



THE WILSON CENTRE
2020 ANNUAL REPORT

THE UNIVERSITY HEALTH NETWORK / UNIVERSITY OF TORONTO

Self Study and the 2020 Shift

In January 2020, the Wilson Centre completed our self-study report for an anticipated five-year External Review scheduled for April 2020. Of course, the months that followed shifted many things, and the Wilson Centre pivoted and adapted throughout the year in line with the many changes in health professions education.

In this first year of the COVID-19 pandemic, these included the pivot to virtual education, multiple other activities related to COVID-19, and increased societal (including healthcare and higher education) awareness of the negative effects of anti-Indigenous and anti-Black Racism in healthcare, higher education, and beyond.

This 2020 Wilson Centre Annual Report draws upon the addendum we created for the self-study in August 2020, in preparation for the rescheduled External Review that was conducted in November 2020.



Initial Pandemic Adaptation

As the pandemic started, the Wilson Centre community's immediate priorities were to carry on with key activities while stepping up as good citizens in the unprecedented environment. In March, we quickly pivoted our core Centre activities to virtual platforms. There were several Wilson Centre Health Professions Education Research (HPER) doctoral courses underway at the time, and their faculty and students made a seamless transition to virtual teaching and learning. Scientists supported their graduate students and fellows such that they continued to make progress with their studies, including shifting or adapting work as needed to move forward within the constraints of the lockdown. Our Health Professions Education Research (HPER) doctoral program attracted excellent candidates for the new cohort that started in September 2020. While our doctoral courses remained virtual for the 2020-2021 academic year, they were well subscribed and our graduate students continued to progress exceptionally well through their programs.

As a community, we remained mindful of the toll the pandemic was taking upon us individually and collectively. Some of us had COVID-19 illness affect family members and loved ones and some had to self-isolate because of COVID-19 exposures. Those of us with young children or elderly family members have had significant additional care-giving responsibilities. Our members have welcomed births, celebrated marriages, supported hospitalized family members, and mourned the passing of loved ones within the constraints of physical distancing. As a community, we recognized the need for some to re-focus on family priorities, and moving into 2021 we continue to strive to be supportive of one another, including both reaching out and giving people space and time as needed.

Engagement in COVID-19-Specific Educational, Leadership, & Clinical Activities

The Wilson Centre has been extremely engaged in pandemic-related work above and beyond traditional education activities. Those among us with university or hospital leadership positions served on emergency operations teams involved in pandemic planning across the Toronto area and beyond. Many of us participated in efforts to align care and educational processes and practices across the Toronto Academic Health Sciences Network (TAHSN). We helped to create new COVID-19-appropriate care practices across multiple care domains including COVID-19 screening and assessment centres, acute care, critical care, surgical services, emergency care, mental health, primary care, and long term care. Our community includes active clinicians, many of whom stepped up to take on much greater clinical workloads, including staffing COVID-19 wards and intensive care units. Many also led hospital-based changes to models of workplace care and learning, including the creation of an algorithm for the management of COVID-19 surgical patients, a model of virtual care for COVID-19 patients at home, and equity-informed COVID-19 models of care for structurally marginalized populations (including Indigenous persons) and those in congregate living settings.

Early in the pandemic, it was also clearly critical to provide expedited upskilling of clinicians for redeployment to COVID-19 care settings. Many members of our community used their educational expertise to contribute to the creation of COVID-19-related educational offerings across TAHSN. For example, members of our community were involved in the creation of COVIDCareLearning.ca, a site based at the Michener Institute of Education at UHN. This site curates resources for a wide variety of healthcare professionals at participating TAHSN institutions and beyond who need to learn how to care for patients with COVID-19. Members of our community also co-led the development of the Quick ICU Training website (<https://www.quickicutraining.com/>), which is part of the Critical Care Education Pandemic Preparedness (CCEPP) project. This resource was created for physicians, nurses, and respiratory therapists who might be redeployed to work in critical care units during the pandemic; as a comprehensive, free, open-access resource it has attracted users from many other countries and has been translated into Spanish and Brazilian Portuguese. Other members of the Wilson Centre community contributed to the upscaling of psychiatric education for postgraduate learners, implemented and assessed new competencies for primary care, devised strategies for rapid knowledge mobilization, designed and ran clinical simulations, wrote local clinical handbooks, and otherwise contributed in multiple ways to COVID-19 education across TAHSN and beyond.



