

THE WILSON CENTRE

2019 ANNUAL REPORT

TABLE OF CONTENTS

DIRECTOR'S REPORT	3
FINANCES & PRODUCTIVITY	6
MEMBERSHIP	7
EDUCATION EVENTS	10
COLLABORATIVE PARTNERSHIPS	14

DIRECTOR'S REPORT

2019 was another exceptional year for research, scholarship, teaching and innovation at The Wilson Centre. Wilson Centre Scientists, Fellows and Researchers successfully captured \$3,366,000 in research funding and contributed 112 publications to the field of health professions education research. By expanding and deepening our local, national and international collaborations, we have continued to increase our research productivity and global impact.

The Wilson Centre Memorandum of Understanding (MOU) 2019-2023 between the University of Toronto Faculty of Medicine and University Health Network was successfully re-negotiated and re-signed. We are grateful to our two governing institutions for their ongoing strong support and endorsement of the importance of theory-driven education science as an important contributor to high quality education and care.

The Wilson Centre continues to engage deeply with our local education communities through keynotes, workshops, and targeted consultations. Collectively, our Scientists, Researchers and Fellows have collaborated across University of Toronto Departments and programs to disseminate, translate and apply our research. We continued our ongoing support of educational scholarship at academic (e.g., SMH, SickKids, SHSC, UHN, WCH, and CAMH) and community hospitals (e.g., MGH, NYGH).

We continue to expand our opportunities for international impact. We continue to strengthen a collaborative teaching model with the HOMER unit in Singapore's National Healthcare Group, having now delivered 3 Ateliers since 2017. This collaboration has become a model for the value of international partnership and engagement. As one of more than twenty programs in the Toronto Addis Ababa Academic Collaboration (TAAAC), we continue working with AAU colleagues as they deliver a Master of Health Sciences Education (MHSE). **Dr. Sophie Soklaridis** started her tenure as the Canadian co-lead of the MHSE as the fourth cohort of students began their graduate studies in January 2019. While AAU is now independently teaching some of the modules, Wilson Centre faculty members travel to Addis Ababa to co-teach three times per year in the weekly modules of the Master's program. Many Scientists and Researchers are also providing mentorship for the thesis projects of the AAU graduate students. Complementing our support for work abroad, we continued to host international visitors

on site in Toronto, including scholars from Norway, Israel, Denmark, South Africa, The Netherlands, The United Kingdom, Sweden, Ethiopia, Pakistan, Germany.

Many Wilson Centre Scientists received prestigious awards in 2019. **Brian Hodges** received the 2019 Harmen Tiddens Medal for contributions to health professions education and the Harmen Tiddens Educational Grand Lecture, UMC Utrecht, Netherlands. **Mahan Kulasegaram** received the 2019 AFMC Young Educators Award. **Stella Ng** received the 2019 Meredith Marks New Educator Award and the Wilson Centre Mentorship. Paula Rowland and Walter Tavares received the Research Paper Award at the 2019 AMEE meeting in Vienna. **Sophie Soklaridis** received the 2019 CAME Certificate of Merit. PhD student **Sydney McQueen** received the Vanier Canada Graduate Scholarship for 3 years during her doctoral studies. **Drs. Shiphra Ginsburg** and **Nikki Woods** (Scientists) were awarded the 2019 Fellow - Karolinska Institute Prize for Research in Medical Education, Karolinska Institute, Stockholm, Sweden. (Distinction). They were selected as one of 12 inaugural Karolinska Institutet (KIPRIME) Fellows as "representatives of the best of contemporary research in health professions education internationally".

The Wilson Centre continues to provide high quality education research skills development through its Atelier series. In 2019, we held two successful Ateliers in Canada: Say Something (research presentation skills), and the Qualitative Research: Intermediate Atelier. In addition, we ran a third successful international Atelier with our partner at the Health Outcomes and Medical Education Research Division (HOMER) of the National Healthcare Group in Singapore.

