

January 1 to December 31, 2021

Institute of Health Sciences Education

Annual Report

Submitted by: Elizabeth Anne Kinsella

Director, Institute of Health Sciences Education



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 year of tremendous growth and productivity. This past year, Institute members (see Appendix I) approached health sciences and health professions education with commitment, creativity 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 second cohort of PhD students in August 2021. We were proud and excited to welcome three new students to bring the current cohort up to 7 students. It is important to underline that this continues to be an ad hoc program for the time being.

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 5 module graduate certificate program in Health Sciences Education. In order to showcase the 2021 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.

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 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	14
Associate Members	44
Affiliate Members	4
Administrators	8

PUBLICATIONS

This year, IHSE Faculty Members, Associate Members, and Affiliate Members published a total of **127** articles and 4 book chapter 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; mentorship and peer mentorship; innovations in teaching and learning (including simulation-based education, augmented reality, and artificial intelligence); innovations in anatomy teaching; innovations in surgical education; assessment and program evaluation; impact of the pandemic on HSE; reflective practice, decision-making and clinical reasoning; knowledge translation; methodological issues in HSE research; global health professions education; equity, diversity, inclusion and social justice; and health care policy (including education and research in resource limited contexts).

GRANTS & RESEARCH AWARDS

Research and scholarship constitutes the IHSE's priority. This past year, Faculty Members, Associate Members, and Affiliate Members held **125** 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 **\$64,599,994** of which **35** were new research grants, totaling **\$9,333,140**

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.

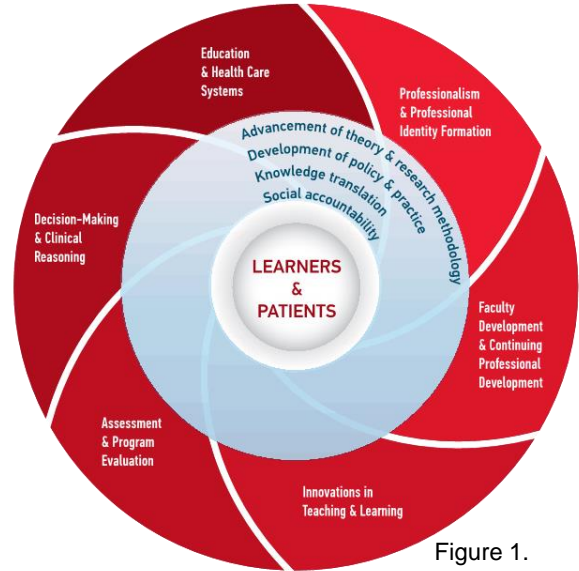


Figure 1.

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. They gave presentations at local, national, and international conferences and events, including keynote and 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; and 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 Institute of Health Sciences Education remains very grateful to these donors and classes of medicine for their generous gifts.

The IHSE Innovation and Research Seed fund (Research Category) was awarded to Postdoctoral fellow, **Catherine Giroux**, PhD and IHSE Associate member **Aliki Thomas**, PhD for their project entitled: Social media as a dissemination and knowledge translation strategy among health professions educators.

Dr. Baijayanta Mukhopadhyay from the Department of Medicine, McGill was the 2021-2022 Richard and Sylvia Cruess Faculty Scholar in Health Sciences Education in recognition of their scholarly achievements in medical and health sciences education. Dr. Mukhopadhyay aimed to explore how to look at the way conversations around racism in health, both locally and globally, might transform the way family doctors teach about racial injustice in medicine in their diversity of practice settings, at McGill and beyond.

Dr. Laura Elbaz from the Department of Family Medicine, McGill was named the Class of Medicine 1974 Faculty Scholar for Teaching Excellence & Innovation in Medical Education for 2021-2022. Dr. Elbaz' area of interest is clinical reasoning and remediation. She is interested in understanding how we reason in medicine, how we learn to reason in medicine and how to teach this sometimes abstract form of logic to medical students and residents.

Dr. Naomi Goloff from the Pediatric Advanced Care team at the Montreal Children's Hospital was awarded the Class of Medicine 1970 Education Award for Teaching Excellence and Innovation award. Dr. Goloff's educational training plan supported by this award aimed to give her the skills and knowledge to co-develop, with patients or parents, truly innovation learning programs in interprofessional serious illness and end of life care for medical learners at McGill to allow for deliberate practice-based approaches to these difficult topics.

Dr. Dan Poenaru, professor of Surgery and Pediatrics, McGill and IHSE Associate member was awarded the Class of '77 MedEd Innovation Grant for his proposal entitled: "Improving the teaching of informed consent in pediatric surgery." Funding of this grants program is designed to support the development and evaluation of educational innovations that advance the field of health sciences education.

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:

Dr. Elizabeth Anne Kinsella conducted several monthly sessions on Philosophical and Theoretical Foundations of Qualitative Research. This study group explored philosophical and theoretical foundations of qualitative research with a particular focus on interpretive and critical paradigms of inquiry. Objectives of the sessions included:

- Identifying philosophical traditions informing approaches to qualitative research.
- Discussing how theoretical perspectives can inform the design, conduct, analysis, interpretation, and representation of qualitative research.
- Developing a conceptual map of philosophical and theoretical perspectives informing the foundations qualitative research.
- Reflecting on the generativity of qualitative approaches for various types of research.
- Identifying quality criteria for qualitative research within different schools of inquiry.

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 fourth cohort in December. With the aim of teaching medical learners to be effective teachers, Foundations in Medical & Health Sciences Education is a 4-week structured elective in which participants are expected to develop essential knowledge and skills in the basics of educational science, with particular emphasis on curriculum design, teaching and learning, assessment, program evaluation, and educational research and scholarship.

This year's cohort of learners included:

- Matthew Ades (General Internal Medicine)
- Shaza Almweisheer (Neurology University of Manitoba)
- Diana Benea (Medical Student)
- Sarah Bouhadoun (Neurology)
- Chloe Gordon (Medical Student)
- Rami Habib (Medical Student)
- Patrick Iannatone (General Internal Medicine)
- Liliya Isachenko (Anesthesia)
- Mariam Khenir (Anesthesia)
- Joseph Mancini (Pediatric Resident)
- Ebethal Qulisy (Academic General Pediatric Fellow)
- Harmony Tsui (General Internal Medicine)

PhD in Health Sciences Education

The Institute of Health Sciences Education welcomed their second cohort of graduate students in the adhoc program: Ethan Bazos, Allison Chrestensen, and Jennifer Fitzpatrick. Students were engaged in the following courses:

- HSED 702, Advanced Topics in Health Sciences Education; Fall 2021
- HSED 703, Research Design for Health Sciences Education; Winter 2021

Master's in Health Sciences Education

Under the leadership of Dr. Linda Snell planning for the Graduate Certificate program continued. As previously noted, the Certificate is expected to consist of five, 3-credit courses (EDPE 657 Learning, cognition, motivation; EDPE 658 Introduction to Curriculum in HSE; EDPE 659 Assessment and Evaluation in HSE; HSED 601 Introduction 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. It was approved in both the Faculties of Education and Medicine and Health Sciences.

IHSE EVENTS

An interactive didactic session, entitled "Health Sciences Education Rounds" was organized and delivered in collaboration with the McGill Faculty Development Office. The topic was:

Embodiment in the practice and education of health professionals by Elizabeth Anne Kinsella, PhD, Professor at McGill's Institute of Health Sciences Education March 25, 2021

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
- Drs. Peter Nugus and Donald Boudreau, for their guidance and leadership as co-chairs of the Institute's Committee on Research in Medical Education (McRIME)
- Members of the IHSE Executive committee (Drs. Peter Nugus, Fraser Moore, Geoffroy Noël, Linda Snell, Robert Sternszus, Meredith Young, Nicole Ventura), whose advice and feedback to Dr.

Yvonne Steinert, to Dr. Donald Boudreau and to myself, have been invaluable in the governance and management of the Institute.

- Dr. Peter Nugus, Associate Director, Graduate Programs for his guidance and leadership with the Adhoc PhD program and work with the proposal.
- Dr. Meredith Young, Co-Lead, Research for her leadership in the establishment of new strategic direction in the research portfolio of the Institute.
- Drs. Don Boudreau and Yvonne Steinert for their generosity in sharing resources, time, and wise guidance during a time of leadership transition.

I would also like to acknowledge all of our IHSE members for their hard work and perseverance throughout the year.

This past year, the IHSE leadership changed hands once again with Dr. Donald Boudreau stepping down from the Interim Director position. Our shared leadership model continued with the leadership team consisting of Dr. Peter Nugus (Associate Director, Graduate Programs), Dr. Meredith Young (Co-Lead Research), Ms. Audrey Lew (Administrative Officer), and myself as the newly appointed Director, to implement policies, procedures and regulations. Along with the Executive, our team engaged in fulfilling its collective responsibilities with transparency, approachability, equanimity, collaboration, and consultation.