Supporting Health Professions Educational Activities

Members of the Wilson Centre community played important roles in helping local health professions educational programs adjust to the requirements of the COVID-19 pandemic. In mid-March 2020, when large numbers of pre-licensure health professions learners were abruptly pulled out of clinical settings, there was an urgent need for virtual offerings so that learners could continue their education. Many members of the Wilson Centre contributed to many adaptations of previously in-person educational activities to virtual models. Clinical learning activities also required significant adaptation, and the Wilson Centre community contributed to a wide range of activities including developing virtual clinical experiences, developing virtual care training modules for faculty members, developing TAHSN-wide approaches for safely bringing pre-clinical learners back into clinical settings, adapting clinical teaching models, and mentoring and supporting faculty members and learners amidst the uncertainty and rapid change in work and learning spaces.

Our community also contributed to preparations for the postponed MD Program Accreditation and the Post Graduate Medical Education (PGME) Accreditation, both of which took place virtually at the University of Toronto (UofT) in November 2020. Working closely with the Temerty Faculty of Medicine, our members participated in multiple activities including serving on accreditation committees, preparing accreditation documents, and the development and presentation of materials around the Hidden Curriculum. In addition, the Wilson Centre has led a program evaluation of the new virtual MD accreditation process at UofT. Aimed at aligning accreditation with evidence, innovation, and best practice, this work has been occurring in collaboration with the Northern Ontario School of Medicine and with the approval of the Committee on the Accreditation of Canadian Medical Schools and the Association of Faculties of Medicine of Canada, under the oversight of a Wilson Centre-led international oversight committee. Some Wilson Centre members also worked with the Royal College of Physicians and Surgeons of Canada to rapidly re-develop paused certification examinations to comply with COVID-19 restrictions and in order to allow final year trainees to transition to licensure for independent practice.



Recalibrating for Ongoing Virtual Activities

Initially the pandemic paused a number of planned activities. Once it became clear that this was not to be a brief interruption but a new way of doing business, we started to develop new models for previously in-person Centre offerings. With all activities that proceeded virtually we recognized limitations of not being able to hold in-person events, we also noted exciting new possibilities that were realized with these virtual offerings. Of note, we have seen virtual attendance skyrocket for many of these virtual events (including Wilson Centre Research Rounds and Best Practices in Education Research we hold jointly with the Centre for Faculty Development) compared to previous in-person formats.

Our HPER PhD program continued to offer a full slate of courses in an online, synchronous format, and graduate and fellowship supervisors and thesis committees continued to meet with graduate students and fellows. The 2020 iteration of the annual Wilson Centre Research Day proceeded virtually, with great success.

We adapted the next modules for the Toronto Addis Ababa Academic Collaboration Master of Health Sciences Education which were very successfully delivered virtually. One advantage of this virtual teaching format was the ability to include a wider group of instructors than would previously have been able to travel to Addis Ababa.

The ILEGRA project, a course offered to a group of 16 PhD students and 3 of their instructors from Germany, was also delivered virtually in the fall over 3 weeks, November 3rd to 18th. This course provided a primer on interprofessional education (IPE) and interprofessional care (IPC) for graduate students pursuing projects related to enabling, evaluating and/or understanding interprofessional initiatives in the German context; and planning has continued for the virtual delivery of other Wilson Centre offerings. In all of this work, we have sought ways to add value rather than use virtual offerings as a less-than-ideal substitute for previous in-person events. To aid with this shift, the Centre has created four timely videos; “From On Site to Online”: <https://youtu.be/IVetrmmlRKM>, “Why Say Something”: <https://youtu.be/62J7IIAgrUA>, “Making presentations more memorable in collaboration with Prof. Nikki Woods”: <https://youtu.be/vuQV6hgmdYQ>.