Our community was enhanced this year by the addition of new members, leadership positions and promotions. In 2019, we welcomed three Cross Appointed Scientists: **Nancy McNaughton**, Assistant Professor at IHPME UofT; **Janelle Taylor**, Professor Dept of Anthropology UofT; and **David Rojas**, Assistant Professor Dept of Obs/Gyn UofT. We welcomed three Centre Researchers: **Zac Felchenfeld**, Assistant Professor Dept of Medicine UofT; **Adrienne Tan**, Assistant Professor Dept of Psychiatry UofT; and **David Wiljer**, Associate Professor Dept of Psychiatry UofT. We welcomed one Cross-Appointed Researcher: **Lesley Gotlib-Conn**, Adjunct Professor Dept of Anthropology and IHPME UofT. We also welcomed four Invited members: **Janneke Frambach**, Univ of Maastricht; **Faye Misha**, Faculty of Social Work UofT; **Ivan Silver**, Dept of Psychiatry UofT; and **Zubin Austin**, The Leslie Dan Faculty of Pharmacy UofT. **Rob Paul** was appointed Director of Centre for Ambulatory Care Education (CACE) at Women's College Hospital; **David Rojas** appointed as the inaugural CACE and MD Program Evaluation Scientist. **Sanjeev Sockalingam** and **Cynthia Whitehead** were promoted to full Professor; **Ryan Brydges**, **Lisa Richardson** and **Sophie Soklaridis** were promoted to Associate Professor.

The Wilson Centre welcomed eight summer students supervised by Wilson Centre Scientists: **Mercedes Bomberly** is currently a second-year medical student working with **Cathy Fournier**, **Dr. Lisa Richardson** and **Rebecca Crawford** to inform policies about Indigenizing healing spaces in Western medicine hospitals. Additionally, the team is working to publish an article on the importance of teaching medical students about Canadian history with Indigenous Peoples. **Rebecca Crawford**, from the Snimikobi Algonquin Nation is currently a second-year medical student. She is working with **Cathy Fournier**, **Mercedes Bomberly** and **Dr. Lisa Richardson** to explore the history of Indian Hospitals and the consequent fractured relationship between Indigenous peoples and Canadian healthcare. Rebecca will be working as part of this team to publish a commentary on why all Canadian medical students should learn about Indian Hospitals and Indigenous history. **Ayaan Esmail**, currently a 15yr old student in high school, worked with **Dr. David Wiljer** & **Dr. Brian Hodges** on 2 projects. The first in which he helped with a scoping review that had the overall vision of defining the word digital compassion, and the second project that he will be continually working on is taking in patient genetic, metabolomic and proteomic data to prevent lung cancer before it even occurs, creating a paradigm

shift in today's healthcare system from reactive to proactive. **Meghan Gipson**, currently a first year medical student at the Royal College of Surgeons in Ireland, has been working with Dr. **Lisa Richardson** on the Social Determinants of Health and General Internal Medicine teaching project. Meghan is assisting with establishing a curriculum guideline to teach trainees the Social Determinants of Health and how these factors should be recognized, evaluated and addressed when treating a patient at the bedside. **Fadi Gorgi**, currently a second-year medical student at UofT and a graduate with a Honors Bachelor of Health Sciences from the University of Ottawa, will be working with **Dr. Sanjeev Sockalingam**, **Zarah Chaudhary**, and **Maria Mylopoulos** to explore clinical practice guideline use in mental health care and the factors that influence the adaptation of existing guidelines. Fadi is here as part of the CREMS (Comprehensive Research Experience for Medical Students) program. **Stephanie Jiang** is currently a second-year medical student at Queen's University and was part of the Queen's University Accelerated Route to Medical School program (QuARMS) in her undergraduate studies. Stephanie will be working with **Dr. Carol-anne Moulton** and her lab on exploring the identity of retiring surgeons. **Noah Kates Rose** is currently a first year medical student at UofT, working with **Dr. Martimianakis** to explore how power relationships between healthcare professionals are reinforced. This literature review aims to find what current research exists that refers to Anne Witz's model of discussing interprofessional interactions, and gain a better understanding of how issues of power are approached by scholars. Noah is here as part of the CREMS (Comprehensive Research Experience for Medical Students) program. **Miranda Schreiber** is a student of philosophy at the University of Toronto. Her research, supervised by Dr. **Lisa Richardson**, considers the relationship between queer people and the medical institution, both as it exists today in Canada and as it has existed throughout history. This contextualization of LGBTQ+ health aims to provide a source of explanation for the queer health gap and perhaps a means for medical students to better understand their role in the lives of marginalized communities.

As the number of Fellows increases, so does the diversity of research areas explored by the Wilson Centre community, making the Centre truly multidisciplinary and interdisciplinary. The Fellows at the Wilson Centre are enrolled in a variety of graduate programs across University of Toronto, including the Wilson Centre PhD in HPER, and at other universities.