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

A special thanks is due to Dean Josephine Nalbantoglu and Associate Dean Aimee Ryan for their guidance and enthusiastic assistance to the IHSE in developing and launching the PhD program. Lastly, I am grateful to Dean Dr. David Eidelman, Vice-Dean Education Dr. Annette Majnemer, Ms. Demetra Kafantaris, Dr. Leah Moss, as well as Mr. Brian Thompson 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
Appendix II	IHSE Publications
Appendix III	IHSE Books & Book Chapters
Appendix IV	IHSE Grants
Appendix V	IHSE Honours & Awards
Appendix VI	IHSE Appointments
Appendix VII	IHSE Guests

IHSE Faculty Members

- Donald Boudreau, IHSE [Interim Director]
- Tamara Carver, IHSE
- Richard Cruess, IHSE
- Sylvia Cruess, IHSE
- Carlos Gomez-Garibello, IHSE
- Elizabeth Anne Kinsella, IHSE & SPOT
- 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

- 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
- 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
- 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
- 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
- Mélanie Lavoie-Tremblay, l'Université de Montréal
- Geoffroy Noël, University of San Diego

Graduate Students

- Melanie Langelier, IHSE
- Karen Moniz, IHSE
- Antoine Przybylak-Brouillard, IHSE
- Ethan Bazos, IHSE
- Jennifer Fitzpatrick, IHSE
- Allison Crestensen, IHSE
- Arunee Tipwong, Faculty of Education & IHSE
- Gordon Samoukevic, Faculty of Education & IHSE

Postdoctoral Fellow

- Catherine Giroux, IHSE

Affiliate PhD Student

- Sofia Valanci, Experimental Surgery

IHSE Administrators

- Donald Boudreau, Interim Director (until October 2021)

- Elizabeth Anne Kinsella, Director (effective November 1, 2021)
- Peter Nugus, Associate Director, Graduate Studies
- Meredith Young, Co-lead, Research
- Audrey Lew, Manager (on leave)
- Katherine Vanka, Interim Manager
- Nicole Gignac, Administrative Coordinator
- Claudia Regier, Senior Administrative Coordinator (until June 2021)

1. Abbasgholizadeh Rahimi S, **Rodríguez C**, Croteau J, Sadeghpour A, Navali AM, and Légaré F. (2021). Continuing professional education of Iranian healthcare professionals in shared decision-making: Lessons learned. *BMC Health Services Research*. 21:225.
2. Antonacci R, Curiale LM, **Ventura NM**, MacMillan KE, Tsmicalis A. (2021). Exploring student nurses' experiences in the anatomy laboratory to optimize their learning. *Journal of Nursing Education*. 60(4):221–224.
3. Arora A, **Rodríguez C**, **Carver T**, Hacker Teper M, Rojas-Rozo L, Schuster T. (2021). Evaluating usability in blended learning programs within health professions education: A scoping review. *Medical Science Educator*. 31:1213-1246.
4. Audet LA, Paquette L, Bordeleau S, **Lavoie-Tremblay M**, Kilpatrick K. (2021). The association between advanced practice nursing roles and outcomes in adults following cardiac surgery: A systematic review of randomized controlled trials. *International Journal of Nursing Studies*. 122:104028.
5. Ataman R, Zaccagnini M, George C, Roberge-Dao J, **Thomas A**. (2021). Introducing scientific paradigms: A primer for graduate students. *Medical Education*. 55(5):647.
6. Beatty L, Kemp E, Turner J, Butow P, Milne D, Yates P, **Lambert S**, Wootten A, Koczwara B. (2021). Moderators of intervention efficacy for Finding My Way: A web-based psychosocial intervention for cancer-related distress. *Supportive Care in Cancer*. 29(12):7669-7678.
7. Bernard L, Biron A, Briand A, Taha S, **Lavoie-Tremblay M**. (2021). Evaluation of a quality improvement program to prevent healthcare acquired infections in an acute care hospital. *Journal of Nursing Education and Practice*. 11(5):24-31.
8. **Boudreau JD**, Cassell EJ. (2021). Medical wisdom. *Perspectives in Biology and Medicine*. 64(2):251-270.
9. Breton M, Kaczorowski J, Deville-Stoetzel N, Lussier M-T, Gaboury I, Haggerty J, Smithman M.A, Motulsky A, **Nugus P**, et al. (2021). Telehealth in primary healthcare: A portrait of its rapid implementation during the COVID-19 pandemic. *Healthcare Policy*. 17(1):73-90.
10. Balvardi S, Fiore J, Feldman LS, **Emil S**, **Poenaru D**. 2021. Emergency department utilization by children with general surgical conditions during the COVID-19 pandemic. *British Journal of Surgery*. 108(3):e105-e106.
11. Carnevale FA, Collin-Vézina D, **Macdonald ME**, Ménard J-F, Talwar V, Van Praagh S. (2021). Childhood ethics: An ontological advancement for childhood studies. *Children & Society*. 35(1):110-124.
12. Castiglione S, **Lavoie-Tremblay**. (2021). An integrative review of organizational factors influencing successful large-scale changes in Healthcare. *Journal of Nursing Administration*. 51(5):265-270.
13. Chen Y, Hmelo-Silver CE, **Lajoie SP**, Zheng J, Huang L, Bodnar S. (2021). Using teacher dashboards to assess group collaboration in problem-based learning. *Interdisciplinary Journal of Problem-Based Learning*. 15(2).
14. Chew QH, **Steinert Y**, Sim K. (2021). Factors associated with professional identity formation within psychiatry residency training: A longitudinal study. *Perspectives on Medical Education*. 10:279-285.

15. Clavel N, Badr J, Gautier L, **Lavoie-Tremblay M**, Paquette J. (2021). Risk perceptions, knowledge and behaviors of general and high-risk adult populations towards COVID-19: A systematic scoping review. *Public Health Reviews*.
<https://doi.org/10.3389/phrs.2021.1603979>
16. Dahl-Michelsen T, **Kinsella EA**, Synne Grove K. (2021). Toward an inclusive evidence-based practice model: Embracing pluralistic understanding of professional knowledge in health care and health care higher education. *Critical Studies in Teaching and Learning*. 9(1):94-114.
17. Dainty KN, Atkins DL, Breckwoldt J, Maconochie I, Schexnayder SM, Skrifvars MB, Tijssen J, Wyllie J, Furuta M, Aickin R, Acworth J, **Bhanji F**, Weiner, G. (2021). Family presence during resuscitation in paediatric cardiac arrest: A systematic review. *Resuscitation*. 162:20-34.
18. Dhillon J, **Ventura N**, **Noël GPJC**, **McWatt S**. (2021). Evaluating in-person and remote delivery of human anatomy laboratory education among medicine and dentistry students. *FASEB Journal*. 35(S1).
19. Dory V, **Dannoff D**, **Plotnick LH**, **Cummings BA**, **Gomez-Garibello C**, Pal NE, Gumuchian ST, **Young M**. (2020). Does educational handover influence subsequent assessment? *Academic Medicine*, 96(1):118-125.
20. Duff JP, **Bhanji F**, Lin Y, Overly F, Brown LL, Bragg EA, Kessler D, Tofil NM, **Bank I**, et al. (2021). Change in cardiopulmonary resuscitation performance over time during simulated pediatric cardiac arrest and the effect of just-in-time training and feedback. *Pediatric Emergency Care*. 37(3):133-137.
21. Durocher E, **Kinsella EA**. (2021). Ethical tensions in occupational therapy practice: Conflicts and competing allegiances. *Journal of Occupational Therapy*. 88(3):244-253.
22. Facca D, **Kinsella EA**. (2021). Emergence, multiplicity and connection: Rethinking ethical discernment in qualitative research through a rhizo-ethics approach. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2021.1930248>
23. Francoeur C, Cervantes A, Ruddy M, Park M, Dagenais M, **Razack S**, Carnevale FA. (2021). P0304/# 439: A novel intervention to support staff in the pediatric intensive care unit-Schwartz Center rounds. *Pediatric Critical Care Medicine*. 22(Supplement 1 3S):167.
24. Frank J, **Snell L**, Oswald A, Hauer K. (2021). Further on the journey in a complex adaptive system: Elaborating CBME. *Medical Teacher*. 43(7):734-736.
25. Gabrysz-Forget F, Zahabi S, **Young M**, Nepomnayshy D, **Nguyen LHP**. (2021). "It's a big part of being good surgeons": Surgical trainees' perception of error recovery in the operating room. *Journal of Surgical Education*. 78(6):2020-2029.
26. Giguere AMC, Lebel P, Morin M, Carnovale V, Meudec M, **Rodriguez C**, et al. (2021). Family medicine supervisors' preferences for improving their teaching skills in senior care. *Family Medicine*. 53(4):267-274.
27. Gomes M, **Snell L**. (2021). Challenges of implementing competency-based medical education postgraduate training programs: the issue of context. *ARS Medica Review of Medical Sciences*. 46(4).
28. Halle MC, Bussièrès A, Asseraf-Pasin L, Storr C, **Mak S**, Root K, **Thomas A**. (2021). Building evidence-based practice competencies among rehabilitation students: A qualitative exploration of faculty and preceptors' perspectives. *Advances in Health Sciences Education*. 26:1311-1338.