2020 demonstrated that the Centre has sufficiently matured to respond to changes and adapt to new circumstances as a cohesive community. The Centre continues to openly and pragmatically address new organizational and administrative issues by regular Zoom based management and Scientist meetings. We participate in collaborative virtual networks locally, nationally, and internationally, and our work continues to unfold with close cooperation with the Temerty Faculty of Medicine Dean’s office, as well as senior education leadership at UHN and TAHSN.

Equity, Diversity, and Inclusion

One key learning from the first wave of the COVID-19 pandemic in early 2020 was that the virus had radically inequitable effects on different groups in Canadian society including the elderly, those in congregate living settings, migrant workers, Black Canadians, and Indigenous persons in Canada. Racist events, including the deeply disturbing deaths of Black and Indigenous persons in policing and healthcare settings in both the United States and Canada, brought to the fore the need to examine Racism and Colonialism in healthcare and health professions education. Issues of equity, diversity, and inclusion (EDI) were already a significant focus for many members of our community prior to 2020. Further galvanized by the year's events, members of our community have continued to increase their work (both scholarly and practical) in this area. Some of us are serving on EDI and anti-Racism committees at hospital, university, provincial, and national levels; some have created EDI and anti-Racism educational materials; and some are involved in ongoing implementation and evaluation of EDI and anti-Racism practices in educational and healthcare institutions.

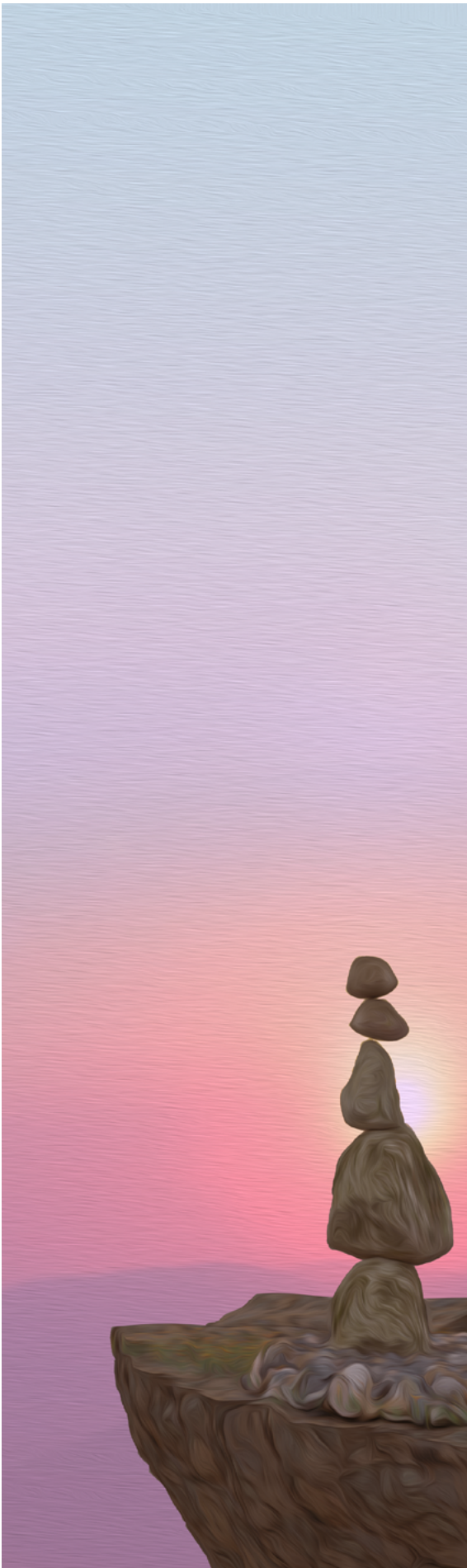
Advancing Scholarship Across All our Activities

Given the realities of 2020, it is important in this Annual Report to emphasize the Wilson Centre's many contributions in 2020 to pandemic-related activities. At the same time, we also believe that our engagement in these activities brings the value-add of a Wilson Centre lens that goes beyond each of us as individual good citizens. As a Centre community, we bring education science and education scholarship to our work, question assumptions underpinning activities, and consider how the work further informs education science understandings. As one example, several Wilson Centre Scientists, Drs. Nicole Woods, Stella Ng and Walter Tavares, participated on June 10th in The Institute for Education Research's lecture series on The Sciences of COVID-19 with a talk entitled "Education, meet COVID-19: Considerations and contributions from education science and scholarship."