Our fellowship program in 2019 had 29 Fellows including one postdoctoral fellow. New Fellows this year are **Ali Al Maawali**, **Laura Brereton**, **Adam Gavarkovs**, **Sanne Kaas-Mason** and **Sarah Khan**. **Adam Gavarkovs** is the recipient of the 2019-2020 Currie Fellowship. Congratulations to those Fellows who defended their PhDs in 2019: **Arija Birze**, **Leigh Chapman**, **Jeffrey Cheung**, **Steve Durant**, **Kinnon MacKinnon** and **Rene Wong**. **Evan Tannenbaum**, **Omar Selim** and **Stephanie Yang** successfully completed their Masters degrees.

I wish to acknowledge the dedication of the Associate Director, Training Programs and the Fellowship Committee for their efforts in making the fellowship an exceptional experience for our students.

The Wilson Centre PhD concentration in Health Professions Education Research at IHPME is in its 2nd year with three full time and two flex time students <http://thewilsoncentre.ca/graduate-program>. The core curriculum of this unique doctoral program focuses on the multidisciplinary research needed to advance and transform health professions education and practice. The program draws students from the health, natural and social sciences and humanities with an interest in health professions education. Comprehensive mentorship, collaboration and multi-professional and interdisciplinary research are the foundational values of this new doctoral concentration. The program promotes creative synergies between theory, practice and diverse methodologies. Students are encouraged to examine complex problems using multifaceted research approaches and to integrate multi-disciplinary perspectives including biomedical and natural sciences, social sciences, and humanities in their research. Students learn a variety of data gathering and analytic procedures, methodological perspectives and epistemological stances.

As part of our ongoing efforts to advance research in health professions education locally, nationally and internationally, The Wilson Centre played a key role in the September 2019 launch of The Institute for Education Research (TIER) at UHN. The seventh UHN research institute, TIER is led by Institute Director **Brian Hodges**, Scientific Director **Nikki Woods** and Applied Research Director **Ann Russell**. TIER will advance research in education across the health science professions through a focus on three main themes: 1) Teaching, Learning and Practice; 2) Societies, Systems and Structures; and 3) Technology, Innovation and Simulation.

The Wilson Centre is increasingly approached by organizations interested in developing the infrastructure and culture to support health professions education research. Such consultations require concerted time and sharing of expertise outside typical academic engagements. For this reason, we have begun formalizing the administrative structure to support Wilson Centre Scientists interested in engaging in consultation work by developing a process that is efficient and aligned with both University Health Network and University of Toronto policies.

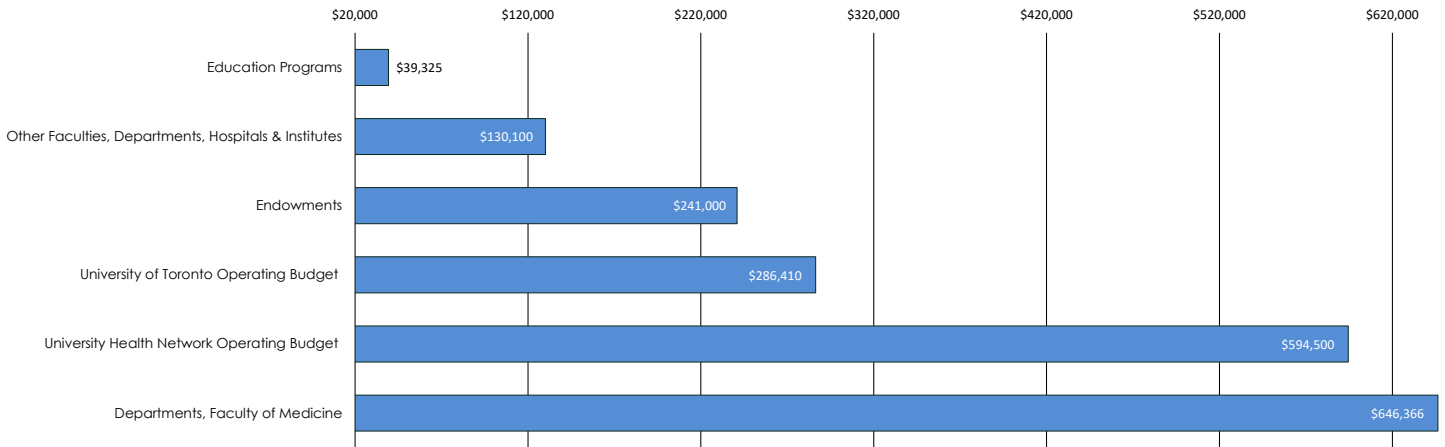
September 2019 marks the beginning of my 5th year as Wilson Centre Director. As a result, the Centre will be undergoing an External Review in April 2020 and a self-study is currently underway. We look forward to showcasing the many strengths of the Wilson Centre, and also will be grateful to our external reviewers for their thoughtful engagement with our work and assistance in helping us consider our path forward.