29. **Harley JM**, Lou NM, Liu Y, Cutumisu M, Daniels M, Leighton JP, Nadon L. (2021). University students' negative emotions in a computer-based exam: The roles of trait test-emotion, prior test-taking methods, and gender. *Assessment and Evaluation in Higher Education*. 46(6):956-972.
30. Harrison H, **Kinsella EA**, DeLuca S, Loftus S. (2021). "We know what they're struggling with": Student peer mentors embodied perceptions of teaching in a health professional education mentorship program. *Advances in Health Sciences Education*. 27:63-86.
31. Hsu A, Sasson C, Kudenchuk PJ, Atkins DL, Aziz K, Becker LB, Berg RA, **Bhanji F**, et al. (2021). Interim guidance to health care providers for basic and advanced cardiac life support in adults, children, and neonates with suspected or confirmed COVID-19. *Circulation: Cardiovascular Quality and Outcomes*. 14(10):e008396.
32. Hudson E, Clavel N, Kilpatrick K, **Lavoie-Tremblay M**. (2021). Effective online learning strategies for leadership and policy undergraduate courses for nursing students: A rapid review. *Journal of Professional Nursing*. 37(6):1079-1085.
33. Huang L, **Lajoie SP**. (2021). Process analysis of teachers' self-regulated learning patterns in technological pedagogical content knowledge development. *Computers and Education*. 166:104169.
34. Huang L, Li S, Poitras GE, **Lajoie SP**. (2021). Latent profiles of self-regulated learning and their impacts on teachers' technology integration. *British Journal of Educational Technology*. 52(2):695-713.
35. Hudson E, Arnaert A, **Lavoie-Tremblay M**. (2021). Healthcare professional disclosure of mental illness in the workplace: A rapid scoping review. *Journal of Mental Health*. <https://doi.org/10.1080/09638237.2021.1979485>
36. Jenkins K, **Kinsella EA**, DeLuca S. (2021). Being and becoming a nurse: Toward an ontological and reflexive turn in first-year nursing education. *Nursing Inquiry*. 28(4):e12420.
37. Kazemitabar M, **Lajoie SP**, Doleck T. (2021). Analysis of emotion regulation using posture, voice, and attention: A qualitative case study. *Computers and Education Open*. 2:100030.
38. Koopman WJ, LaDonna KA, **Kinsella EA**, Venance SL, Watling CJ. (2021). Getting airtime: Exploring how patients shape the stories they tell health practitioners. *Medical Education*. 55(10):1142-1151.
39. Kim YN, Bond Rouleau L-E, Carnevale FA, Whiteduck G, Chief D, **Macdonald ME**. (2021). Anishnabeg children and youth's experiences and understandings of oral health in rural Quebec. *Rural and Remote Health*. 21(2).
40. Kocabas S, Bilgic E, Gorgy A, **Harley JM**. (2021). Deconstructing Canada's efforts to integrate artificial intelligence in medicine and medical education. *McGill Journal of Medicine*. <https://doi.org/10.26443/mjm.v19i1.871>
41. Kvernenes M, Valestrand EA, Schei E, **Boudreau JD**, Ofstad EH, Hokstad LM. (2021). Threshold concepts in group-based mentoring and implications for faculty development: A qualitative analysis. *Medical Teacher*. 43(8):879-883.
42. **Lajoie SP**, Li S, Zheng J. (2021). The functional roles of metacognitive judgement and emotion in predicting clinical reasoning performance with a computer simulated environment. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2021.1931347>
43. **Lajoie SP**, Zheng J, Li S, Jarrell A, Gube M. (2021). Examining the interplay of affect and self regulation in the context of clinical reasoning. *Learning and Instruction*. 72:101219.

44. **Lambert SD**, Ould Brahim L, McCusker J, Counoundouros C, Audet LA, Yaffe M, Kayser J, Magalhaes M, Belzile E, Turner N. (2021). Non-pharmacological interventions for caregivers with depression and caregivers of care recipients with co-morbid depression: A systematic review and meta-analysis. *Journal of General Internal Medicine*. 36:3159–3178.
45. **Lambert SD**, Duncan LR, Ellis J, Robinson JW, Sears C, Culos-Reed N, Matthew A, et al. (2021). A study protocol for a multicenter randomized pilot trial of a dyadic, tailored, web-based, psychosocial and physical activity self-management program (*TEMPO*) for men with prostate cancer and their caregivers. *BMC Pilot and Feasibility Studies*. 7(1):78.
46. **Lambert S**, Faria R, Fortin MA, Kildea J, Rosberger Z, Hijal T, et al. (2021). Real-world electronic implementation of patient-reported outcomes across cancer centres in Quebec (e-IMPAQc): Challenges and successes. *Current Oncology*. 28:2583.
47. **Lambert SD**, Schaffler JL, Ould Brahim L, Belzile E, Laizner A, Folch N, et al. (2021). The effect of culturally-adapted health education interventions among culturally and linguistically diverse (CALD) patients with a chronic illness: A meta-analysis and descriptive systematic review. *Patient Education and Counseling*. 104(7):1608-1635.
48. **Lambert S**, Loban E, Li J, Nghiem T, Schaffler J, Maheu C, et al. (2021). Chronic Illness Management in Culturally and Linguistically Diverse Patients: Exploring the Needs, Access, and Understanding of Information. *Qualitative Health Research*. 31(13):2426-2439.
49. Lamarche J, Lebel S, Rinat N, Avery J, Jones J, Esplen MJ, Wong J, **Lambert S**, et al. (2021). It's time to address fear of cancer recurrence in the family caregiver: Usability study of an online version of the Fear of Recurrence Therapy (FORT). *Current Oncology*. 28:2630.
50. Lawani MA, Turgeon Y, Côté L, Légaré F, Witteman HO, Morin M, Kröger E, Voyer P, **Rodríguez C**, and Giguère A. (2021). User-centered and theory-based design of a professional training program on shared decision making with older adults living with neurocognitive disorders: A mixed-methods study. *BMC Medical Informatics and Decision Making*. 21:59.
51. Leclerc AA, **Nguyen LHP**, **Charlin B**, **Lubarsky S**, Ayad T. (2021). Assessing the acceptability of script concordance testing: A nationwide study in otolaryngology. *Canadian Journal of Surgery*. 64(3):E317-E323.
52. Leduc JM, Kpadé V, Bizimungu S, Bourget M, Gauthier I, Bourdy C, **Razack, S**. (2021). Black students applying and admitted to medicine in the province of Quebec, Canada: what do we know so far?. *Canadian Medical Education Journal/Revue canadienne de l'éducation médicale*, 12(6):78-81.
53. Li S, **Lajoie SP**. (2021). Cognitive engagement in self-regulated learning: An integrative model. *European Journal of Psychology of Education*. 37:833-852.
54. Li S, **Lajoie SP**, Zheng J, Wu H, Cheng H. (2021). Automated detection of cognitive engagement to inform the art of staying engaged in problem-solving. *Computers and Education*. 163:104114.
55. Li S, Zheng J, **Lajoie SP**. (2021). The frequency of emotions and emotion variability in self-regulated learning: What matters to task performance? *Frontline Learning Research*. 9(4):76-91.
56. Li S, Zheng J, **Lajoie SP**, **Wiseman J**. (2021). Examining the relationship between emotion variability, self-regulated learning, and task performance in an intelligent tutoring system. *Educational Technology Research and Development*. 69(2):673-692.

