

Centre for Medical Education Annual Report

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The Centre for Medical Education promotes innovation and excellence in health sciences education through research and scholarship, leadership and mentorship, and dissemination of best practices. The 17 Core Faculty (including 3 Research Scientists) and 40 Centre Members have had a very productive and successful year and we hope to acknowledge some of their accomplishments in this report.

RESEARCH AND PUBLICATIONS

Grants and Research Awards Received

Research and scholarship is one of the primary mandates of the Centre and all Core Faculty and Centre Members are expected to participate in the development of grant proposals and peer-reviewed publications and scientific presentations. In line with Centre priorities, research at the Centre focused on professionalism and other core competencies, faculty development, teaching and learning (with a particular focus on clinical reasoning and decision-making), assessment of learners and faculty, program evaluation, and knowledge translation. This past year, Core Faculty and Centre Members held 54 grants in medical education (as outlined in **Appendix I**) totaling \$15,117,900, of which 26 were new research grants, totaling \$4,295,994. In addition, three members received a chercheur-boursier award: Dr. Sero Andonian, Dr. Mary Ellen Macdonald and Dr. Charo Rodriguez.

New research grants in 2013 included proposals submitted by Dr. Susanne Lajoie and colleagues (on digital learning); Dr. Aliko Thomas and colleagues (on the development of expertise and knowledge translation); Dr. Mary Ellen Macdonald (on the development of interdisciplinary knowledge and action); Dr. Ilana Bank and colleagues (on inter-specialty crisis resource management); Drs. Charo Rodriguez and Pierre-Paul Tellier (on professional identity formation in Family Medicine); Dr. Steinert and colleagues (on faculty development); and Drs. Meredith Young and Aliko Thomas (on clinical reasoning).

As noted last year, Dr. Susanne Lajoie, along with Dr. Jeffrey Wiseman and colleagues across North America, Europe, the United Kingdom and Asia, continued to collaborate on a multi-million research project entitled *Technology Rich Learning Environments: Supporting Learning across the Disciplines*. This endeavor is funded by the Social Sciences and Humanities Research Council (SSHRC). In addition, Dr. Saleem Razack, along with colleagues in Toronto and Victoria, BC, received a Canadian Institutes of Health Research (CIHR) grant to study the rhetoric of interprofessional education through a discourse analysis; this grant builds on his SSHRC grant which explores excellence, equity and diversity in the admissions process. As well, Drs. Richard and Sylvia Cruess, along with Dr. Yvonne Steinert, Dr. Meredith Young and Dr. Kiki Lombarts (from the Netherlands), received funding from the Association of Medical Education in Europe (AMEE) for the *Development and Implementation of an Internet-Based Reflection Aid for Clinical Teachers (ReACT)*. This initiative builds on their previous work in developing *The Professionalism Assessment of Clinical Teachers*, which was accepted for publication.

Funds were also received from the Royal College of Physicians and Surgeons of Canada (RCPSC) by Dr. Yvonne Steinert and a colleague from Dalhousie University for their *Systematic Review of Faculty Development Initiatives Designed to Enhance Teaching Effectiveness in Medical Education* and from the Society of Directors of Research in Medical Education (SDRME) by Drs. Meredith Young and Aliko Thomas for a review on *How Do We Measure How We Think? A Scoping Review on the Measurement of Clinical Reasoning*. As can be noted, funds were received from two Tri-Council agencies as well as a number of other funding organizations.



To promote success in research and scholarship, the Centre assists faculty members in developing skills in research methodology, grant procurement, and writing for publication. In line with this objective, the Centre held a number of research capacity building sessions. These sessions focused on *Authorship*, rigorous peer review of grant submissions, and preparation for scientific presentations. In addition, we were fortunate to welcome Dr. Brian Hodges, from the University of Toronto, to conduct an advanced seminar series on *Theoretical Foundations in MedEd Research*. This series provided faculty members with in-depth discussions and reflections on the theoretical foundations of medical education research. Moreover, based on the success of this initiative, we will continue this seminar series in the coming year with Dr. Peter Nugus, a sociologist who was recruited to the Centre in 2013.

The McGill Research in Medical Education (McRIME) Committee, co-chaired by Drs. Donald Boudreau and Mary Ellen Macdonald, continues to provide Core Faculty and Centre Members with a platform to review research projects prior to IRB submission. In 2013, seven such McRIME peer reviews were held on topics such as: *The Learnable Moment: Optimizing EM Resident Learning in a Busy Clinical Environment*; *How do Residents Learn Professional Behaviours in the Workplace? Educational Implications of CanMEDS in Context*; *The Perceived Effect of Duty Hour Restriction on Learning Opportunities in the Intensive Care Unit*; and *Physicians' Career Stages: Is there a Role for Anticipatory Guidance?* In addition to co-chairing McRIME, Dr. Macdonald oversees the McGill Qualitative Health Research Group, a membership of over 90 qualitative researchers and students from across McGill and the McGill University Health Centre (MUHC).

With the goal of promoting evidence-based educational practice and knowledge translation, the Centre for Medical Education continues to host the Canadian BEME (Best Evidence in Medical Education) International Collaborating Centre under the leadership of Drs. Yvonne Steinert and Alik Thomas. BEME represents an international group of individuals, universities and professional organizations committed to the development of evidence-informed education in the medical and health professions, and Centre members are actively involved in this initiative, including the production of systematic reviews in health professions education.

Publications

The dissemination of research evidence and best practices remains a high priority for the Centre. This year, Core Faculty and Centre Members published a total of 58 articles and book chapters on topics related to clinical reasoning and decision-making, faculty development, interprofessionalism, simulation, integrated clerkships and competency-based education (as outlined in **Appendix II**). In addition, Dr. Stuart Lubarsky published an Association for Medical Education in Europe (AMEE) Guide on *Script Concordance Testing: From Theory to Practice*. Dr. Yvonne Steinert also published an AMEE Guide on *The 'Problem' Learner: Whose Problem Is It?* Both guides are frequently used as resource materials in a variety of educational settings. In addition, Dr. Alik Thomas served as a guest editor for the January 2013 special edition issue of *Occupational Therapy*, and Drs. Richard Cruess, Sylvia Cruess and Yvonne Steinert's book, *Teaching Medical Professionalism*, first published in 2008, was translated into Japanese (2012) and Chinese (2013).



Presentations of Scholarly Work

This past year, Core Faculty and Centre Members gave 195 presentations at local, national and international conferences. The Centre was well-represented at the Association for Medical Education in Europe (AMEE) annual meeting held in Prague, Czech Republic, at the Canadian Conference on Medical Education (CCME) held in Quebec City, Quebec, and at the International Conference on Residency Education (ICRE). In addition, Drs. Linda Snell and Farhan Bhanji's presentation on *Using Simulation to Improve Residents' Abilities as Teachers* was nominated for ICRE's "What Works Top 5 Paper Session." Faculty members also travelled widely to teach, present and work with colleagues in countries such as Australia, Brazil, Chile, England, Israel, Japan, Mexico, the Netherlands, Singapore, and the United States, and our partnerships continued to inspire and foster ongoing collaborations among health professions educators.