We hope you enjoy reviewing the details of this annual report that highlights the many accomplishments of our members in 2019.

Cynthia R. Whitehead
Director

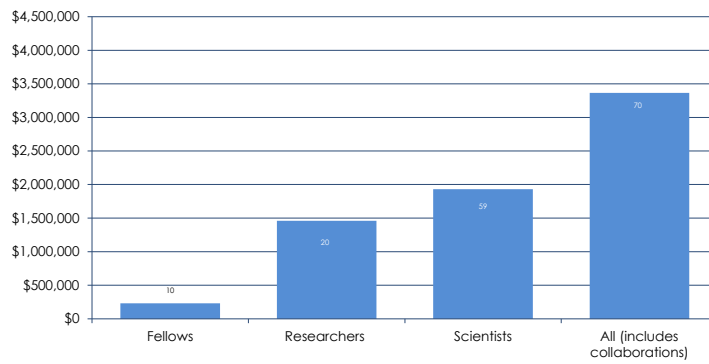
FINANCES & PRODUCTIVITY

FINANCES

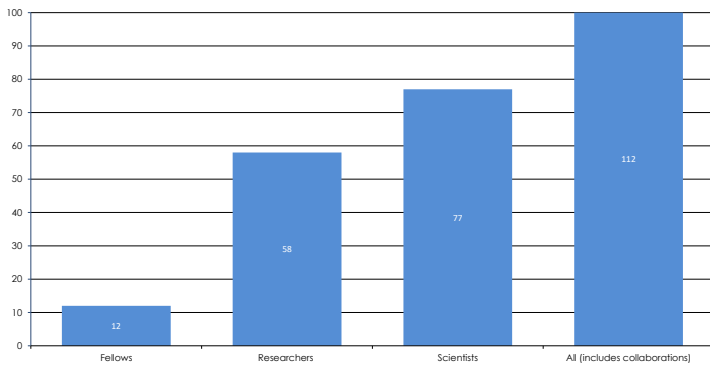


PRODUCTIVITY

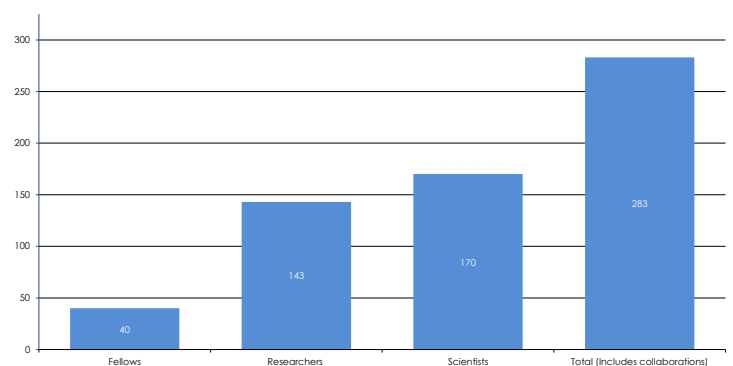
GRANT CAPTURE:



PUBLICATIONS



PRESENTATIONS



MEMBERSHIP

MEMBERS

The 280 members of the Wilson Centre are drawn from all parts of the University of Toronto and many partner institutions. The strength of the Wilson Centre is derived from its core staff of 22 scientists, 4 administrative staff, 4 research assistants, 1 Professor Emeritus, 1 Philanthropy Lead, 29 Fellows, 34 Researchers, 32 Invited Members, and 153 general members together comprising one of the largest centres for health professional education research in the world.