While we have a long history of making these types of contributions broadly in education-related spheres, the visibility of this aspect of Centre work has been accentuated by the rate of change in education processes and practices brought about by the pandemic. In the 2020 Addendum to the self study (<https://thewilsoncentre.ca/external-review>), there are examples of grant successes that show some specific projects we are now involved in. Much more work is also underway, including evaluating the rapid implementation of virtual care in multiple settings and evaluating specific COVID-19-related clinical and educational programs.

Continuing our Core Mandate as a Theory-Informed Research Centre

Data provided demonstrate the ongoing outstanding academic productivity of the Centre this year, including impressive grant capture with new opportunities related to COVID-19 and its connection with virtual care and to issues of equity, diversity and inclusion. Many activities that members of the Wilson Centre community were previously involved in have been accelerated or accentuated by the pandemic. When the need for scholarship and research on the effects of pivots in clinical care and education became apparent, our community stepped up, this work aligning well with the pre-existing programs of research of many of our Scientists, Researchers, and Fellows. Changes to curriculum as a result of the pandemic were of direct relevance to those of us who study curriculum. Changes to assessment and evaluation practices and processes align with those who study assessment and evaluation. New learning environments are being interrogated by those who focus on learning environments. Ditto for professional identity formation, self-regulated learning, adaptive expertise, cognitive integration, clinical reasoning and judgement, simulation, competence, hidden curriculum, reflective practice, patient engagement, interdisciplinarity, professionalism, equity, compassion, and global health, to name but a few. If anything, the educational changes that have emerged out of the pandemic highlight that the work of Education Scientists, Researchers, Graduate Students and Fellows is now more critical than ever.



Moving Forward

The External Review of the Wilson Centre was conducted in November 2020, and we are most grateful to David Hirsh and Jocelyn Lockyer for their generous and thoughtful review - <https://thewilsoncentre.ca/external-review>. They have provided us with excellent suggestions for our path forward, which is guiding our Strategic Planning process. We are extremely fortunate that Tara Fenwick has agreed to lead the Strategic Planning process, with which we are confident that our community will be deeply engaged. While attending to and being respectful of ongoing pandemic waves and realities, our goal is to complete the next five-year strategic planning process in the 2021 calendar year.

Heading into 2021, it was clear that the world would be continuing to live with COVID-19 and pandemic issues for quite some time to come. Looking forward, as a community we expect that we will continue to adapt our existing programs of research to engage with current issues, and that the Centre will thrive and contribute in the years ahead. The Centre's PhD program in HPER will provide a pipeline of education scientists, scholars, and leaders well-equipped to guide future health professions education research and practice. An ongoing strength of the Centre is our openness to emergent rather than prescriptive approaches to new ideas and directions. A continued focus on strengthening the structures that support our ability to mobilize emergent ideas remains important. This will be achieved by supporting education, science, and people, while ensuring financial and resource stability, and fostering internal and external relationships.

Given current uncertainties about the next weeks, months, and years, we accept that future changes are unpredictable and that as-of-yet unknowable opportunities and challenges will emerge. We nonetheless believe that our valuing of cognitive flexibility, our non-prescriptive and nimble approaches, and our welcoming of cross-disciplinary and cross-professional conversations will stand the Centre in good stead in the years ahead.