TEACHING AND LEARNING

Initiatives and Innovations

Core Faculty and Centre Members continued to be involved in curricular renewal, educational innovation at all levels of the educational continuum, and evidence-based educational practices. As an example, Dr. Colin Chalk successfully spearheaded the first year of the renewed undergraduate medical curriculum. In addition, Dr. Leonora Lalla successfully led the development and implementation of the Longitudinal Family Medicine Experience (LFME), which aims to pair up first-year medical students with established family physicians in order to provide students with early exposure to primary care and an opportunity for clinical experiences relevant to the themes introduced in the classroom (e.g. public health). Many of the Core Faculty and Centre Members were also actively involved in the deployment of the renewed curriculum and its ongoing evaluation.

In addition, at the undergraduate level, Dr. Donald Boudreau continued to spearhead *Physicianship* as well as the teaching of the clinical method, and Drs. Richard and Sylvia Cruess added the important concept of professional identity formation to the teaching and learning of professionalism. At the postgraduate level, Dr. Sero Andonian worked to revitalize the Postgraduate Core Competency Program, with an added theme of patient safety. In addition, the following Core Faculty and Centre Members are Osler Fellows: Drs. Preetha Krishnamoorthy, Leonora Lalla, Stuart Lubarsky, Markus Martin, Saleem Razack, Melina Vassiliou and Mark Ware.

Educational Programs

Educational programs at all levels of the educational continuum continued to thrive at the Centre. Under the guidance of Dr. Michelle Elizov, we welcomed 1 student and 6 residents for electives in medical education. These students and residents spent one to three months learning about medical education and focused on the following topics: A curriculum for residents' continuity clinic; Impact of the change in call structure from 24 hours to 16 hours on residents' learning in critical care; Clinical and educational challenges in menopausal medicine; and learners' roles in teaching. The Centre also takes pride in its former elective students' accomplishments. For example, Dr. Catherine Patocka's elective research project (*The Impact of Bolus versus Spaced Instruction on Learning in Pediatric Resuscitation*) was presented at CCME 2013, following which she was accepted into the Master's in Health Professions



Education (MHPE) program at Maastricht University; Dr. Runye Gan's research on *When the Learning Environment is Suboptimal: Exploring the Hidden Curriculum from Medical Students' Perspective* was also presented at CCME 2013 and published in *Academic Medicine*; and Dr. Ilana Bank's manuscript entitled *Pediatric Crisis Resource Management Training Improves Emergency Trainees Perceived Ability to Manage Emergencies and Ability to Identify Teamwork Errors* (which was based on her elective student project) was accepted for publication in *Pediatric Emergency Care*.

The Centre also welcomed two Postgraduate Fellows in 2013. Dr. Mazin Fatani (Cardiac Surgery) and Dr. Mrouge Sobaihi (Pediatric Endocrinology) completed their projects on '*Echocardiography Training for Cardiac Surgery Residents. Opinions with Respect to Training Objectives*' and '*The Influence of Diversity on Formal and Informal Assessment of Residents*' and both are currently in the process of writing up their studies for publication. Dr. Farhan Bhanji continues to direct the Fellowship program. In addition, Dr. Preetha Krishnamoorthy joined the Centre as a Teaching Scholar, working on a research project entitled *Empowering Students to Receive Learner-Guided Feedback*.

Lastly, 11 students were enrolled in the MA in Educational Psychology (Health Professions Stream), a program that continues to be jointly led by Dr. Linda Snell and colleagues in the Department of Educational and Counselling Psychology.

The Centre also welcomed a number of visitors and guests to the Centre (as outlined in **Appendix III**). This included Dr. Amitai Ziv, an international expert in simulation-based education who was a visiting professor at the Simulation Centre for the month of July; Drs. Davor Jezek and Sven Seiwerth, visitors from the University of Zagreb, Croatia, to the Department of Pharmacology & Therapeutics and the Centre; Dr. John Mellinger, the 2013 Harvey H. Sigman Lecturer in Surgical Education who presented his work on *Community and Competence: Celebrating and Leveraging Collective Strengths in a Residency Program*; Dr. Stephen Schoenbaum, a Special Advisor to the President of the Josiah Macy Jr. Foundation which fosters innovations in medical and inter-professional education; and Dr. Pamela Andreatta, the Flanders Family Visiting Professor in Medical Simulation, who discussed *Simulation-Based Performance Measurement: Quantitative and Qualitative Methods*. In addition, speakers (and topics) at Medical Education Rounds this year included: Dr. Charlotte Ringsted (Questioning our Intuitive Assumptions through Research in Medical Education); Dr. Donald Boudreau (The Humanities in Medical Education: At the Core or at the Margins?); Dr. Geoff Norman (The Role of Experience in Clinical Reasoning) and Dr. Lynn Monrouxe (The Impact of Professional Culture on Becoming a Healthcare Professional: Breaking the Mold).

Lastly, in July, the Centre hosted a group of 15 students involved in the Masters of Medical Education (MME) at the University of Bern, Switzerland. The topics discussed during their 2.5 day stay all centred around faculty development and included: awareness of team functioning, improvement of students' leadership skills and implementation strategies for faculty development activities.

INVOLVEMENT IN THE COMMUNITY

Involvement in the community is another important aspect of outreach and dissemination. Core Faculty and Centre Members continued to be involved in local, national and international communities. As an example, Dr. Miriam Boillat was invited to participate in the Working Group on Clinical Teachers of the Association of Faculties of Medicine of Canada. The priorities of this working group will be to create a



national governance structure for CPD and faculty development, to articulate the core competencies to use within a national faculty curriculum, to develop standards to be used for accreditation purposes, and to cultivate an international repository of tools for all clinical teachers. Dr. Farhan Bhanji was invited to chair the Expert Writing Group that is updating the Medical Expert Role for CanMEDS 2015, as well as serving as Chair of Educational Science and Products Committee of Emergency Cardiovascular Care at the American Heart Association, a committee responsible for the teaching of over 12 million individuals. Dr. Michelle Elizov continues her mandate as a member of the Specialty Committee in General Internal Medicine at the RCPSC; Dr. Preetha Krishnamoorthy continues to be a member of the Pediatric Undergraduate Program Directors of Canada; Dr. Susanne Lajoie provided expertise to the Program Committee for International Artificial Intelligence and Education Conference; Dr. Mary Ellen Macdonald was the key informant consultant in Ethics, Legal and Social Issues at the CIHR Foundation Scheme in the Open Suite of Programs. Dr. Linda Snell was co-chair of the Latin American Conference on Residency Education; she was also invited to Chair the Professionalism Expert Working Group for the CanMEDS 2015 Project at the RCPSC. Dr. Yvonne Steinert was a member of the Steering Committee for the 2nd International Conference on Faculty Development in the Health Professions held in Prague, Czech Republic, and a member of the Collaborator Expert Working Group for the RCPSC. Dr. Meredith Young continues in her role as an Early Career Medical Educators Representative at the Canadian Association of Medical Educators (CAME), a post she has held since 2012.

Within the Faculty, the Centre continued to be actively engaged in recruitment in 2013. Our contributions led to the appointments of an Assistant Professor in Assessment in the Office of Undergraduate Medical Education (UGME) and the Centre for Medical Education as well as the Director of the Simulation Centre. In addition, at the request of Academic Affairs, Dr. Yvonne Steinert and Ms. Audrey Lew participated in the preparation of a Chairs and Directors mini-retreat to discuss the evaluation tools that were being introduced as part of academic performance evaluations. This retreat was also used as a forum for Chairs and Directors to seek guidance on how to provide feedback and hold difficult conversations with colleagues and senior members of their staff.