SCIENTISTS

<http://thewilsoncentre.ca/scientists>

Albert	Mathieu	Psychiatry
Brydges	Ryan	Medicine
Ginsburg	Shiphra	Medicine
Hodges	Brian D.	Psychiatry
Kulasegaram	Mahan	Family & Community Medicine
Kuper	Ayelet	Medicine
Martimianakis	Maria Athina [Tina]	Paediatrics
McNaughton	Nancy	Institute of Health Policy, Management & Evaluation
Moulton	Carol-anne	Surgery
Mylopoulos	Maria	Paediatrics
Ng	Stella	Speech Language Pathology
Norman	Geoff	Clinical Epidemiology & Biostatistics at McMaster University; and Medicine at University of Toronto
Paradis	Elise	Leslie Dan Faculty of Pharmacy
Rojas	David	Obstetrics & Gynaecology
Rowland	Paula	Occupational Science and Occupational Therapy
Soklaridis	Sophie	Psychiatry & Family & Community Medicine
Tavares	Walter	Medicine
Taylor	Janelle	Anthropology
Walsh	Catharine	Paediatrics
Whitehead	Cynthia	Family & Community Medicine
Woods	Nicole	Family & Community Medicine
Wright	Sarah	Family & Community Medicine

RESEARCHERS

<http://thewilsoncentre.ca/members-1-1-1>

Wilson Centre Researchers have specified research responsibilities in conjunction with important educational, administrative or clinical responsibilities. Their primary research appointment is within the Wilson Centre. They may serve as principal investigators or co-investigators in programs of research that advance knowledge relevant to health professions education. Centre Researchers are expected to play an important role in advancing the academic mission of the Wilson Centre through mutually beneficial research collaborations with Scientists. They are expected to assume appropriate administrative responsibilities related to the functioning of the Wilson Centre, to participate in monthly research rounds and participate in the Wilson Centre fellows' seminars. Appointments to the Centre Researcher category will be made on the basis of sustained participation in research relevant to health professions education, as well as sustained collaborations with other Wilson Centre members.

CROSS-APPOINTED RESEARCHERS

<https://thewilsoncentre.ca/members-1>

Cross-appointed Researchers have research responsibilities in conjunction with educational, administrative or clinical responsibilities. Their primary appointment may be within the broader University of Toronto/TAHSN academic community, outside of the Wilson Centre. They may serve as principal investigators or co-investigators in programs of research that advance knowledge relevant to health professions education. Cross-appointed Researchers are not expected to assume administrative responsibilities related to the functioning of the Wilson Centre. They play an important role in advancing the academic mission of the Wilson Centre through research collaborations with Scientists and participation in monthly research rounds. Appointments to the Cross-appointed Researcher category will be made on the basis of participation in research relevant to health professions education, as well as sustained collaborations with other Wilson Centre members.

Joanne Goldman is the Assistant Director for Researchers.

INVITED MEMBERS

<http://thewilsoncentre.ca/members-1-1>

An Invited Member of the Wilson Centre will have a primary affiliation with another academic institution or another academic unit at the University of Toronto. They will contribute to the Wilson Centre goals and objectives through active participation in research programs and/or other academic activities.

GENERAL MEMBERS

<http://thewilsoncentre.ca/members>

General membership is offered to any member of the University of Toronto or affiliated academic institution, including faculty, staff and students, who have demonstrated interest in education scholarship.

WILSON CENTRE FELLOWS

<http://thewilsoncentre.ca/current-fellows>

Wilson Centre Fellows are graduate students who participate in the Wilson Centre's full-time research training program while pursuing a graduate degree at an affiliated academic institution. As part of their training, Fellows design and conduct original research guided by close mentorship from a Scientist. Fellows are integral members of the Wilson Centre and are expected to actively participate in both formal events and day-to-day activities. They are expected to attend monthly presentations and professional development seminars, presenting their work as it progresses, and participating in the collaborative conversations of the Wilson Centre

INTERNATIONAL AND PARTNERSHIPS PROGRAM

The Wilson Centre welcomed eight visiting scholars from around the world who were here for longer periods of time: Ebbe Lahn Bessman and Cecilie Fog-Petersen from University of Copenhagen, Denmark; Kevin Tan and Jai Rao from Singapore; Cristiane Leitao Cleitao from Brazil; Anna Harris from University of Maastricht, the Netherlands; Thirusa Naidu from South Africa; Tiago Salessi from Brazil.