57. Liao K, Peng C, **Snell L**, Wang X, Huang C, Saroyan A. (2021). Understanding the lived experiences of medical learners in a narrative medicine course: A phenomenological study. *BMC Medical Education*. 21:321.
58. Liu YS, Hankey J, Lou NM, Chokka P, **Harley JM**. (2021). Usability and emotions of mental health assessment tools: Comparing mobile app and paper-and-pencil modalities. *Journal of Technology in Human Services*. 39(2):193-211.
59. Lou NM, Montreuil TC, Feldman L, **Fried G, Lavoie-Tremblay M, Bhanji F**, Kennedy H, Kaneva P, Drouin S, **Harley JM**. (2021). Evaluations of healthcare providers' perceived support from personal, hospital, and system resources: Implications for well-being and management in healthcare in Montreal, Quebec during COVID-19. *Evaluation & the Health Professions*. 44(3):319-322.
60. **Lubarsky S**. (2021). Foreword: Approach to...developing illness scripts. *McGill Journal of Medicine*. 19(2): ii-iii.
61. **Lubarsky S, Thomas A**. (2021). Thinking inside the box: Using old tools to solve new problems in virtual learning. *Medical Education*. 55(1):108-111.
62. **Macdonald ME**, Doughty J, Freeman R, Muirhead VC. (2021). Critically engaging vulnerability: Rethinking oral health with vulnerabilized populations. *Community Dentistry and Oral Epidemiology*. 50(6):469-475.
63. **Macdonald, ME**. (2021). It's time to make dental education 'grief literate.' *Journal of Dental Education*. 85(11):1718– 1720.
64. **Macdonald, ME**, Eslamiamirabadi N, Liu K, Saini MPS, Sofronas M. (2021). Harnessing group peer review for graduate training: What can peer review teach us? *Gerodontology*. 38(1):2-4.
65. **Majnemer A**, McGrath P, Baumbusch J, Camden C, Fallon B, Lunskey Y, et al. (2021). Time to be counted: COVID-19 and intellectual and developmental disabilities. *FACETS*. 6:1337-1389.
66. Marchionni C, Gauthier M, Connolly M, **Lavoie-Tremblay M**. (2021). Innovative approaches to teaching vascular access to nursing students in the COVID-19 era. *British Journal of Nursing / Canadian Vascular Access Association*. 30(14).
67. Marcolino T, **Kinsella EA**, Araujo A, Fantinatta EN, Takayama G, Vieira N, et al. (2021). A community of practice of primary health care occupational therapists: Advancing practice-based knowledge. *Australian Occupational Therapy Journal*. 69(1):3-11.
68. Marwan Y, Luo L, Toobaie A, Benaroch T, **Snell L**. (2021). Operating room educational environment in Canada: Perceptions of surgical residents. *Journal of Surgical Education*. 78(1):60-68.
69. Maurice-Ventouris M, Muller HR, Alharbi M, Ahn BT, **Harley JM**, Lachapelle KJ. (2021). The study of visuospatial abilities in trainees: A scoping review and proposed model. *Surgery Open Science*. 5:25-33
70. McBain K, Chen L, Lee A, O'Brien J, **Ventura NM, Noël GPJC**. (2021) Evaluating the integration of body donor imaging into anatomical dissection using augmented reality. *Anatomical Sciences Education*. 16(1):71-86.
71. McBain KA, Habib R, Laggis G, Quaiattini A, **Ventura N, Noël GPJC**. (2021) Scoping review: The use of augmented reality in clinical anatomical education and its assessment tools. *Anatomical Sciences Education*. 15(4):765-796.

72. **McWatt S.** (2021). Responding to COVID-19: A thematic analysis of students perspectives on modified learning activities during an emergency transition to remote human anatomy education. *Anatomical Sciences Education*. 14(6):721-738.
73. McCusker J, Jones J, Li M, Faria R, Yaffe M, **Lambert SD**, et al. (2021). CanDirect: Effectiveness of a telephone-supported depression self-care intervention for cancer survivors. *Journal of Clinical Oncology*. 39(10):1150-1161.
74. Merati N, Murphy-Buske A, Alfaro P, Larouche SS, **Noël GP, Ventura NM.** (2021), Professional attitudes in health professions' education: the effects of an anatomy near-peer learning activity. *Anatomical Sciences Education*. 14(1):32-42.
75. Mohsen K, Kildea J, **Lambert SD**, Laizner AM. (2021). Exploring cancer patients' perceptions of accessing and experience with using the educational material in the Opal patient portal. *Supportive Care in Cancer*. 29(8), 4365-4374.
76. **Moore F**, Bouhadoun S, Buyukkurt A, **Lubarsky S.** (2021). Don't make the best of it, make it better: Matching to residency programs during COVID-19. *Canadian Journal of Neurological Sciences*. 48(1):3-4.
77. Moran HRM, Maurice-Ventouris M, Alharbi M, Ahn TB, **Harley JM**, Lachapelle KJ. (2021). Pan-Canadian initiative on fundamental competencies for transcatheter cardiac surgery: A modified Delphi consensus study. *The Journal of Thoracic and Cardiovascular Surgery*. 1-14.
78. **Mortaz Hejri S, Steinert Y, Elizov M, Boillat M**, Fellows LK. (2021). An interdisciplinary peer mentoring program for faculty members. *Medical Education*. 55(11):1331-1332.
79. Ng SL, Rowland P, **Kinsella EA.** (2021). Emancipatory knowledge and epistemic reflexivity: The knowledge and practice for change? *Medical Education*. 55(1):8-10.
80. Nguyen DD, Niburski K, Cheng B, Demir K, Dixon O, de Meulemeester J, Nguyen A, Paterson D, Thomson M, de Waal A, Singh L, Hendricks K, **Razack S.** (2021). The Community Health and Social Medicine Incubator: A service-learning framework for medical student-led projects. *Canadian Medical Education Journal*. 12(5):1-82.
81. Niburski K, Yan L, **Snell L.** (2021). Sonoist: An innovative peer ultrasound initiative in the clinical setting. *McGill Journal of Medicine*. 20(2).
82. **Noël GP**, Ding W, Steinmetz P. (2021). 3D printed heart models illustrating myocardial perfusion territories to augment echocardiography and electrocardiography interpretation. *Medical Science Educator*. 31:439-446.
83. **Noël GP**, Heron J, Naismith C. (2021). From 1883 to 2019; Variables influencing body procurement at McGill University. *Anatomical Sciences Education*. 15(3):599-608.
84. Nomura O, **Wiseman J**, Sunohara M, Akatsu J, **Lajoie SP.** (2021). Japanese medical learners' achievement emotions: Accounting for culture in translating western medical education theories and instruments into an Asian context. *Advances in Health Sciences Education*. 26:1255-1276.
85. Nurelhuda NM, Keboa MT, Lawrence HP, Nicolau B, **Macdonald ME.** (2021). Advancing our understanding of dental care pathways of refugees and asylum seekers in Canada: A qualitative study. *International Journal of Environmental Research and Public Health*. 18(16):8874.
86. Ogourtsova T, O'Donnell M, Filliter JH, Wittmeier K, BRIGHT Coaching group, **Majnemer A.** (2021). Patient engagement in an online coaching intervention for parents of children with

- suspected developmental delays. *Developmental Medicine & Child Neurology*. 63(6):668-674.
87. Osmanliu E, **Bank I**, Khalil E, **Nugus P**, Ruddy M, **Young M**. (2021). Decontamination effectiveness and the necessity of innovation in a large-scale disaster simulation. *American Journal of Disaster Medicine*. 16(1):67-73.
 88. O’Sullivan PS, **Steinert Y**, Irby DM. (2021). A faculty development workshop to support educator identity formation. *Medical Teacher*. 43(8):916-917.
 89. Pomey MP, de Guise M, Desforges M, Bouchard K, Vialaron C, Normandin L, Iliescu-Nelea M, Fortin I, Ganache I, Régis C, Rosberger Z, Charpentier D, Bélanger L, Dorval M, Ghadiri DP, **Lavoie-Tremblay M**, et al. (2021) The patient advisor, an organizational resource as a lever for an enhanced oncology patient experience (PAROLE-onco): A longitudinal multiple case study protocol. *BMC health services research*. 21(1):1-12.
 90. Poitras E, Doleck T, Huang L, Udy L, **Lajoie SP**. (2021). Time-driven modeling of student self-regulated learning in network-based tutors. *Interactive Learning Environment*.
<https://doi.org/10.1080/10494820.2021.1891941>
 91. **Razack S**. (2021). ‘Meritocracy’ and ‘fairness’ in medical student selection: Comparing UK and Australia. *Medical Education*. 55(7):772-774.
 92. Reda D, Primeau MD, **Lavoie-Tremblay M**. (2021) Perceived representativeness, usefulness and impacts of using the Nursing Activities Score as part of a workload readjustment initiative: a mixed methods study. *Journal of Nursing Education and Practice*. 11(8):53-61.
 93. Risør T, **Rodriguez C**. Clinical reasoning – a Scotoma in the medical gaze? *Education Primary Care*. 32(5):256-258.
 94. Roch M, Gaudreault N, Cyr M.-P, **Venne G**, Bureau N J, Morin M. (2021). The female pelvic floor fascia anatomy: A systematic search and review. *Life*. 11(9):900.
 95. Ross S, Hauer K, Wycliffe-Jones K, Hall AK, Molgaard L, Richardson D, Oswald A, **Bhanji F**, ICBME Collaborators. (2021). Key considerations in planning and designing programmatic assessment in competency-based medical education. *Medical Teacher*. 43(7):758-764.
 96. Ruest M, Léonard G, **Thomas A**, Desrosiers J, Guay M. (2021). Lessons on integrated knowledge translation through Algo’s utilization in homecare services: A multiple-case study. *JBI Evidence Implementation*. 19(4):419-436.
 97. Schreiber M, Ahmad T, Scott M, Imrie K, **Razack S**. (2021). The case for a Canadian standard for 2SLGBTQIA+ medical education. *Canadian Medical Association Journal*. 193(16): E562-E565.
 98. **Steinert Y**, Irby DM, Dolmans. (2021). Reframing faculty development practice and research through the lens of adaptive expertise. *Medical Teacher*. 43(8):865-867.
 99. Stephenson D, **Kinsella EA**, Johnson A, Holmes J. (2021). Canadian Football League players reporting of concussion symptoms: A grounded theory study. *Forum Qualitative Social Research*. 22(2).
 100. St-Onge C, **Young M**, Renaud JS, **Cummings BA**, Drescher O, Varpio L. (2021). Sound practices: An exploratory study of building and monitoring multiple-choice exams at Canadian undergraduate medical education programs. *Academic Medicine*. 96(2):271-277.
 101. Ten Cate O, Schultz K, Frank J, Hennis M, Ross S, Schumacher D, **Snell L**, Whelan A, Young J. (2021). Questioning medical competence: should the COVID-19 crisis affect our views of what it includes? *Medical Teacher*. 43(7):817-823.