Centre Members are often invited as visiting professors to provide knowledge and expertise in medical education to other institutions. Dr. Farhan Bhanji was invited to be a visiting professor (in residence) at Gifu University in Japan for a period of two months. During his stay, Dr. Bhanji taught and participated in several lectures at the university, as well as at other Japanese medical education centres, such as the Kyoto University Centre for Medical Education (Kyoto), the National Centre for Child Health and Development (Tokyo) and Gifu Prefecture Hospital (Gifu). Dr. Linda Snell was a visiting professor at the International Research Centre for Medical Education in the University of Tokyo in Japan, and Dr. Yvonne Steinert was a visiting professor in the Faculty of Medicine at the Ben Gurion University of the Negev in Beer Sheva, Israel, as well as Gifu University in Japan.

The community was also involved in the life of the Centre and we are very pleased to have received a gift from the Faculty of Medicine Class of 1977 to create the Medical Education Innovation Grant Program, in honor of their 35th anniversary reunion. The Class of 1977's generous support will help guide educational innovation, which will in turn drive curricular change and enhance learning experiences for students and residents with the ultimate goal of improved health care.



MILESTONES

In an effort to increase the Centre's research capacity, we successfully recruited Dr. Peter Nugus, who joined the Centre as an Assistant Professor in Health Sciences Education Research, with an academic appointment in the Department of Family Medicine. Dr. Nugus has a background in Sociology, Political Science and Adult Education. His ethnographic research in emergency departments and various acute and community settings, and his teaching, have focused on workplace and organizational learning, care coordination, and culture and identity in complex organizations and will add immeasurably to the Centre's expertise. We also recruited Dr. Valerie Dory as an Assistant Professor who will provide experience and expertise in medical sciences and assessment to both the Centre and the Office of Undergraduate Medical Education. Dr. Dory will join the Centre in 2014.

At the same time, we welcomed Dr. Mandip Basi for a one-year Postdoctoral Fellowship in Faculty Development and Medical Education Research. Dr. Basi trained as a medical anthropologist and her experiences in this field provided a solid background for her to work together with Dr. Yvonne Steinert to examine the role of work-based learning and communities of practice for faculty development.

The 2013-2014 Cruess Faculty Scholarship was awarded to Dr. Charo Rodriguez, an Associate Professor in the Department of Family Medicine, who will focus her scholarship on analyzing *The McGill Longitudinal Family Medicine Experience: Assessing the Effectiveness of its First Year of Implementation*.

The Centre also welcomed four new Centre Members for 2013: Drs. Sean Clarke, Terry Hebert, Lily H-Nam P. Nguyen and Prof. Cynthia Weston. These individuals have brought additional knowledge and expertise in the fields of Nursing, Pharmacology, Otolaryngology and Education. We also said a fond farewell to Dr. Olivier Court, Ms. Robin Featherstone, Dr. Srinivasan Krishnamurthy and Dr. Mark Ware, along with Dr. Jim Brawer, who retired after 32 years of dedication to the Faculty of Medicine.

HONOURS, AWARDS AND PRIZES

We are very proud to acknowledge that Drs. Richard and Sylvia Cruess were awarded the 2013 ASME (Association for the Study of Medical Education) Gold Medal for their outstanding contribution to medical education. In addition, Dr. Peter J. McLeod received the 2013 Association of Faculties of Medicine of Canada (AFMC) Award for Outstanding Contribution to Faculty Development in Canada. This honor was bestowed on Dr. McLeod at the 2013 Canadian Conference on Medical Education in Quebec City, along with a grant to continue promoting faculty development across Canada. Dr. Saleem Razack and his colleagues received the CAUBO Quebec Regional Award for their Admissions and McGill Multiple Mini Interview Process. This approach to selecting future medical school applicants allows McGill to be more transparent and inclusive, welcoming very high quality students to the Faculty.

The Centre is also very pleased to congratulate Dr. Ruth Russell who has been acknowledged by the Royal College of Physicians and Surgeons of Canada (RCPSC) as one of the Founders in the creation of the Child and Adolescent Psychiatry subspecialty. In addition, Dr. Sarkis Meterissian received the FMSQ Award for Outstanding Contribution to Medical Education, and Drs. Terry Hebert and Leonora Lalla received the CAME Certificate of Merit. Lastly, Drs. Lily Nguyen and Robert Sternszus were named the 2013-2014 recipients of the Jonathan Campbell Meakins and Family Memorial Fellowship. In addition to



this fellowship, Dr. Sternszus received the Claude Giroud Prize in Pediatrics, granted to medical students, residents and fellows in pediatric training. (All awards and honours are listed in **Appendix IV.**)

ACKNOWLEDGEMENTS

In closing, we would like to acknowledge the following Core Faculty and Centre Members for their administrative contributions to the Centre: Drs. Miriam Boillat and Dr. Linda Snell, who co-chair the Centre for Medical Education Awards Committee; Drs. Michelle Elizov and Farhan Bhanji for their coordination of the Medical Education Electives and Postgraduate Fellowship in the Health Sciences programs; and Drs. Donald Boudreau and Mary Ellen Macdonald for their enthusiastic leadership as co-chairs of the Centre's Committee on Research in Medical Education (McRIME). I would also like to acknowledge Ms. Audrey Lew for her skilled and exemplary management of the Centre and Ms. Claudia Regier for her administrative coordination of all Centre tasks and activities. Lastly, we gratefully acknowledge Dean David Eidelman and Ms. Pascale Mongrain for their ongoing support and help in achieving our vision and mission.