In addition, we continue consolidating and growing our collaborations and partnerships with institutions and organizations that share our commitment to supporting health care education and practice through research. Our goal is to develop new opportunities for our scientists to work with scholars around the world and to support efforts to establish sustainable communities of practice in health professions research. Building on our experience with our International and Partnerships Program and our collaborations with HOMER in Singapore and the Medical Education Science Program in Addis Ababa University in Ethiopia we have developed processes for distinguishing between academic engagements and consulting work, aligned our practices with UHN and UofT policies and established reasonable targets that do not compromise our core functions.

EDUCATION EVENTS

WILSON CENTRE ATELIER: QUALITATIVE RESEARCH REFINED: DESIGN/EXECUTION/ANALYSIS

The Wilson Centre presented its 12th Qualitative Research Atelier program on October 21-24, 2019. This was a four-day intensive program in qualitative education research. Participants had the opportunity to refine their understanding and hone their skills in this dynamic and interactive program. The program was led by Sophie Soklaridis, Stella Ng, Joanne Goldman, Ayelet Kuper, Paula Rowland, Tina Martimianakis, Maria Mylopoulos, Sarah Wright, and the participation of Cheryl Ku.

WILSON CENTRE ATELIER: SAY SOMETHING

The Wilson Centre presented its 5th Say Something Atelier program on April 4 & 5, 2019. This was a two-day intensive program highlighting the effectiveness of doing presentations; introducing techniques to better understand how to write for oral communication and how to work with images to better encourage audience retention of content. Most aspects of academic and clinical communication occur within somewhat strict boundaries. This is not the case for presentations and as such it is often up to the presenter to determine the goals and intent of their presentation. This dynamic and interactive program was led by Douglas Buller, L.J. Nelles, Cynthia Whitehead, and Nikki Woods.

ATELIER WILSON CENTRE @ HOMER IN SINGAPORE CLARIFYING METHODOLOGIES FOR HEALTH PROFESSIONS EDUCATION RESEARCH: APPLICATIONS IN YOUR WORKPLACE

The Wilson Centre of the University of Toronto, in collaboration with the National Healthcare Group in Singapore, presented its 3rd Atelier on May 14-17, 2019. This four-day intensive program was in qualitative research for health professionals working in clinical academic contexts. Participants had the opportunity to hone their research skills through lectures, workshops and exercises led by some of the world's most respected health professions education researchers. The program was conducted in Singapore's Novena Health City, an inspiring environment for learning and application. HOMER, which stands for Health Outcomes and Medical Education Research, was established as a unit within the National Healthcare Group (NHG) Education Office, to inform and transform health professions education by providing the strongest evidence for educational practices. It seeks to build the research capacity of NHG's community of health professions education practitioners by enabling clinical educators to conduct rigorous research, and providing avenues to communicate these findings.

THE BRIAN D. HODGES SYMPOSIUM

The Wilson Centre held its 5th one-day international health professions education scholarship symposium on May 9, 2019 led by Dr. Mathieu Albert. This annual symposium recognizes Dr. Brian D. Hodges' continuing contribution to scholarship in health professions education research. Dr. Hodges, director of the Wilson Centre from 2003-2011, is currently a research scientist at the Centre, the Richard and Elizabeth Currie Chair, and Executive Vice-President of Education at the University Health Network.

Dr. David Jaffray delivered the keynote titled: Artificial Intelligence in Healthcare. Dr. Jaffray is the Executive Vice President, Technology & Innovation at University Health Network (UHN) and Director of Techna Institute at UHN. Included in our exciting agenda were a panel session and the presentation of three abstracts. It was also an opportunity to interact with numerous Wilson Centre scientists, researchers, fellows, and other community members. We finished the day with closing remarks from Wilson Centre Scientist Dr. Walter Tavares.

THE RICHARD K. REZNICK WILSON CENTRE RESEARCH DAY

The annual Richard K. Reznick Wilson Centre Research Day, held on October 18, once again highlighted the excellent work in health professions education research and practice conducted by faculty and students affiliated with the Wilson Centre. It was a unique opportunity to share and celebrate the remarkable depth and breadth of scholarship in health professions education underway at the University of Toronto and TAHSN. Our keynote speaker, Dr. Jonathan M. Metz from Vanderbilt University, Nashville, TN, gave an engaging address entitled "Dying of Whiteness". This was followed by a panel discussion entitled: "Voices of (dis)engagement: Patients in medical education" introduced by Dr. Paula Rowland and presented by Drs. Mark Hanson, Nancy McNaughton, Sacha Agrawal, and Alise de Bie. Additionally, this year we hosted 26 presentations (20 podium presentations, 8 posters).