102. Thambinathan V, **Kinsella EA**. (2021). Decolonizing methodologies in qualitative research: Creating spaces for transformative praxis. *International Journal of Qualitative Methods*. 20:1-9.
103. **Thomas A**, Bussi eres A. (2021). Leveraging knowledge translation and implementation science in the pursuit of evidence informed health professions education. *Advances in Health Sciences Education*. 26:1157-1171.
104. **Thomas A**, Ellaway RH. (2021). Rethinking implementation science for health professions education: A manifesto for change. *Perspectives on Medical Education*. 10:362-368.
105. Vendries V, Ungi T, Harry J, Kunz M, Podlipska J, MacKenzie L, **Venne G**. (2021). Three-dimensional Ultrasound for Knee Osteophyte Depiction: A Comparative Study to Computed Tomography. *International Journal of Computer Assisted Radiology & Surgery*. 16:1749-1759.
106. Wahid MH, Findyartini A, Soemantri D, Mustika R, Felaza E, **Steinert Y**, et al. (2021). Professional identity formation of medical teachers in a non-Western setting. *Medical Teacher*: 43(8):868-873.
107. Wasserman S, Bining, Ould Brahim L, Belzile E, Magalhaes M, **Lambert S**. (2021). Quality and Usefulness of Publicly Available Smartphone Applications for Cancer Caregivers. *Current Oncology*. 28:2632.
108. Wright, DK, Chan LS, Fishman JR, **Macdonald ME**. (2021). Reflection and soul searching: Negotiating nursing identity at the fault lines of palliative care and medical assistance in dying. *Social Science & Medicine*. 289:114366.
109. Wu A, Maddula V, Singh J, Sagoo MG, Chien CL, Wingate R, Kielstein H, Traxler H, Brassett C, Waschke J, Vielmuth F, Sakurai T, Zeroual M, Olsen J, El-Batti S, Viranta-Kovanen S, Kitahara S, Keay K, Kunzel C, Bernd P, **No el GPJC**. (2021). Alternatives to student outbound mobility-improving students' cultural competency skills online to improve global health without travel. *Medical Science Educator*. 31:1441-1451.
110. Wu A, Maddula V, Yu ACX, Goel R, Shimizu H, Chien CL, Wingate R, Sagoo MG, Kielstein H, Traxler H, Brassett C, Waschke J, Vielmuth F, Keay K, Zeroual M, Sakurai T, Olsen J, El-Batti S, Viranta-Kovanen S, Kitahara S, Kunzel C, Bernd P, **Noel GPJC**. (2021). An observation of healthcare professions students' perceptions during the COVID-19 pandemic. *Medical Science Educator*. 31:401-409.
111. Wu A, **No el GPJC**, Leask B, Unangst L, Choi E, DeWit H. (2021). It is time for the Internationalization of medical education to be at home and accessible for all. *Academic Medicine*. 96(9):e22.
112. Wu A, Maddula V, Xi Yu AC, Goel R, Shimizu H, Chien CL, Wingate R, Gill Sagoo M, Kielstein H, Traxler H, Brassett C, Waschke J, Vielmuth F, Keay K, Zeroual M, Sakurai T, Olsen J, El-Batti S, Viranta-Kovanen S, Kitahara S, Kunzel C, Bernd P, **No el GPJC**. (2021) Initiating Students' Reflections on Life's Passing in the Anatomy Course – An International Observation at 14 Universities. *Annals of Anatomy*. 237:151741.
113. Wu A, Maddula V, Xi Yu AC, Goel R, Shimizu H, Chien CL, Wingate R, Gill Sagoo M, Kielstein H, Traxler H, Brassett C, Waschke J, Vielmuth F, Keay K, Zeroual M, Sakurai T, Olsen J, El-Batti S, Viranta-Kovanen S, Kitahara S, Kunzel C, Bernd P, **No el GPJC**. (2021). An Observation of Healthcare Professions Students' Perceptions During the COVID-19 Pandemic. *Medical Science Educator*. 31:401-409.

114. Wu A, Singh J, Maddula V, Kunzel C, Wingate R, **Noël GPJC**. (2021) The anatomy course during the time of COVID-19 - students' initiation of reflections on life's passing in dissection and non-dissection anatomy courses. *FASEB Journal*. 35(Suppl 1).
115. Wyckoff MH, Singletary EM, Soar J, Olasveengen TM, Greif R, Liley HG, Zideman D, **Bhanji F**, et al. (2021). 2021 International consensus on cardiopulmonary resuscitation and emergency cardiovascular care science with treatment recommendations. *Resuscitation*. 145(9):e646-e721.
116. Yamuragiye A, Wylie L, **Kinsella EA**, Donelle L. (2021). A scoping review of interprofessional collaboration in hospital-based obstetric care with a particular focus on Africa. *Journal of Interprofessional Education and Practice*. 24:100456.
117. Yamuragiye A, **Kinsella EA**. (2021). Reflective practice in anesthesia clinical teaching. *Rwanda Journal of Medicine and Health Sciences*. 4(3):406-411.
118. Zaccagnini M, Bussi eres A, **Nugus, P**, West A, **Thomas A**. (2021). Exploring the professionalization of respiratory therapy in Canada. *Canadian Journal of Respiratory Therapy*. 57:129-137.
119. Zaidi Z, **Razack S**, Kumagai AK. (2021). Professionalism revisited during the pandemics of our time: COVID-19 and racism. *Perspectives on Medical Education*. 10:238-244.
120. Zaidi Z, **Young M**, Balmer DF, Park YS. (2021). Endarkening the epistem e: Critical race theory and medical education scholarship. *Academic Medicine*. 96(11s):Si-Sv.
121. Zaidi Z, McOwen KS, Balmer DF, Schumacher DJ, Sukhera J, **Young ME**, Park YS. (2021). RIME 60 years: Celebration and Future Horizons. *Academic Medicine*. 96(11S):S13-S16.
122. Zheng J, Huang L, Li S, **Lajoie SP**, Chen Y, Hmelo-Silver C. (2021). Exploring instructors' self-regulation and emotions: A case study of instructor interactions with a learning analytics dashboard. *Computer and Education*. 161:104061.
123. Zheng J, Li S, **Lajoie SP**. (2021). Diagnosing virtual patients in a technology-rich learning environment: A sequential mining of students' efficiency and behavioral pattern. *Education and Information Technologies*. 27:4259-4275.

IHSE Books & Book Chapters

1. **Kinsella EA**, Smith K. (2021). 'I listen to my body more': Embodied Mindfulness in Professional Education. In S. Loftus & E.A. Kinsella (Eds). *Embodiment and Professional Education: Body, Practice, Pedagogy*. Springer. pp. 89-104.
2. **Kinsella EA**, Loftus S. (2021). Embodiment and professional education: Implications for Practice. In S. Loftus & E.A. Kinsella (Eds). *Embodiment and Professional Education: Body, Practice, Pedagogy*, (pp. 243-252). Springer.
3. Loftus S, **Kinsella EA**. (2021). Embodiment and professional education: Opening a conversation. In S. Loftus & E.A. Kinsella (Eds). *Embodiment and Professional Education: Body, Practice, Pedagogy*, (pp.1-10). Springer.
4. Wright St Clair V, **Kinsella EA**. (2021). Phenomenology: Returning to the things themselves with wonder and curiosity. In Taff SD (Ed). *Philosophy in Occupational Therapy: Informing Education, Research, and Practice*. Thorofare, NJ: Slack Incorporated.