**APPENDIX I – GRANTS IN MEDICAL EDUCATION**

1. Azevedo R, Hall N, Asghar A, **Lajoie S**, Venkatesh V, Charles E, Labonté F, Chapdelaine C, Marqui R, Winne P, Laferrière T. Transforming teacher training and improving students' academic achievement with advanced digital technologies. (Social Sciences and Humanities Research Council of Canada Partnership Development Grant, 2013-2018, \$190,123)
2. Azevedo R, **Lachapelle K**, **Wiseman J**, Crelinsten L, **Gottesman R**, **Bhanji F**. The impact of emotions on medical decision-making in a dynamic multi-agent simulation training environment. (McGill Collaborative Research and Development Fund, 2012-2013, \$15,000)
3. Azevedo R, Saroyan A, **Lajoie S**, Conati C. Examining the impact of pedagogical agents' scaffolding on students' affect during learning with interactive learning environments. (Social Sciences and Humanities Research Council Insight Development Grant, 2011-2013, \$75,000)
4. Beaulieu M, **Ezer H**. Community internships: Opportunities for learning, service, and recruitment. (Health Canada, Training and Human Resources Development Project, 2009-2013, \$56,000)
5. Bussieres A, Khairy D, Zidarov D, Poissant L, **Thomas A**. Perceived roles, experiences and impact of SAGEs (Specialists in the Application and Generalization of Expertise) as change agents in a rehabilitation center: A case-study. (Strauss Knowledge Translation Funds, 2013-2014, \$12,000)
6. Carnevale F, Collin-Vezina D, **Macdonald ME**, Ménard J. Ethical problems in pediatric medicine: Developing interdisciplinary knowledge and action. (CIHR Planning Grant, 2013-2014, \$24,769)
7. Cheng A, Cason C, Sutton R, Duff J, De Caen A, **Gottesman R**, **Bhanji F**, Grant V, Hunt E, Nadkarni V. Assessing and improving the quality of cardiopulmonary resuscitation (CPR) delivered during simulated pediatric cardiac arrest using a novel pediatric CPR feedback device. (Heart and Stroke Foundation of Canada and CIHR, 2010-2014, \$446,834)
8. **Doucette E**. Silent witnesses: Student nurses' perspectives of advocacy and end-of-life care in the ICU. (SSMU, 2013, \$2,400)
9. **Doucette E**. Technology at the bedside: The evolution of patient communication in critical care / Providing family-centred care in the PICU and NICU: Where does the nursing student's voice fit in? (SSMU, 2012-2013, \$3,200)
10. **Elizov M**. Mentorship in clinical medicine. (Jewish General Hospital Department of Medicine Clinical Research Award, 2011-2013, \$12,000)
11. **Elizov M**. Mentorship in clinical medicine. (Royal College of Physicians and Surgeons of Canada Medical Education grant, 2010-2013, \$29,000)
12. Feudtner C, Arnett C, Hexem K, Lawson K, Liben S, **Macdonald ME** et al. Decision making in pediatric advanced care. (NIH/NINR R01 Grant, 2010-2015, \$291,013)
13. Fisher R, **Bank I**, **Nguyen LHP**, Hickey C, Lapointe A, Giguere C, Levy A, Yung F, **Young M**. Inter-specialty crisis resource management for pediatric emergency medicine, anesthesiology and otolaryngology-head and neck surgery residents. (Bourse en pédagogie médicale pédiatrique, Centre Hospitalier Universitaire Ste-Justine, 2013, \$5,000)
14. Giguère A, **Rodríguez C**. Développement professoral interprofessionnel en soins aux personnes âgées vulnérables en première ligne. (Ministère de la santé et des services sociaux du Québec, 2013-2015, \$112,500)
15. Gilfoyle E, Writer H, **Gottesman R**, St. George-Hyslop C, Lobos A, Grant V, Grant E, Duff J, Cheng A, **Bhanji F**, Annear J. Can adherence to PALS guidelines be improved by team training of pediatric resuscitation team members? (Heart and Stroke Foundation of Canada and CIHR, 2010-2014, \$474,038)



16. Gilmour S, Duff J, Hodgson C, **Bhanji F**, Cheng A. CPR training using high-fidelity simulation and train to perfection strategies in medical students (Teaching and Learning Enhancement Fund, University of Alberta, 2012-2013, \$18,379)
17. Girard F, Mathieu L, **Ezer H**, Cardinal S, Goudreau J, Beaulieu M, Boucher P, Schemdt E, Blais S, Trudeau D. État des lieux sur la Phase I du continuum de formation infirmière intégrée DEC-BAC. (Phase 2). (Projet provincial des consortiums collèges-universités impliqués dans le programme de formation infirmière intégrée DEC-BAC, 2010-2015, \$258,698)
18. Guay M, **Thomas A**, Contandriopoulos D, Desrosiers J. Est-ce que le modèle PARISH peut soutenir le processus de transfert des connaissances pour l'adoption de l'Algo par les intervenants des CSSS? (Office des personnes handicapées du Québec-REPAR, 2013-2014, \$35,000)
19. Hall N, Goetz T, Wrosch C, **Lajoie S**, Frenzel A, Pekrun R, Fryer J, Dunton G, Linnenbrink-Garcia L. The first-year experience: An international motivational perspective. (SSHRC Partnership Development Grant, 2013-2016, \$192,660)
20. Hunt M, Bolduc M E, Countinho F, Descoteaux N, Majnemer A, **Thomas A**, **Venturini A**. Supporting the training of rehabilitation providers in Haiti. (Institute for Health and Social Policy, McBurney Professional Training Program, 2012-2016, \$72,922)
21. Khalil E, **Bank I**, Varpio L, **Young ME**. Large scale simulation of pediatric disasters: Examining interprofessional communication and response management in times of stress. (Conseil Québécois de développement professionnel continu des médecins, 2012-2013, \$4,000)
22. King N, Harper S, **Young ME**. Measurement, ethics and health policy: Investigating the role of valued judgments in the measurement and evaluation of health inequalities. (Canadian Institutes of Health Research, Ethics Office, 2010-2013, \$190,434)
23. Korner-Bitensky N, Teasell R, Wood-Dauphinee S, Levin M, Jutai J, Menon-Nair A, Fung J, Bayley M, Kagan A, Kaizer F, **Kloda L**, Fellows L, Richards C, Desrosiers J, Dumoulin C, Rochette A, **Thomas A**, Martino R, Mayo N, Eng J, Duncan P, Page S. STROKENGINE: An interactive e-learning resource for moving evidence-based stroke rehabilitation into clinical practice – continuation project. (Canadian Stroke Network, 2010-2013, \$254,700)
24. **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, Stupnisky R, Molenaar P, Kee K, Goldman R, Lesgold A, Fischer G, Booth K, Labonte F, Hall N. Learning across the disciplines: Supporting technology rich learning across disciplines. (Social Sciences and Humanities Research Council, 2012-2019, \$2,500,000)
25. **Lajoie S**, Azevedo R, **Lachapelle K**, Muis K, **Wiseman J**, Hmelo-Silver C, Leighton J, Chi M, van Lehn K, Shute V, Pekrun R, Moreno R, Frasson C, Calvos R, Lester J, Jang E, Stupnisky R, Bracewell R, Molenaar P. Technology rich learning environments: Supporting learning across the disciplines. (Social Sciences and Humanities Research Council, 2011-2018, \$20,000 LOI)
26. **Lajoie S**. Advanced technologies for learning in authentic settings: Supporting teaching and learning in technology rich problem solving environments. (Canadian Research Chair Program, 2011-2018, \$1,400,000)
27. **Lajoie S**. Advanced technologies for learning in authentic settings facility. (Canadian Fund for Innovation-Leadership Opportunities Fund, 2012-2017, \$1,000,000)
28. Lapalme-Remis S, **Chalk C**, Grimes D, **Macdonald ME**, MacLean H. The patient experience of lumbar puncture at a teaching hospital: A qualitative descriptive study. (Department of Medicine, University of Ottawa, 2013-2015, \$9,723)
29. Lombarts KMJM, Reed DA, **Young ME**, **Cruess R**, **Cruess S**, **Steinert Y**. Development and evaluation of an internet-based reflection aid for clinical teachers (ReACT). (Association for Medical Education in Europe Research Grant, 2013-2014, \$15,000)