APPENDIX A - AWARDS & PROMOTIONS

Many Wilson Centre members received prestigious awards in 2020. Wilson Centre Scientist Ryan Brydges received the 2020 AAMC Research in Medical Education (RIME) Best Paper Award. Mahan Kulasegaram received the AAMC Research in Medical Education 2020 Best Paper Award, The 2020 Medical Council of Canada's Outstanding Achievement Award in the Evaluation of Clinical Competence, and The Colin Woolf Award for Excellence in Program Development and Coordination for Annual Paediatric Update (Team Award) Temerty Faculty of Medicine Educational Achievement. Brian Hodges received the 2020 Peggy Leatt Knowledge & Impact Award, Dalla Lana School of Public Health, Institute for Health Policy Management and Evaluation, University of Toronto. Wilson Centre Researchers Lindsay Baker and David Wiljer received the 2020 CAME Certificate of Merit Award for their commitment to medical education in Canada. Wiljer also received the CAME/ACÉM Certificate of Merit Award. Glendon Tait received the 2020 W.T. Aikins Award, University of Toronto. Gianni Lorello received the 2020 Canadian Anesthesiologists' Society (CAS) Honour Award and the 2020 John Bradley Young Educator Award. David Wiljer was elected President-Elect for the Society for Academic Continuing Medical Education.

Our community was enhanced this year by the addition of new members, leadership positions and promotions. In 2020, we welcomed one Cross Appointed Scientist: Andrea Charise, Associate Professor, Department of Health & Society, University of Toronto Scarborough and Department of Psychiatry, Temerty Faculty of Medicine. We welcomed eight Centre Researchers: Allison Crawford, Associate Professor, Dept. of Psychiatry; Kristina Lisk, Adjunct Lecturer, Dept. of Surgery; Naomi Steenhof, Lecturer, The Leslie Dan Faculty of Pharmacy; Suze Berkhout, Assistant Professor, Dept. of Psychiatry; Meredith Giuliani, Associate Professor, Dept. of Radiation Oncology; Anne Kawamura, Associate Professor, Dept. of Paediatrics; Rene Wong, Assistant Professor, Dept. of Medicine; and Kathy Boutis, Professor, Dept. of Paediatrics. We welcomed two Cross-Appointed Researchers: Csilla Kalocsai, Assistant Professor, Dept. of Psychiatry and Seema Marwaha, Assistant Professor, Dept. of Medicine. We also welcomed three Invited members: Marcia Anderson, Assistant Professor, Univ of Manitoba, Lawrence Grierson, Associate Professor, McMaster Univ., and Pat McKeever, Emeritus Professor, Faculties of Nursing, Music, and Temerty Faculty of Medicine.

Nikki Woods was appointed Director of The Institute for Education Research (TIER) at UHN on September 1st. In this position, Nikki will lead the newest of UHN's seven Research Institutes, which launched in 2019. TIER advances 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. Stella Ng was appointed Education Scientist, Centre for Interprofessional Education (CIPE). Mahan Kulasegaram was appointed Director, Office of Education Scholarship (OES), Dept of Family & Community Medicine. Lynfa Stroud was appointed Sunnybrook GIM Division Head and Deputy-Physician-in-Chief on October 1st. Zac Feilchenfeld was appointed Sunnybrook Internal Medicine Site Director on July 1st.

Joyce-Nyhof Young and David Wiljer were promoted to full Professor; Tulin Cil, Mahan Kulasegaram, Stella Ng and Catharine Walsh were promoted to Associate Professor. Sophie Soklaridis was promoted to Senior Scientist, Dept of Psychiatry CAMH Education. Due to Covid-19, The Wilson Centre was not able to entertain summer students in 2020.

APPENDIX B - THE FELLOWSHIP PROGRAM

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.