The annual Richard Reznick Outstanding Research Paper award was given to Kinnon MacKinnon PhD for his paper entitled "Protocols as curriculum?: Learning health advocacy skills by working with transgender patients in the context of gender-affirming medicine" (Authors: K MacKinnon, S. Ng, D. Grace, S Sicchia, L. Ross). The Best Poster award was awarded to Dr. Richard Dunbar-Yaffe for the presentation entitled: "Understanding the impact of the junior attending role on transition to practice: A qualitative study" (Authors: P.E. Wu, R. Dunbar-Yaffe, T. Kay, H. McDonald-Blumer, M. Mylopoulos, W.L. Gold, L. Stroud); Dr. Stella Ng, Wilson Centre Scientist, received the Wilson Centre Mentorship Award 2018-2019 in recognition of outstanding individual mentorship in the Wilson Centre Fellowship Program. Carol-anne Moulton, Melanie Hammond-Mobilio and Elise Paradis received the Wilson Centre Award for Highest Rated Presentation at the Wilson Centre Research Rounds 2018-2019 for the presentation entitled "The surgical safety checklist as myth and ceremony".

EDUCATION RESEARCH ROUNDS

Rounds are a great opportunity to build a sense of community among the scholars and graduate students of the Wilson Centre. In 2019, we continued to partner with joint rounds with the Hospital for Sick Children Office of Medical Education Scholarship (Tina Martimianakis) and with The Interprofessional Care Community of Practice (Dean Leasing). Dr. Catharine Walsh continues to chair these Rounds.

This year's Rounds schedule included:

January 21 [Guest]

Take-Home Training in Laparoscopy

Ebbe Thinggaard MD, Copenhagen Academy for Medical Education,

February 25 – Joint with SickKids Medical Education Scholarship

Beyond Checklists: Expanding Notions of Reporting Guidelines for Medical Education Research - Tanya Horsley PhD MBA, Associate Director, Research Unit at the RCPSC

March 19 [Guest] – Joint with Surgical Skills Lab, LiKa Shing Knowledge Institute

Interprofessional Simulation to Optimize Teamwork: A story of fools, feedback, fallacies and fantasies - Sandrijn M. van Schaik MD PhD, Education Director, UCSF Kanbar Center for Simulation & Clinical Skills

March 29 [Guest] - Joint with SickKids Medical Education Scholarship

The Hidden Curriculum and Professional Formation at the UofT: A Pedagogical Biopsy - Fred W. Haferty

April 29 – Joint with Interprofessional Care Community of Practice

What we Know (and now don't know) about Rater Behaviour when Assessing Competence - Walter Tavares PhD – Wilson Centre Scientist

Learner and Clinician Interpretation of Collaboration in Interprofessional Competency Assessment - Sylvia Langlois MSCOT of Reg.(Ont.), Faculty Lead, IPE Curriculum & Scholarship, CIPE Amanda Brijmohan PhD(c) at OISE/UofT

May 6 [Guest]

Workshop: Finding your Voice: How to Tell your Story - Tracy Moniz PhD, Associate Professor, Dept of Communication Studies, Mt Saint Vincent University

May 22 [Guest]

Journal Club: Suffering, Dialogue & Narrative Research: A Recapitulation - Arthur Frank PhD, Professor Emeritus, University of Calgary

May 27 [Guest]

Reconsidering a Place for Anthropology in Medical Education - Anna Harris PhD, Maastricht University, the Netherlands

June 13 [Guests]

Implementing Interprofessional Collaborative Practice in National Neuroscience Institute (NNI): Endgame or Infinity War? - Dr. Jai Prashanth Rao, Consultant, Neurosurgery, National Neuroscience Institute (NUS)

Spinning our Yarn: Lessons Learnt in Weaving a New Framework into Singapore's Graduate Medical Education - Dr. Kevin Tan, Vice Chair Education, Neuroscience ACP, Duke-NUS Medical School

June 17

Bringing the Patient Voice to Professionalism in Medical Education - Simon Haney BSc, Wilson Centre Research Fellow

Separate Estates: A Case Study Analysis of Competency Assessment Processes Among Clinicians in a Canadian Academic Hospital - Leigh Chapman RN PhD(c)

June 28 [Guest]