30. **Lubarsky S, Young M.** Assessing the multiple mini interview (MMI) for use in selecting applicants to a neurology residency program. (American Academy of Neurology Education Research Grant, 2012-2013, \$9,750)
31. Mercier J, Charland P, Saint-Amour D, Abrami P, Azevedo R, Bertone A, Gauvin I, Grabner R, Herba C, **Lajoie S**, Laplante L, Léger PM, Maheu F, Masson S, Poissant H, Potvin P, Riopel M, Shi R, Soulières I, Sénécal S. NeuroLab. (Canada Foundation for Innovation Leaders Opportunity Fund, 2013-2018, \$830,308)
32. Muis K, **Lajoie S.** Environnements d'apprentissage technologiques: Augmenter la motivation, l'auto-régulation et la réussite scolaire des étudiants à l'aide de l'apprentissage par l'enseignement. (FQRSC/MELS, 2013-2018, \$150,000)
33. Nedelec B, Choinard A, de Oliveira A, **Kloda LA.** Burn survivor rehabilitation: Practice guidelines development training and capacity building proposal. (Edith Strauss Research Project Grant, 2013, \$11,973)
34. Patocka C, Khan F, **Bhanji F.** The impact of bolus (massed) vs. spaced instruction on learning in pediatric resuscitation (medical students). (Emergency Medicine Research Fund McGill University, 2012-2013, \$2,000)
35. Pluye P, Repchinsky CA, De Guise M, Desroches S, Dunikowski L, Galvao M, Grad R, Legare F, Millerand F, Shohet L, **Kloda LA.** Toward a patient information aid in primary health care: What are the outcomes associated with the use of online consumer health information? A participatory systematic mixed studies review. (Canadian Institutes of Health Research, Knowledge Synthesis Grant, 2013-2014, \$99,571)
36. **Razack S**, Maguire M, **Steinert Y**, Hodges B. Understanding competing discourses and creating dialogues about equity, excellence and diversity in a medical school admissions process in a diverse urban setting. (Social Sciences and Humanities Research Council of Canada, 2010-2013, \$127,678)
37. **Rodríguez C**, **Tellier PP**, López-Roig S, Pawlikowska T, Schweyer FX, Bélanger E, Fiquet L, Hugé S, Pastor-Mira A, Pereiro-Berenguer I, Spencer S. Family physicians' professional identity formation: Exploring impression management strategies in institutional academic contexts. (Canadian Institutes of Health Research, 2013-2016, \$183,719)
38. **Rodríguez C**, Touati N, Pare G, Sicotte C, Lapointe L, Barkun J, Valiquette L, Huot J. Agency, information technology and institutional change in knowledge-based complex professional organizations. (Social Sciences and Humanities Research Council Insight Grant, 2012-2016, \$305,000)
39. Rousseau C, Hassan G, Lafortune D, Measham T, Nadeau L, Papazian Zohrabian G, Pluye P, Vachon M, **Rodríguez C.** Les soins partagés en santé mentale jeunesse. (Fonds de recherche Santé Québec, Programmes 2012-2012, Recherches en santé et société, Subventions de recherche, Recherches en santé mentale, 2012-2016, \$757,500)
40. Saroyan A, Azevedo R, **Lajoie S.** The Meta-Prof: A self-regulated learning approach to teaching development in higher education. (Social Sciences and Humanities Research Council, Insight Development Grant, 2011-2013, \$69,850)
41. Siden H, Cadell S, Davies B, Davies D, Grégoire MC, Harlos H, Liben S, **Macdonald ME** et al. PedPalASCNet: A network for accessible, sustainable, and collaborative research in pediatric palliative care. (CIHR Network Catalyst Grant, 2011-2014, \$375,327)
42. Smylie J, Wolfe S, **Macdonald ME**, et al. Our health counts Toronto: Developing a population based urban aboriginal cohort to assess and enhance individual, family, and community health and wellbeing. (CIHR, 2013-2017, \$1,429,930)
43. **Steinert Y**, Mann K. A systematic review of faculty development initiatives designed to enhance teaching effectiveness in medical education. (Royal College of Physicians and Surgeons of Canada, 2013-2014, \$5,000)



44. **Sun NZ**, Runye Gan, **Linda Snell**. The effect of resident duty hour reform on the evolving concept of professionalism in medicine: A qualitative study. (Fédération des Médecins Résidents du Québec, 2012-2014, \$8,485)
45. **Tellier PP**, Ware M, Bélanger E, Posel N. The revision of PEET Version.1 and the development of PEET Version.2 and phase 1 of an evaluative research program on the effectiveness of the PEET on student knowledge acquisition. (Purdue Pharma, 2013, \$10,000)
46. **Thomas A**, Bossers A, Lee M, Lysaght R. Educational research in occupational therapy: A survey of Canadian occupational therapy programs. (Association of Canadian Occupational Therapy University Programs, 2013-2014, \$900)
47. Touati N, **Rodríguez C**, Denis JL. Les processus de collaboration médicale entre niveaux de soins: Les comprendre pour mieux les influencer. (Canadian Institutes of Health Research, 2011-2015, \$275,976)
48. Voigt K, Harper S, King N, **Young ME**. Measuring global health: The role of global health measures in resource allocation and priority setting. (CIHR Catalyst Grant, 2012-2014, \$88,022)
49. Weinstock D, King N, McDougall C, Ryoa C, Hirose I, Hunt M, Harper S, Williams-Jones B, **Young ME**. Ethics, social determinants of health, and health equity: Integrating theory and practice. (Canadian Institutes of Health Research, 2011-2016, \$1,740,300)
50. Whitehead C, Boon H, Kuper A, Paradis E, Purkis ME, **Razack S**. Better education for better teamwork: Understanding the discourses to improve the practices of interprofessional education. (Canadian Institutes of Health Research, Health Services and Policy Research Operating Grant, 2013-2016, \$106,255)
51. Wittich W, **Thomas A**. Best practice for sensory screening in older adults by occupational therapists: Where are we and where should we be? (Strauss Knowledge Translation Funds, 2013-2014, \$10,963)
52. **Young ME**, **Thomas A**, Eva K. How do we measure how we think? A scoping review on the measurement of clinical reasoning. (Society for the Directors of Research in Medical Education Research Review Grant, 2013-2014, \$4,000)
53. Zidarov D, Khairy D, Bussieres A, Poissant L, Laramée MT, **Thomas A**, Charbonneau N. Implementation process and impact of SAGEs (Specialists in the Application and Generalization of Expertise) as change agents in a rehabilitation center: The clinician's perspective. (Ordre Professionnel de Physiothérapie du Québec-REPAR, OPPQ-REPAR, 2013-2014, \$15,000)