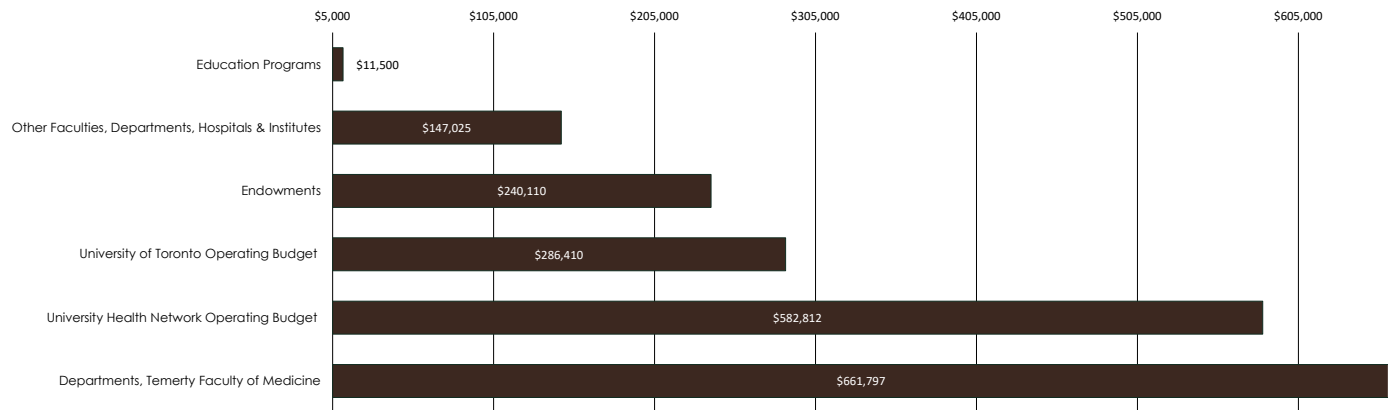
Our fellowship program in 2020 had 18 Fellows including 1 postdoctoral fellow. New Fellows this year are Tobi Lam, Nathan Cupido, and postdoctoral Tim Mickleborough. Nathan Cupido is the recipient of the 2020-2021 Currie Fellowship. Congratulations to Tim Mickleborough who defended his PhDs and to Simon Haney and Thurarshen Jeyalingam who successfully completed their Masters degree.

We continue 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.

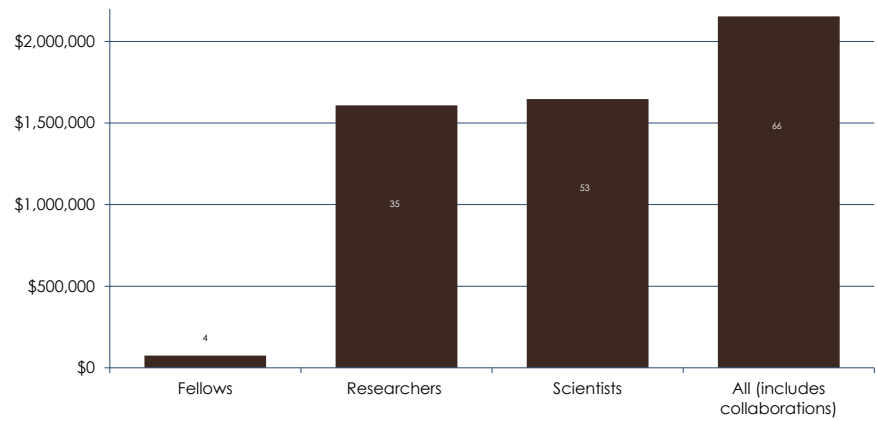
The Wilson Centre PhD concentration in Health Professions Education Research at IHPME is in its 3rd year. In 2020, we welcomed Nathan Cupido as full time, and Melanie Hamond-Mobilio, Ghislaine Doufle and Emer Finan as flex time students <http://thewilsoncentre.ca/graduate-program>. The core curriculum 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.