APPENDIX IV - IHSE Grants

1. **Adams S**, 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. **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)
4. Arnaert A, **Ponzone N**, Demyttenaere SV, Isaranuwatthai W, Barraud L, Ryan G, Schauer A. The Development of a Collaborative Telehealth Model for Improving the Provision of Healthcare and Experiences of Patients Undergoing Bariatric Surgery (Fonds de soutien à l'innovation en santé et en services sociaux (FSISS) – MEDTEQ, 2018- on going, \$500,000)
5. **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)
6. 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)
7. 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)
8. Bernard L, Biron A, **Lavoie-Tremblay M**, Bernard A, Richard L, Clavel N. Analyse de la culture de sécurité et des risques biologiques pour les infirmières durant la pandémie covid-19. (Concours Projets Spéciaux sur le développement de solutions ou l'avancement de connaissances touchant la SST en contexte de la pandémie COVID-19 de l'IRSST, 2020-2022, \$98,224)
9. Birken C, **Constantin E**. Preconception Risk Factors and Cardiometabolic Health in Early Childhood (CIHR Operating Grant, 2020-2025, \$1,147,500)
10. Birken C, Maguire JL, **Constantin, E**. COVID-19 Rapid Research Funding Opportunity - Social Policy and Public Health Responses: TARGet. Kids! COVID-19 Study of Children and Families: Safe Return to School, Work and Play. (CIHR Operating Grant, 2020-2021, \$974,826)
11. Blain-Moraes S, **Thomas A**, Kuhlmann N. Piece of Mind (HBHL Knowledge Mobilization Program Proposal – Implementation Science, 2020-2021, \$100,000)
12. Bolduc F, Irish D, **Majnemer A**, Nicholas D.B, Zaiane OR, Clelland S, Epp CD, 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)
13. Bourgeault et al. **Lavoie-Tremblay, M**. Healthy Professional/Knowledge Workers: Examining the Gendered Nature of Mental Health Issues, Leaves of Absence & Return to Work Experiences from a Comparative Perspective (Social Sciences and Humanities Research Council of Canada Healthy-CIHR Workplace Competition, 2018-2021, \$1,425,000)
14. Boyer L. et al **Lavoie-Tremblay, M**. Évaluation de l'implantation nationale du référentiel de compétences infirmières en milieu hospitalier québécois de l'enfant à l'adulte. (Ministère de la Santé et des Services Sociaux. Direction de la planification, de l'évaluation et de la qualité, 2019-2022, \$250, 000)

15. 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)
16. 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)
17. 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)
18. **Carver T**, Morais J, Godard-Sebillotte C, Fried G. Ten Online Modules Over Ten Weeks for Adult Learners (TOTAL) eLearning for Family/Friend Caregivers of Persons Living with Dementia (PLWD). (Public Health Agency of Canada: Dementia Community Investment, 2021-2023, \$758,430)
19. Chen X, **Macdonald ME** and multiple investigators. Improving Oral Health Awareness and Dental Referrals for Adult Patients Receiving Palliative Care. (The National Institute of Dental and Craniofacial Research (NIDCR), R21, 2021-2023, \$18,900 USD)
20. 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)
21. Clavel N, **Lavoie-Tremblay M**, Briand A, Biron A, Bernard L, Dumez V, Pomey M.P. Developing a Consensus Framework on Patient and Family Engagement in the Prevention of Healthcare-associated Infections in the Context of COVID-19. Canadian Partnership Engage Grants. Social Sciences and Humanities Research Council of Canada, 2021-2022, \$13, 801)
22. Cote J, **Lavoie-Tremblay M** (CO-PI), Ardy-Dubois C (CO-PI), Brault I, Duhaux A, Lavoie P, Dery J, Beaudet L, Chouinard V. Mettre à contribution les entrepôts de données de deux CHU pour mesurer la performance et guider les initiatives d'amélioration en soins infirmiers. (Compétition programme de projets intégrateurs stratégiques. RRISIQ, 2019-2022, \$90 000)
23. 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)
24. Dube T. Co-PI's: **Razack S**, Strasser R, Cameron E. Tackling the Nuances of Social Accountability: Exploring the Black Box of Teaching and Learning Experiences (Social Sciences and Humanities Insight Grant, 2020-2023, \$133,343)
25. 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)
26. Dubois Carl-Ardy, Borgès da Silva, Roxane, **Lavoie-Tremblay M**. (CO-PI), Maheu C, Marchand A, Bentein K. Des interventions multidimensionnelles, coconstruites avec les équipes interprofessionnelles, pour un mieux-être au travail en oncologie. Programme Développer et maintenir la résilience des équipes interprofessionnelles en oncologie. FRSQ, 2019-2022, \$680,516)
27. Fernet C, Austin S, **Lavoie-Tremblay M**. (CO-PI), Morin A., Vandenberghe C. Santé psychologique du personnel infirmier en période d'insertion professionnelle: Prédicteurs et conséquences sur la rétention dans la profession, l'établissement et l'unité de soins. (Health Services and Policy Research. CIHR. 2021-2025, \$279,224)
28. 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)

29. 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)
30. **Gomez-Garibello C**. Disruption as a Positive Force: Leveraging the COVID-19 Pandemic for Educational Advancement in Surgical Postgraduate Education, (Institute of Health Sciences Education McGill University Special Call: IHSE Research Grants on Educational Advancements or Innovations in Response to Covid-1,2020-2021, \$5000)
31. 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)
32. Hall N, Wendt D, Veletsianos G, Lariviere V, **Harley J**, Hodson JN, Stupnisky R. Motivation, Emotion Regulation and Well-being in Post-secondary Faculty. (SSHRC Insight Grant, 2020-2023, \$91,735)
33. Hamel S, Malhamé I, **Snell L** (Co-Supervisor). To Develop a Patient Information Tool for Pregnant Patients Requiring Urgent Diagnostic Testing for PE (CTPA and V/Q scan). (CanVector Research Start-Up Award, \$2000)
34. **Harley J**, Sharriff S, and 25 other co-apps; 13 collaborators; 28 university partners; 25 Community and Corporate Partners iMPACTS. A Multi-sector Partnership to Investigate and Develop Policy and Practice Models to Dismantle Rape Culture in Universities. (Partnership Grant, 2016-2022, \$2,499,995)
35. **Harley J**. SSHRC GRF (McGill Internal Funding). (McGill University Supplemental Funding, 2021-2022, \$17,000)
36. **Harley J**, Hadwin AF, **Lajoie SP**, Pekrun RH, Jang EE, Brydges RN, **Fried GM**, **Wiseman J**. Advancing Educational Theory, Assessment, and Practice in Higher Education Collaborative Regulatory Training. (Social Sciences & Humanities Research Council of Canada (SSHRC) Partnership development Grant, 2021- 2023, \$188,590)
37. **Harley J**, Feldman L, **Fried G**, Hall N. Defining and Combatting Harassment in Health Sciences Education (SSHRC Insight Development Grant, 2020-2022, \$57,820)
38. **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)
39. **Harley J**, **Lajoie S**. Exploring the Roles of Artificial Intelligence in Health Sciences Education (SSHRC Connection Grant, 2020-2021, \$25,000)
40. **Harley J**, Pekrun R, Gross JJ. Developing and Evaluating Instructional Videos to Support Media Literacy Education and Emotion Regulation (Social Sciences & Humanities Research Council of Canada SSHRC, 2019-2021, \$99,448)
41. **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)
42. Jang EE, **Wagner M**, Sinclair J, Dunlop M. Language Proficiency Requirements for Safe Nursing Practice in Canada. (Funding: Canadian Nurse Regulators Collaborative, August 2021, \$297,000)
43. Kehayia E, Duclos C, Ahmed S, Archambault P, De Guise E, Fung J, Higgins J, Jarema G, Kairy D, Lamontagne A, Nadeau S, Poldma T, Roig Pull M, Saj A, Swaine B, **Thomas A**, Konstantinidis E. VITALISE: Virtual Health and Wellbeing Living Lab InfraStructure. (Horizon 2020 Framework Programme, 2021-2024, €138,000)
44. **Kinsella EA**. Mindfulness in the caring professions: Mapping experiences in higher education professional school and novice practitioner contexts (SSHRC Insight Grant - Social Sciences and Humanities Research Council of Canada, 2018-2023, \$88,102)