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

1. Alzahrani T, Haddad R, Alkhayal A, Delisle J, Gotlieb W, Fraser S, Bergman S, Bladou F, **Andonian S**, et al. Validation of the da Vinci Surgical Skill Simulator across three surgical disciplines: A pilot study. *Can Urol Assoc J.* 2013; 7(7-8):E520-529.
2. Audétat MC, Laurin S, Sanche G, Béique C, Fon NC, Blais JG, **Charlin B**. Clinical reasoning difficulties: A taxonomy for clinical teachers. *Med Teach.* 2013; 35(3):e984-e989.
3. Audétat MC, **Lubarsky S**, Blais JG, **Charlin B**. Clinical reasoning: Where do we stand on identifying and remediating difficulties? *Creat Educ.* 2013; 4(6A):42-8.
4. Berkenbosch L, Schoenmaker SG, Ahern S, Sjøjnæs C, **Snell L**, Scherpbier A, et al. Medical residents' perceptions of their competencies and training needs in health care management: An international comparison. *BMC Med Educ.* 2013; 13(1):25.
5. Braithwaite J, Westbrook M, **Nugus P**, Greenfield D, Travaglia J, Runciman W, et al. Continuing differences between health professions' attitudes: The saga of accomplishing systems-wide interprofessionalism. *Int J Qual Health Care.* 2013; 25(1):8-15.
6. **Clarke, SP**. Practice-academia collaboration in nursing: Contexts and future directions. *Nurs Adm Q.* 2013; 37(3):184-193.
7. Cook D, **Steinert Y**. Online learning for faculty development. *Med Teach.* 2013; 35(11):930-937.
8. **Dandavino M**, **Young M**, Gosselin R, **Snell L**, **Bhanji F**. Development and validation of a self-efficacy scale for clinical decision-making in general paediatrics. *Paediatr Child Health.* 2013; 18(4): 184-188.
9. Dubois CA, D'amour D, Tchouaket E, **Clarke S**, Rivard M, Blais R. Associations of patient safety outcomes with models of nursing care organization at unit level in hospitals. *Int J Qual Health Care.* 2013; 25(2):110-117.
10. Elkoushy MA, **Andonian S**. Variations among urology trainees in their use of fluoroscopy during ureteroscopy. *J Endourol.* 2013; 27(1):19-23.
11. Elkoushy MA, Luz MA, Benidir T, Aldousari S, Aprikian AG, **Andonian S**. Clavien classification in urology: Is there concordance among post-graduate trainees and attending urologists? *Can Urol Assoc J.* 2013; 7(5-6):179-184.
12. Elkoushy MA, Luz MA, Delisle J, Anidjar M, **Andonian S**. Determinants of performance on the transfer task of the Basic Laparoscopic Urologic Surgery (BLUS©) curriculum administered at objective structured clinical examinations. *J Endourol.* 2013; 27(9):1148-1153.
13. Ellaway R, Graves L, Berry S, Myhre D, **Cummings BA**, Konkin J. Twelve tips for designing and running longitudinal integrated clerkships. *Med Teach.* 2013; 35(12):989-995.
14. **Finkelstein A**, **Winer L**, Buddle C, Ernst C. Tablets in the forest: Mobile technology to engage students in inquiry-based learning. 2013. Available from EDUCAUSE Review: <http://www.educause.edu/ero/article/tablets-forest-mobile-technology-inquiry-based-learning>
15. Gantelet M, Demeester A, Pauly V, Gagnon R, **Charlin B**. Impact du panel de référence sur les qualités psychométriques d'un test de concordance de script développé en formation initiale des sages-femmes. *Pédagogie Médicale.* 2013; 14(3):157-168.
16. Giet D, Massart V, Gagnon R, **Charlin B**. Le test de concordance de script en 20 questions. *Pédagogie Médicale.* 2013; 14(1):39-48.
17. Han JH, **Finkelstein A**. Understanding the effects of professors' pedagogical development with clicker assessment and feedback technologies and the impact on students' engagement and learning in higher education. *Computers and Education.* 2013; 65(7):64-76.



18. Harper S, King NB, **Young ME**. Impact of selective evidence presentation on judgments of health inequality trends: An experimental study. *PLoS ONE*. 2013; 8(5):e63362.
19. Hogden A, Greenfield D, **Nugus P**, Kiernan MC. Development of a model to guide decision making in amyotrophic lateral sclerosis multidisciplinary care. *Health Expect*. 2013; DOI: 10.1111/hex.12169.
20. Hornos EH, Pleguezuelos EM, Brailovsky CA, Harillo LD, Dory V, **Charlin B**. The practicum script concordance test: An online continuing professional development format to foster reflection on clinical practice. *J Contin Educ Health Prof*. 2013; 33(1):59-66.
21. Jippes E, **Steinert Y**, Pols J, Achterkamp MC, van Engelen JM, Brand PL. How do social networks and faculty development courses affect clinical supervisors' adoption of a medical education innovation? An exploratory study. *Acad Med*. 2013; 88(3):398-404.
22. Jobin V, Fon NC, **Charlin B**. Le test de concordance de script comme outil de développement des compétences d'enseignement: Une étude pilote. *Pédagogie Médicale*. 2013; 14(Suppl. 1):S83-S99.
23. **Kloda LA**, Bartlett JC. Formulating answerable questions: Question negotiation in evidence-based practice. *Journal of the Canadian Health Libraries Association*. 2013; 34(2):55-60.
24. **Lubarsky S**, Dory V, Duggan P, Gagnon R, **Charlin B**. Script concordance testing: From theory to practice: AMEE Guide No. 75. *Med Teach*. 2013; 35(3):184-193.
25. **Lubarsky S**, Gagnon R, **Charlin B**. Scoring the Script Concordance Test: Not a black and white issue. *Med Educ*. 2013; 47(12):1159-1161.
26. Meaney PA, Bobrow BJ, Mancini ME, Christenson J, de Caen AR, **Bhanji F**, et al. CPR quality: Improving cardiac resuscitation outcomes both inside and outside the hospital: A consensus statement from the American Heart Association. 2013; 128(4):417-435.
27. Parsyan A, Algahtani A, Mesurolle B, **Meterissian S**. Impact of preoperative breast MRI on surgical decision making and clinical outcomes: A systematic review. *World J Surg*. 2013; 37(9):2134-2139.
28. Petrucci AM, Nouh T, Boutros M, Gagnon R, **Meterissian SH**. Assessing clinical judgment using the Script Concordance test: The importance of using specialty-specific experts to develop the scoring key. *Am J Surg*. 2013; 205(2):137-140.
29. Pleguezuelos EM, Hornos E, Dory V, Gagnon R, Malagrino P, Brailovsky CA, **Charlin B**. Script concordance testing in continuing professional development: Local or international reference panels? *Adv Health Sci Educ Theory Pract*. 2013; 18(4):779-785.
30. Poghosyan L, Nannini A, Smaldone A, **Clarke S**, O'Rourke NC, Rosato BG, et al. Revisiting scope of practice facilitators and barriers for primary care nurse practitioners: A qualitative investigation. *Policy Polit Nurs Pract*. 2013; 14(1):6-15.
31. Poitras EG, **Lajoie SP**. A domain-specific account of self-regulated learning: The cognitive and metacognitive activities involved in learning through historical inquiry. *Metacog Learn*. 2013; 8(3):213-234.
32. Ruiz MG, **Ezer H**, Purden M. Exploring the nature of facilitating interprofessional learning: Findings from an exploratory study. *J Interprof Care*. 2013; 27(6):489-495.
33. Schönrock-Adema J, **Lubarsky S**, **Chalk C**, **Steinert Y**, Cohen-Schotanus J. 'What would my classmates say?' An international study of the prediction-based method of course evaluation. *Med Educ*. 2013; 47(5):453-462.
34. Schwartz JS, **Young M**, Velly AM, **Nguyen LH**. The evolution of racial, ethnic, and gender diversity in US otolaryngology residency programs. *Otolaryngol Head Neck Surg*. 2013; 149(1):71-76.
35. **Steinert Y**. The "problem" learner: Whose problem is it? AMEE Guide No. 76. *Med Teach*. 2013; 35(4): e1035-e1045.
36. Takeda Y, Morio K, **Snell L**, Otaki J, Takahashi M, Kai I. Characteristic profiles among students and junior doctors with specific career preferences. *BMC Med Educ*. 2013; 13:125.