APPENDIX C - FINANCE & PRODUCTIVITY

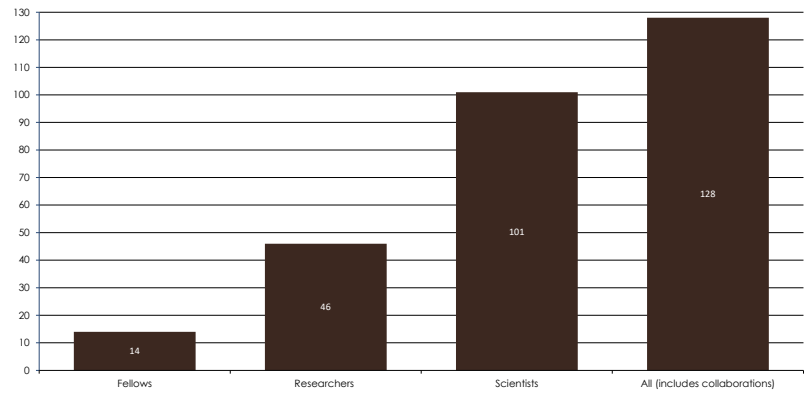
FINANCE



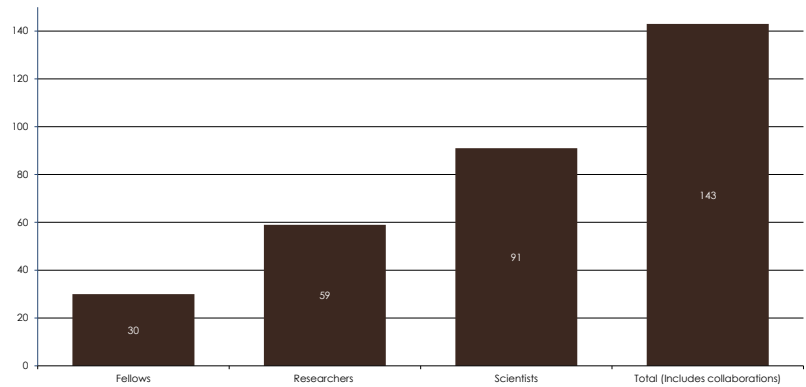
GRANT CAPTURE



PUBLICATIONS



PRESENTATIONS



APPENDIX D - MEMBERSHIP

The 270 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 21 scientists, 4 administrative staff, 4 research assistants, 1 Professor Emeritus, 1 Philanthropy Lead, 19 Fellows, 35 Researchers, 32 Invited Members, and 153 general members together comprising one of the largest centres for health professional education research in the world.

SCIENTISTS

<https://thewilsoncentre.ca/scientists>

Albert, Mathieu	Psychiatry
Brydges, Ryan	Medicine
Charise, Andrea	Health & Society, UoS
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
Mylopoulos, Maria	Paediatrics
Ng, Stella	Speech Language Pathology
Norman, Geoff	Clinical Epidemiology and Biostatistics at McMaster U; and Medicine at UofT
Rojas, David	Obstetrics & Gynaecology
Rowland, Paula	Occupational Science and Occupational Therapy
Soklaridis, Sophie	Psychiatry and Family & Community Medicine
Tavares, Walter	Department of Medicine
Janelle, Taylor	Anthropology
Walsh, Catharine	Paediatrics
Whitehead, Cynthia	Family & Community Medicine
Woods, Nicole	Family & Community Medicine
Wright, Sarah	Family & Community Medicine

APPENDIX D - MEMBERSHIP (CONTINUED)

RESEARCHERS

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.

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

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.

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

Dr. Joanne Goldman is the Assistant Director for Researchers.

INVITED MEMBERS

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.

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

GENERAL 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.

<https://thewilsoncentre.ca/members>

WILSON CENTRE 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. List of Fellows:

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

APPENDIX E - INTERNATIONAL AND PARTNERSHIPS PROGRAM

Visiting Scholars were suspended in 2020 due to Covid-19 pandemic. Dr. Tiago Salessi Lins came to spend time at the Wilson Centre in November 2019 and was able to finish his year visit virtually and went back to Brazil (Federal University of Paraíba) beginning of November 2020. His visit was funded by the CAPES Foundation / Federal Government of Brazil. His research was focused on equity in healthcare in Brazil. Despite the challenges during the pandemic Tiago was able to produce a paper under the mentorship of the Wilson Centre director “A critical analysis on the design of Human Resource for Health Recruitment Policies for Physicians in Underserved Areas: a comparative, historical case study of Brazil and Ontario/CA” which will be submitted to a journal.

APPENDIX F - EDUCATION EVENTS

2020 certainly proved to be challenging due to Covid-19 that our education Ateliers offerings were cancelled. This included the one at HOMER in Singapore, a Wilson Centre collaboration with the National Healthcare Group, due to travel restriction.

The May 2020 Brian D. Hodges Symposium was postponed to virtual offering in May 2021.