45. **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)
46. **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)
47. **Lambert S**, **Nugus P**, et al. Optimizing the Integration of Technology in Oncology InnoVe-Onco. (Fonds de recherche du Québec – Santé (FRQ-S), 2020-2022, \$850,000)
48. **Lambert SD**, Faria R, Langleben A, Asfahani K, Ghali S, Buhlaiga N. Implementing an Electronic Patient-reported Outcome Symptom Screening and Management Program for Tailored Treatment and Care of Women with Metastatic Breast Cancer (Pfizer Canada – Rethink, 2021-2022, \$99,999)
49. **Lambert SD**, Faria R, Kildea J, Hijal T, Ménard M, Shieh B, Spicer J, Bouchard C, Langleben A, Faria S, Owen S. Patient-Reported Outcomes (PROs) to Improve Integrated Care Among Patients with Lung Cancer and Treated Across Different Cancer Centres (Rossy Cancer Network Grant, 2021-2022, \$100,000)
50. **Lambert SD**, Chaput G, Bouchard C, Faria R, Rosberger Z, Kildea J, Hijal T, McCusker J. Implementing a mobile-based symptom screening program for tailored treatment and care of women with breast cancer. (Quebec Breast Cancer Foundation, QBCF, 2021-2023, \$200,000)
51. **Lambert SD**, Faria R, Chaput G, Letellier ME, Latulippe N, Gosselin M-H, Pelland M-È, Bouchard C, Allard M, Lasenza S. Improving the Care of Cancer Survivors and their Caregivers: In Partnership with Cancer Survivors, Caregivers and Healthcare Professionals for Developing and Evaluating Electronic Patient- and Caregiver- Reported Outcome Programs to Capture the Long-term Effects of Cancer and Provide Self-management Support. (Oncopole Priorité Patient, 2021-2023, \$250,000)
52. **Lambert S. D.** Self-care and Illness Self-management Support Interventions. (Canadian Institutes of Health Research (CIHR), 2019-2023, \$20,000)
53. **Lambert S D**, Fare R, Rosberger Z, McCusker J, Kildea J, Hendren L, Hijal T, Ly A, Hamel M, Beauchamp S. e-IMPAQC: Implementation and Evaluation of an e-Health Application for the Systematic Assessment of Patient and Caregiver Reported Outcomes in Quebec Across the Cancer Continuum. (St. Mary's Hospital Foundation, 2018-2022, \$400,000)
54. **Lavoie-Tremblay M** (CO-PI), Clausen C. The Transition of Newly Graduated Nurses to Clinical Settings in a COVID -19 Context. (The McGill Nursing Collaborative for Education and Innovation in Patient- and Family-Centered Care, 2021-2025, \$44,000)
55. 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)
56. 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)
57. LeBlanc A(PI), **Carver T** (CO-PI), Bosma R, Goldowitz D, King M, Poitras ME, Witteman H. Innovative National Strategies for Patient-Oriented Research Education. (Canadian Institutes of Health Research [CIHR] Training Grant: Strategy for Patient-Oriented Research [SPOR] National Training Equity, 2021-2027, \$5,250,000)
58. 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)

59. Luconi F, Harley JM, Zahedi S, Montreuil T, Baker GR, Briand C, Desseilles M, **Nugus P, Rodríguez C, Lavoie-Tremblay M**, Lalla L, Curran V, Gutberg J. Building Resilience and Well-being in Primary Care During and After the Covid-19 Pandemic: A Multiple Case-study in Continuing Professional Development. (Society for Academic Continuing Medical Education (SACME): Phil R. Manning Research Award 2021-2023, \$50,000)
60. 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)
61. **Macdonald ME**, Santos BFD. Advancing Knowledge of Early Childhood Caries Prevention for Refugee Children: A Partnership Between the Montreal Children’s Hospital Division of Dentistry and the Multicultural Clinic (Innovation Grant, VOICE, 2021-2022, \$5000.)
62. **Macdonald ME**, Santos BFD, Marleau A, Auger LT. Working with Montreal Schools to Advance Oral Health Care with Refugee Children and their Families. (Innovation Grant, VOICE, 2021-2023, \$18,900)
63. **Macdonald ME**, Attaran N, Bennett M, Sharma A. The impact of therapy-related oral complications on quality of life of child cancer patients: A scoping review. (VOICE Innovation Grants, VOICE, McGill, 2021- 2023, \$10,700)
64. **Macdonald ME** (PI), Tikhanova S (PI). Cariology Education Research. (Faculty of Dentistry, Dentathon, 2020-2022, \$6,700)
65. **Majnemer A**, Fehlings D. Early Detection and Intervention Toolkit for Cerebral Palsy. (Kids Brain Health Network Implementation Readiness Fund, 2020-2021, \$100,000)
66. **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)
67. **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)
68. **Mak S**. Centre de Recherche Interdisciplinaire en Réadaptation du Montréal Métropolitain (CRIR “New Initiatives” Grants Program, 2021, \$10,000)
69. Marchionni C., **Lavoie-Tremblay M**. (CO-PI), Paquet F. et Gauthier M. VAIN: A Vasculas Access and Infusion Nursing Curriculum for BScN Students at McGill University. (McGill Nursing Collaborative, 2021, \$ 12,500.00)
70. McCorquodale L, Doralp S, Jenkins K, Whitehead J, Moodie S, **Kinsella EA** et al. Preparing Students and Preceptors for On-site Practice Experiences. (Preceptor Education Grant (3rd ed), Council of Ontario Universities, Ministry of Training, Colleges and Universities, 2021-2022, \$70,000)
71. **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)
72. Montreuil M, Genest C, Gilbert E, **Lavoie-Tremblay M**, Maltais N, Rassy J. Improving Suicide Assessment and Intervention with Children: A Participatory Action Research Project Informed by Children's Experiences. (Competition: Canadian Institutes of Health Research: Operating Grant, New Investigator Grants in Maternal, Reproductive, Child & Youth Health / Sub. de nouveaux chercheurs en santé maternelle, santé reproductive, et enfants/adolescents, 2019-2022, \$62,685)

73. **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)
74. **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, \$8,600)
75. **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, \$5,000)
76. 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)
77. **Noel G**, Orosco Ryan (PI). Tissue Modeling in Transoral Robotic Cancer Surgery (American Cancer Society Institutional Research Grant, 2021, \$55,000)
78. **Noel G**. Center for Empathy and Compassion Training in Medical Education (Sanford Institute for Empathy and Compassion, 2021, \$16,000)
79. **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)
80. **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)
81. **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)
82. **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)
83. **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)
84. **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)
85. 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)
86. 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)
87. **Plotnick L**, **Sternszus 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)
88. 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)

89. **Poenaru D, Harley J, Fried GM.** RI-MUHC 2021. Trauma Innovative Training in VR-PeTIT-VR Increases Trainees' Performance. (Trottier Webster Innovation Competition Award, 2021-2023, \$100,000)
90. **Poenaru D,** Zoe Atsaidis. (McGill University: John McCrae Fellowship & Faculty of Medicine Graduate Excellence Fellowship, 2021- 2022, \$10,000)
91. **Poenaru D.** Fonds de recherché Sante Québec (FRSQ) Junior Clinician Scientist. (Fonds de recherche du Québec - Santé (FRQS), Quebec, Canada, Provincial Government. July 2019- 2023 \$163,328)
92. **Poenaru D, Sherif E.** Artificial Intelligence to Support Preoperative Grading of Perforated Appendicitis in Children. (Canadian Institutes of Health Research Project Grant, 2021, \$393,976)
93. **Poenaru D,** Improving the teaching of informed consent in pediatric surgery (MedEd (Innovation Grant, Class of '77 McGill University: IHSE Class of '77, 2021-2022, \$5,000.00)
94. **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)
95. **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)
96. 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)
97. **Rodriguez C.** Jonathan Campbell Meakins and Family Memorial Fellowship Institute of Health Sciences Education. (Faculty of Medicine and Health Sciences McGill University, 2020-2021, \$5,000)
98. **Rodriguez C, Carver T,** Dove M, Grad R, Luconi F, **Nugus P,** Pluye P, Rahimi SA, Rice K, Schuster T, Da Tang DL, Tellier PP. (The McGill Family Medicine Education Research Group (FMER) Fonds de recherche du Québec – Société et Culture Program, 2019-2023, \$200,000)
99. **Rodriguez C,** Kilpatrick K, Archibald D, Grad R, Loban E, Luconi F. Professional Identity Work of Nurse Practitioners and Family Physicians in Primary Care in Quebec and Ontario. (Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grants Competition, 2021-2024, \$400,000)
100. Slack-Smith L, Calache H, Durey A, Giglia R, Hunt D, **Macdonald ME,** et al. Aboriginal families' perceptions of the role of added sugar in health. (Aboriginal Health Healthway Exploratory Research Grant Expression of Interest, 2020-2022, \$75,000)
101. 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)
102. **Steinert Y, Mortaz-Hejri S, Quaiattini A** and Yousefi-Nooraie R. Social network analysis in undergraduate and postgraduate medical education: A scoping review. (Society of Directors of Research in Medical Education (SDRME), 2020 - 2022, \$5000)
103. **Sun NZ,** Toliopoulos P. Service, Education, and Professional Identity Formation in Residency Training: A Qualitative Study. (Department of Medicine Grant for Education Scholarship, 2021, \$9,993)
104. Tackett S, **Steinert Y,** Whitehead C, Reed D, and Wright S. Creating a Collaboratory to Map Medical Education's Blind Spots. (Robert D, and Patricia E, Kern Institute for the Transformation of Medical Education Grant for Medical Education Transformative Collaboratories, 2021- 2022, \$50,000)