37. **Tellier PP**, Bélanger E, **Rodríguez C**, Ware MA, Posel N. Improving undergraduate medical education about pain assessment and management: A qualitative descriptive study of stakeholders' perceptions. *Pain Res Manag.* 2013; 18(5):259-265.
38. ten Cate O, Brewster D, **Cruess R**, Calman K, Rogers W, Supe A, et al. Research fraud and its combat: What can a journal do? *Med Educ.* 2013; 47(7):638-640.
39. **Thomas A**, Law M. Research utilization and evidence-based practice in occupational therapy: A scoping study. *Am J Occup Ther.* 2013; 67(4):e55–e65.
40. **Waschke K**. The WGO Train the Trainer Workshop: A participant's perspective. *J Clin Gastroenterol.* 2013; 47(6):i-ii.
41. Weiss MJ, **Bhanji F**, Fontela PS, **Razack SI**. A preliminary study of the impact of a handover cognitive aid on clinical reasoning and information transfer. *Med Educ.* 2013; 47(8): 832-841.
42. Xiong X, Barkun AN, **Waschke K**, Martel M; Canadian Gastroenterology Training Program Directors. Current status of core and advanced adult gastrointestinal endoscopy training in Canada: Survey of existing accredited programs. *Can J Gastroenterol.* 2013; 27(5):267-272.
43. **Young ME**, King N, Harper S, Humphreys KR. The influence of popular media on perceptions of personal and population risk in disease. *Health Risk Soc.* 2013; 15(1):103-114.
44. Zidarov D, **Thomas A**, Poissant L. Knowledge translation in physical therapy: From theory to practice. *Disabil Rehabil.* 2013; 35(18):1571-1577.
45. Zigman D, **Young M**, **Chalk C**. Using simulation to train junior psychiatry residents to work with agitated patients: A pilot study. *Acad Psychiatry.* 2013; 37(1):38-41.



Monographs, Books and Book Chapters

1. Braithwaite J, Clay-Williams R, **Nugus P**, Plumb J. Health care as a complex adaptive system. In: Hollnagel E, Braithwaite J, Wears R, editors. Resilient health care. Surrey: Ashgate Publishing Limited; 2013. p. 57-75.
2. Grant V, Duff J, **Bhanji F**, Cheng A. Simulation in Pediatrics. In: Levine AI, DeMaria S, Schwartz AD, Sim AJ, editors. The comprehensive textbook of healthcare simulation. New York: Springer; 2013. p. 495-510.
3. **Lajoie SP**, Naismith L, Hong YJ, Poitras E, Cruz-Panesso I, Ranellucci J, et al. Technology rich tools to support self-regulated learning and performance in medicine. In: Azevedo R, Aleven V, editors. International handbook of metacognition and learning technologies, New York: Springer; 2013. p. 229-242.
4. **Lajoie SP**, Poitras E, Naismith L, Gauthier G, Summerside C, Kazemitabar M, Tressel T, Lee L, **Wiseman J**. Modelling domain-specific self-regulatory activities in clinical reasoning. In: Lane HC, Yacef K, Mostow J, Pavlik P, editors. Artificial intelligence in education. New York: Springer; 2013. p. 632-635.
5. Poitras E, Kee K, **Lajoie SP**, Cataldo D. Towards evaluating and modelling the impacts of mobile-based augmented reality applications on learning and engagement. In: Lane HC, Yacef K, Mostow J, Pavlik P, editors. Artificial intelligence in education. New York: Springer; 2013. p. 868-871.
6. **Steinert Y**. Developing medical educators: A journey not a destination. In: Swanwick T, editor. Understanding medical education: Evidence, theory and practice. 2nd edition. Oxford: John Wiley & Sons; 2013. p. 455-471.
7. **Steinert Y**. Faculty development for teaching improvement: From individual to organizational change. In: Walsh K, editor. The Oxford textbook of medical education. Oxford: Oxford University Press; 2013. p. 711-721.
8. **Steinert Y**. Staff development. In: Dent JA, Harden RM, editors. A practical guide for medical teachers. Fourth edition. Edinburgh: Churchill Livingstone; 2013. p. 390-399.

**APPENDIX III – VISITORS TO THE CENTRE**

Guests at the Centre	Topic
Dr. Valérie Dory Institute of Health and Society of Université Catholique de Louvain, Belgium	Current Perspectives on Meaningful Assessment
Dr. Hollis Lai University of Alberta	Advances in Automatic Item Generation
Dr Amitai Ziv MSR - Israel Center for Medical Simulation	Challenges in Simulation-Based Education
Dr. Pamela Andreatta University of Minnesota Medical School	Simulation-Based Performance Measurement: Quantitative and Qualitative Methods
Dr. Charlotte Ringsted Wilson Centre, University of Toronto	How MedEd Centres Can Collaborate
Dr. John Mellinger SIU School of Medicine, Illinois	Community and Competence: Celebrating and Leveraging Collective Strengths in a Residency Program
Dr. Brian Hodges Wilson Centre, University of Toronto	Theoretical Foundations in MedEd Research

Visitors and Visiting Scholars	Institution
Dr. Edvin Schei & Dr. Arne Tjolsen	University of Bergen
Dr. Franziska Bassler	University of Düsseldorf
Dr. Tanja Birrenbach	University Hospital Bern
Dr. Hans-Jürgen Christen	Children's Hospital 'Auf der Bult'
Dr. Kathrin Dethleffsen	Ludwig-Maximilians-University
Dr. Christian Gall	University of Tübingen
Dr. Achim Kabitz	University Hospital Freiburg
Dr. Stephanie Montagne	University of Bern
Dr. Konstanze Muschko	University of Tübingen
Dr. Simon Ritter	City Hospital Triemli
Dr. Daisy Rotzoll	University of Leipzig
Dr. Mirjam Schuler-Barazzoni	University Hospital CHUV
Dr. Sebastian Schulze-Bergmann	Rüti
Dr. Catharina Sch•ütz	Ulm University
Dr. Martin Stocker	Children's Hospital Lucerne
Dr. Sandra Trachsel	University of Bern
Dr. Davor Jezek & Dr. Sven Seiwert	University of Zagreb
Dr. Stephen Schoenbaum	Josiah Macy Jr. Foundation
Dr. Hamish Wilson	Department of General Practice, University of Otago

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

- Chercheur Boursier Junior 1, Fonds de recherche santé Québec, \$15,000, 2013-2014. (Teaching minimally invasive treatments of kidney stones and radiation protection)

Bank, Ilana

- Prix de reconnaissance Partenariat et Soutien 2013 remis par le ministère de la Santé et des Services sociaux du Québec lors d'un symposium sur la sécurité civile pour le Projet de simulation du code orange du CUSM 2012 (MCH: Elene Khalil, Ilana Bank, Margaret Ruddy), May 2013.

Bhanji, Farhan

- International Visiting Professor in Medical Education, Medical Education Development Centre, Gifu University, Japan. January-February 2013.

Boudreau, J. Donald

- Invited keynote address to the 12th annual White Coat Ceremony, Faculty of Dentistry, McGill University, September 2013.

Cruess, Richard L. & Cruess, Sylvia R.

- The Association for the Study of Medical Education (ASME) Gold Medal Award, July 2013.

Doucette, Elaine

- McGill Nursing Teachers Award: Best Professor. Presented by the BSc(N) and BN(I) graduating classes of 2013.

Elizov, Michelle

- Promotion to Associate Professor, January 2013.

Hébert, Terence

- Canadian Association for Medical Education (CAME), Certificate of Merit Award, April 2013.
- Faculty Honor List for Educational Excellence, Faculty of Medicine, McGill University, June 2013.

Lalla, Leonora

- Canadian Association for Medical Education (CAME), Certificate of Merit Award, April 2013.

Macdonald, Mary Ellen

- Chercheur Boursier Junior 1, Fonds de recherche santé Québec, \$255,000, 2011-2015. (Améliorer la santé des populations vulnérables)

McLeod, Peter J.

- AFMC Award for Outstanding Contribution to Faculty Development in Canada, April 2013.



Meterissian, Sarkis

- FMSQ Award for Outstanding Contribution to Medical Education, November 2013.

