum** on November 19, 2020.

- Visitors & Visiting Scholars
 - **Dr. Stephanie Meeuwissen**, Maastricht University: September 2020 – December 2020
 - **Dr. Marjan Govaers**, Maastricht University; co-supervisor along with Ning-Zi Sun, of resident Natasha Nathoo: October 29, 2020