105. Tellier PP, **Rodriguez C.** Enhancing Family Physicians' Competency in Adolescent Medicine (College of Family Physicians of Canada (CFPC), 2020-2021, \$5,000)
106. **Thomas A, Nugus P, Kinsella EA.** Creating synergies between education, practice and policy environments to catalyse capacity building of the scholar role in rehabilitation. (Social Sciences and Humanities Research Council of Canada Partnership Development Grant, 2021-2023, \$200,000)
107. **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)
108. **Thomas A.** Healthy Brains, Healthy Lives Knowledge Mobilization Program (HBHL). Performing arts-based knowledge translation in Parkinson's disease and dementia (Informal title: informally referring to the project as "Piece of Mind: Neurodegenerative disease research in motion"). Co-Supervisor; Post-Doctoral Fellowship, School of Physical and Occupational Therapy, McGill University (Implementation Science Grant, Student/Fellow Kuhlmann N, 2020 – 2022, \$35,000)
109. **Thomas A.** Implementation of PROMs and clinician reported measures in primary care and rehabilitation settings. Co-Supervisor; Post-Doctoral Fellowship, School of Physical and Occupational Therapy, McGill University. (Pole Universtaire de Recherche (PUR) CRIR and Craig Neilson Foundation, Student/Fellow Pascaline Kengne Tall P, 2020-2021, \$40,000)
110. **Thomas A.** Amélioration des services de réadaptation post-AVC: L'éducation, la mobilisation des connaissances et la formation continue comme fondements de la réadaptation basée sur les données probantes. (Salary Award, Chercheur Boursier Junior 2, Fonds de Recherche du Québec – Santé (FRQS), \$353, 876, 2018-2022)
111. **Thomas A,** St-Onge C, Rochette A, Renaud J-S, Brousseau M, Lacasse M, Dyer J-O, 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, 2019-2023, \$148,579)
112. Toliopoulos P, **Snell L, Sun NZ.** (Department of Medicine Grant for Education, 2021-2022, \$9,993)
113. 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)
114. **Wagner M, Gomez-Garibello C,** Vassiliou MC. FLS 2.0: Thinking outside of the FLS Box. (Funding: Society of American Gastrointestinal and Endoscopic Surgeons, 2021, \$134,000)
115. **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)
116. **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)
117. **Wagner M.** Formative Assessment of Second Year Medical Students Using Simulated Scenarios in Pediatrics (Ron Black/MCH Foundation, 2019-2024, \$50,000)
118. Weiner L, Beffert U, Lattuca M, **Chevrier A.** Healthcare AI: A Quebec Framework for Nursing (Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA), 2019-2021, \$100,000)
119. Wideman TH, Bostick GP, Bussièrès 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)

120. **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)
121. **Young ME**, How Assessment Systems are Built and Monitored for quality?: An exploration of admissions systems (Research Group in Pursuit of Validity (GRQV), 2020-2021, \$ 2000)
122. **Young ME**, Dube T, Nimmon L, Ryan A, O'Brien B, Varpio L, Schumacher D, **Lubarsky S, Quaiattini A**, Schuwirth L. From Synthesis to Consensus: Characteristics of Successful Research Teams in an Interprofessional and Interdisciplinary Field (Social Sciences and Humanities Research Council of Canada, 2021 – 2023, \$99,995)
123. **Young ME** (PI), **Lubarsky S**, Dory V, Sheldon S, Watter S, Schuwirth L. The influence of assessment approach on later clinical reasoning. Medical Council of Canada (MCC), 2021 – 2022, \$30,940)
124. **Young ME**. Chercheur-boursier Career Award Junior 1 (Fonds de recherche de Québec – Sante (FRQ-S), 2018-2022, \$357,526)
125. 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 - IHSE Honours & Awards

Alfieri, Joanne

- Recipient of the Canadian Association of Medical Education (CAME) 2021 Certificate of Merit Award
- Named to the McGill University Faculty Honour List for Educational Excellence in the Faculty of Medicine and Health Sciences

Bank, Ilana

- Recipient of the Canadian Pediatric Society Anna Jarvis Pediatric Emergency Medicine teaching award

Bhanji, Farhan

- Recipient of the inaugural Teaching Innovation Award

Denis, Maxime

- Recipient of the inaugural Teaching Innovation Award

Fried, Gerald

- Recipient of 2021 Duncan Graham Award for Outstanding Contribution to Medical Education from the Royal College of Physicians and Surgeons of Canada

Lavoie-Tremblay, M.

- Fellows of the Canadian Academy of Nursing. Canadian Nurses Association (2021)

Lajoie, S.

- Recipient of the ACFAS Jeanne Lapointe Prix pour des sciences de l'éducation (2021)
- Nominated for the Prix du Quebec (2021)
- Finalist for the SSHRC Impact Partnership Award (2021)
- Nominated for the Governor General Award for Innovation (2021)

Martin, Markus

- Recipient of a Post Baccalaureate Diploma in Education (PBDE) from the University of Manitoba

Plotnick, Laurie

- Recipient of the inaugural Teaching Innovation Award

Sherif, Emil

Recipient of Faculty Award for Teaching Innovation McGill University Faculty of Medicine and Health Sciences.

Sternszus, Robert

- Recipient of the Canadian Association of Medical Education (CAME) 2021 Certificate of Merit Award

Sun, Ning-Zi

- Named to the McGill University Faculty Honour List for Educational Excellence in the Faculty of Medicine and Health Sciences (2021-2022)

Thomas, Alik

- Recipient of the Canadian Association of Medical Education (CAME) 2021 Certificate of Merit Award

Ventura, Nicole

- Recipient of the inaugural Teaching Innovation Award (2021)

Young, Meredith

- Named to the McGill University Faculty Honour List for Educational Excellence in the Faculty of Medicine and Health Sciences

APPENDIX VI - Appointments

Alfieri, Joanne

- Appointed Associate Professor (Clinical), Gerald Bronfman Department of Oncology, Faculty of Medicine, McGill University

Andonian, Sero

- Associate member promoted to Full Professor of Surgery, Division of Urology

Carver, Tamara

- Appointed Director, Office of Ed-Tech (Education Technology & E-Learning Collaboration for Health)

Cummings, Beth-Ann

- Appointed [Assistant Dean, Health Professions Education](#), Faculty of Medicine and Health Sciences

Cruess, Richard

- Appointed Emeritus Academic Staff of McGill University

Cruess, Sylvia

- Appointed Emerita Academic Staff of McGill University

Harley, Jason

- Appointed [Director of Research at the Steinberg Centre for Simulation and Interactive Learning](#)

Kinsella, Elizabeth Anne

- Appointed Director of the Institute of Health Sciences Education

Lavoie-Tremblay, Mélanie

- Appointed a [Fellow](#) of the Canadian Academy of Nursing

Lubarsky, Stuart

- Appointed Program Director, Neurology Residency Training Program, *Department of Neurology and Neurosurgery*, Faculty of Medicine and Health Sciences

Noël, Geoffroy

- Appointed as Adjunct Professor, Department of Anatomy and Cell Biology, McGill University
- Appointed as Associate Professor (Teaching), Department of Surgery at University of California, San Diego

Pickering, Joyce

- Appointed Chair: Working Group on RVH CTU-GIMCS Organization.

Razack, Saleem

- Appointed as a member to the National Committee on Indigenous Medical Education in Canada (2021- present)

Steinert, Yvonne

- Reappointed for a five-year term as the Richard and Sylvia Cruess Chair in Medical Education.
- Member, Faculty Development Expert Panel, Society for Simulation in Healthcare (*Secretariat*: Dyersburg, Tennessee) (2021 - present).

Sternszus, Robert

- Osler Fellow for the McGill Medicine class of 2025.

Ventura, Nicole

- Associate Professor Division of Anatomical Sciences, Department of Anatomy and Cell Biology, Faculty of Medicine & Health Sciences, McGill University, July 2021 to present.
- Return to Campus – Coordination Group, Member, Sept 2021-present.
- Faculty of Medicine and Health Sciences W21 In-Person Teaching Working Group, Member Jan – May 2021.

Wiseman, Jeffrey

- Mentorship and Coaching Committee, McGill University Health Sciences Centre Division of General Internal Medicine, 2021-ongoing.

Young, Meredith

- Research in Medical Education (RIME) Program Committee for the American Association of Medical Colleges (AAMC) National conference (Co-chair 2021-2022)
- National Board of Medical Examiners Think Tank on Management Reasoning (2021).

APPENDIX VII – IHSE Guests

There were no in person guests during 2021 due to the COVID-10 Pandemic.

Lorelei Lingard, Professor, Department of Medicine, Schulich School of Medicine & Dentistry; Professor, Faculty of Education Senior Scientist, Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry Western University, presented “Story, not study: How to write manuscripts that readers can’t put down!” for Health Sciences Education Rounds, virtually, on May 27, 2021.