Silencing Northern Ventriloquism: Hearing Quiet Voices for Epistemic Justice in Global Medical Research and Education - Thirusha Naidu PhD, Nelson R Mandela School of Medicine, Univ of KwaZulu-Natal, Durban South Africa

October 21

Creating Space for the Sacred in Cancer Care: The Integration of Indigenous Medicines into Health Care - Cathy Fournier PhD(c), Wilson Centre Research Fellow

Understanding The Patient Experience: Implications for Health Professions Education - Alaa Youssef PhD(c), Wilson Centre Research Fellow

November 11 [Guest] – Joint with SickKids Patient Safety & Simulation-Based Medical Education

Moving the Needle: Simulation to Improve Outcomes from Cardiac Arrest - Adam Cheng MD, Professor Dept of Pediatrics & Emergency Medicine at University of Calgary

WILSON CENTRE PROFESSIONAL DEVELOPMENT SERIES FOR FELLOWS

The 2019 seminar series consisted of sixteen 1.5-hour sessions focusing on core issues in health professions education research (HPER). The seminar series is an integration of Faculty-led and Fellow-led sessions. The seminar series has three primary objectives. The first is to introduce, in a coherent and proactive fashion, common issues and challenges in HPER, which are likely to arise over the course of Wilson fellows' 2-4 year program. The second objective is to provide a collegial venue for the sharing of ideas, questions and expertise regarding the dynamic and evolving landscape of scientific inquiry in health professions education. The third is to engage in critical reflection on our standard ways of operating in HPER, the values underpinning these, and opportunities for innovation and change.

- Faculty-led session: Making the most of your fellowship/degree
- Faculty-led session: Philosophy of science
- Faculty-led session: Asking the right questions
- Fellow-led session: Work in progress (3)
- Faculty-led session: Learn from a librarian
- Faculty-led session: Research ethics in medical education
- Fellow-led session: Work in progress (3)
- Faculty-led session: Grant writing
- Faculty-led session: A program of research
- Faculty-led session: How to review
- Fellow-led session: Work in progress (3)
- Faculty-led session: From elevator pitch to job talks: Selling your work
- Faculty-led session: Patient partners in HPE
- Faculty-led session: Career paths and how to get on them
- Faculty-led session: Getting published
- Guest-led session: Mixed methods research in HPE

COLLABORATIVE PARTNERSHIPS

Centre for Ambulatory Care Education (CACE) at Women's College Hospital --

<http://www.womenscollegehospital.ca/>

Michener Institute of Education at UHN

<https://michener.ca/>

SIM-one Ontario Simulation Network

<http://www.sim-one.ca/>

The Ho Ping Kong Centre for Excellence in Education & Practice

<https://www.uhn.ca/Education/About-Us/Portfolios/Centres-of-Excellence/Pages/CEEP.aspx>

The Joint Program in Knowledge Translation

<https://knowledgetranslation.net/>

The Li Ka Shing Knowledge Institute at St. Michael's Hospital

<http://www.stmichaelshospital.com/knowledgeinstitute/>

The Temerty/ Chang International Centre for Telesimulation and Innovation in Medical Education

https://www.uhn.ca/Education/About-Us/Portfolios/Centres-of-Excellence/Temerty_Chang_Telesimulation_Centre

The Toronto Addis Ababa Academic Collaboration (TAAAC)

<http://www.taaac.com/>

The Toronto Addis Ababa Psychiatry Project (TAAPP)

<https://individual.utoronto.ca/howardchow/>

The Institute for Education Research at UHN (TIER)

https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research

University of Toronto Centre for Faculty Development at St. Michael's Hospital

<http://www.cfd.med.utoronto.ca/>

University of Toronto Office of Interprofessional Education

<http://ipe.utoronto.ca/>

University of Toronto Standardized Patient Program

<http://www.spp.utoronto.ca/>

University of Toronto Surgical Skills Centre

<http://www.uoftssc.com/>

University of Toronto Faculty of Medicine, Continuing Professional Development

<http://www.cpd.utoronto.ca/>

University of Toronto Faculty of Medicine, Post MD Education (PGME & CPD)

<http://www.pgme.utoronto.ca>

University of Toronto Faculty of Medicine, Undergraduate Medical Professions Education

<http://www.md.utoronto.ca/>

The Medical Education Scholarship Office in the Department of Paediatrics, University of Toronto

<https://www.sickkids.ca/>