Nguyen, Lily

- Jonathan Campbell Meakins & Family Memorial Fellowship, September 2013.

Razack, Saleem

- CAUBO Quebec Regional Award for Admissions and McGill Multiple Mini Interview Process, September 2013.

Rodriguez, Charo

- Richard and Sylvia Cruess Faculty Scholar in Medical Education, September 2013.
- Chercheur Boursier Senior, Fonds de Recherche en Santé du Québec, 2012-2016

Snell, Linda

- Honorary Fellow, European Federation of Internal Medicine (for work in medical education), 2013.
- Visiting Professor, Autonomous National University of Mexico, Mexico City, 2013.

Steinert, Yvonne

- Dozor Visiting Professor, Faculty of Health Sciences, Ben-Gurion University of the Negev, Israel.

Sternszus, Robert

- Claude Giroud Prize in Pediatrics, January 2013.
- Jonathan Campbell Meakins & Family Memorial Fellowship, September 2013.

Waschke, Kevin

- Canadian Association of Gastroenterology (CAG) Young Educator of the Year, May 2013.
- Canadian Association for Medical Education (CAME) – Certificate of Merit Award, April 2013.

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

Core Faculty	
Name	Department
James Brawer	Department of Anatomy and Cell Biology
Donald Boudreau	Internal Medicine
Radan Čapek	Pharmacology and Therapeutics
Colin Chalk	Neurology and Neurosurgery
Richard Cruess	Centre for Medical Education
Sylvia Cruess	Centre for Medical Education
Stuart Lubarsky	Neurology and Neurosurgery
Mary Ellen Macdonald	Oncology and Nursing
Peter McLeod	Internal Medicine, Pharmacology and Therapeutics
Sarkis Meterissian	Surgery and Oncology
Saleem Razack	Pediatrics
Linda Snell	Internal Medicine
Yvonne Steinert	Family Medicine
Jeffrey Wiseman	Internal Medicine

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



Centre Members	
Name	Department
Sero Andonian	Urology
Ilana Bank	Pediatrics
Lorraine Bell	Pediatrics
Laeora Berkson	Internal Medicine
Farhan Bhanji	Pediatrics
Miriam Boillat	Family Medicine
Olivier Court	Surgery
Beth-Ann Cummings	Internal Medicine
Mylène Dandavino	Pediatrics
Elaine Doucette	Nursing
Michelle Elizov	Internal Medicine
Hélène Ezer	Nursing
Robin Featherstone	Life Sciences Library
Ron Gottesman	Pediatric Critical Care Medicine
Srinivasan Krishnamurthy	Obstetrics and Gynecology
Susanne Lajoie	Educational and Counselling Psychology
Leonora Lalla	Family Medicine
Markus Martin	Obstetrics and Gynecology
Helen McNamara	Obstetrics and Gynecology
Fraser Moore	Neurology and Neurosurgery
Jay Nadeau	Biomedical Engineering
Lily Ha-Nam Nguyen	Otolaryngology
David Ragsdale	Neurology and Neurosurgery
Ruth Russell	Psychiatry
Hugh Scott	Medicine
Pierre-Paul Tellier	Family Medicine
Teresa Valois	Anesthesia and Pediatrics
Melina Vassiliou	Surgery
Adrianna Venturini	Physical and Occupational Therapy
Mark Ware	Family Medicine

Richard & Sylvia Cruess Faculty Scholar	
Name	Area of Specialty
Charo Rodriguez	Family Medicine



Postdoctoral Fellows	
Name	Area of Specialty
Mandip Basi	Anthropology
Claire Trottier	Biomedical Science

Affiliate Members	
Name	Department
Bernard Charlin	Director, URDESS, Université de Montréal
Deborah Danoff	Canadian Medical Protective Association
Adam Finkelstein	Educational Developer, Teaching and Learning Services
Thomas Hutchinson	Medicine, McGill Programs in Whole Person Care
Lorie Kloda	Assessment Librarian, McGill University Library
Kevin Lachapelle	Director, Medical Simulation Centre
Laura Winer	Associate Director, Teaching and Learning Services

2013-2014 Postgraduate Fellows			
Name	Supervisors	Project	Outcome
Mazin Fatani PGY2, Cardiac Surgery	Kevin Lachapelle, Peter McLeod, Farhan Bhanji	Focused Echocardiography Training for Surgery Residents: Opinions with Respect to Training Objectives	IRB Submission: Echocardiography Training for Cardiac Surgery Residents: Opinions with Respect to Training Objectives
Mrouge Sobaihi R2 Pediatric Endocrinology	Saleem Razack, Peter Nugus	The Effect of a Stereotype of Label on Medical Education	IRB Submission: The Influence of Diversity on Formal and Informal Assessment of Residents



2013 Elective Participants			
Name	Supervisor(s)	Topic	Outcome
Catherine Nolin R3 Pediatrics <i>Period 8: Jan 14-Feb 10, 2013</i>	Mylene Dandavino	Residents Continuity Clinic Curriculum	Abstract was submitted on <i>Standardizing Pediatric Residents' Continuity Clinic Learning Sessions: Exploring Content Needs and Implementation Challenges</i> to the CPS (Canadian Pediatric Society) and was accepted for poster presentation at the annual conference, June 2014.
Nessrine Sabri R4 General Internal Medicine <i>Period 9: Feb 11-Mar 10, 2013</i>	Dev Jayaraman, Beth-Ann Cummings	Impact of the Change in Call Structure from 24 Hours to 16 Hours on Residents' Learning in Critical Care	Research Poster Presentation at the CSIM (Canadian Society of Internal Medicine annual meeting) on <i>The Perceived Effect of Duty Hour Restriction on Learning Opportunities in the Intensive Care Unit</i> , Toronto, October 2013. Publication accepted by the JGIM (Journal of Internal General Medicine).
Ghislain Hardy R6 Obstetrics/ Gynecology <i>Period 10: Mar 11-Apr 7, 2013</i>	Charo Rodriguez, Markus Martin	Are We Preparing our Learners for the Future Clinical Challenges in Menopausal Medicine?	-
Robert Sternszus R4 Pediatrics <i>Periods 10 & 11: Mar 11-Apr 7, 2013 Apr 8 – May 5, 2013</i>	Yvonne Steinert, Mary Ellen Macdonald	Resident Role Models' Impact on Undergraduate Students	Recipient of the Royal College Fellowship for Students in Medical Education for 2014.
Saad Al-Juma R2 ER Medicine <i>Period 12: May 6-Jun 2, 2013</i>	Linda Snell	Learners' Role in Teaching	Project is underway
Conall Francoeur R3 Pediatrics <i>Period 13: Jun 3-Jun 30, 2013</i>	Farhan Bhanji, Saleem Razack	Role Identification and the Patient Experience: A Quantitative and Qualitative Assessment	-



2013-2014 Masters Students	
Name	Discipline
Gmaan Al-Zharani	Neurosurgery
Nicholas Gélinas-Phaneuf	Neurology & Neurosurgery
Kuo Chen Liao	Geriatrics
Nisreen Maghraby	Emergency Medicine
Fareeda Hani Mukhtar	Radiology
Diana Maria Ramos	Educational Psychology
Ali Samkari	Surgery
Robert Sternszus	Pediatrics
Christina Summerside	Nursing
Fadi Abdullah Toonsi	Diagnostic Radiology
Kevin Waschke	Gastroenterology