The Richard K. Reznick Wilson Centre Research annual event was established to celebrate the remarkable depth and breadth of scholarship in health professions education underway at the University of Toronto and TAHSN. This year due to Covid-19 and the imperative of physical distancing, the event was held as a virtual format over the course of three days from October 28-30, 2020. We are pleased to report that despite these changes, the Week was a success and led to an increase in engagement with our community of scholars. We kicked off the events at the beginning of October with an asynchronous virtual Poster Session showcasing 19 outstanding posters, many of whom discussed the pivot in education to address COVID-19. On the 28th and 29th, we hosted 17 live podium presentations in three sessions showcasing the excellent work in health professions education research and practice conducted by faculty and students affiliated with the Wilson Centre. The keynote address on October 30th, “New Terrains for Professional Responsibility,” was given by Professor Emerita Tara Fenwick followed by a panel discussion on “Spotlight on Generalism” addressed by Drs. Risa Freeman, Lisa Graves, Lawrence Grierson, Maria Mylopoulos, and Nikki Woods. These presentations highlighted areas that are very relevant to the current - and future - challenges facing our health care system.

The annual Richard Reznick Outstanding Research Paper award was given to Sydney McQueen MD/PhD(c) for her paper “Fractured in surgery: Understanding stress as a holistic and subjective surgeon experience” (Authors: Sydney McQueen, Melanie Hammond-Mobilio, Carol-anne Moulton). Best Posters presentations were awarded to Dr. Jenna Darani for the presentation entitled “The patient experience of rapidly increased use of virtual care visits during the COVID-19 pandemic” (Authors: Jenna Darani, Lora Appel, Andrea Scrivener, Christopher Smith, Heather Sampson); and to MD/UT student Juehea (Lucia) Lee for the presentation entitled “Optimizing case-based learning: An evaluation of tutor and first year MD student perceptions of group size and format variations”(Authors: Meghan Kerr, Juehea (Lucia) Lee, Anne McLeod, Joyce Nyhof-Young). Dr. Paula Rowland, Wilson Centre Scientist, received the Wilson Centre Mentorship Award 2019-2020 in recognition of outstanding individual mentorship in the Wilson Centre Fellowship Program. Ariel Lefkowitz MD MEd and Julie Vizza PhD student received the Wilson Centre Award for Highest Rated Presentation at the Wilson Centre Research Rounds 2019-2020 for the presentation entitled “Patients as experts in the illness experience: Implications for the ethics of patient involvement in health professions education.”

APPENDIX F - EDUCATION EVENTS (CONTINUED)

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 2020, two of the three rounds were offered virtually. Dr. Catharine Walsh continues to chair these Rounds. This year's Rounds schedule included:

February 24, 2020

Patients as Experts in the Illness Experience: Implications for the Ethics of Patient Involvement in Health Professions Education

Ariel Lefkowitz MD – Wilson Centre Fellow / Julie Vizza – PhD student

Facilitating Excellence within a CBME Framework

Ali Al Maawali MD – Wilson Centre Fellow

October 19, 2020 (Virtual)

Using Critical Discourse Analysis to Understand COVID-19 Distress amongst Healthcare Workers: Methods and Implications

Kathleen Sheehan MD DPhil - Assistant Professor, Department of Psychiatry, UofT / Suze G. Berkhout MD PhD FRCPC - Assistant Professor, Department of Psychiatry, UofT

Using Michel's Foucault's concept of "discontinuities" to explore the concept of institutional identity in the context of COVID-19

Robert Paul BScH MBA PhD - Assistant Professor, Institute of Health Policy, Management and Evaluation, UofT Director, CACE, Women's College Hospital

November 23, 2020 (Virtual)

The 'Right' Type of Pharmacist for the Neoliberal Turn

Tim Mickleborough BSP RPh MEd PhD - Wilson Centre Postdoctoral Fellow

To Block or to Mix: Boundary Conditions for Variation in Category Learning

Sally Binks MSc (nursing), MSc (health sciences education), RN

WILSON CENTRE PROFESSIONAL DEVELOPMENT SERIES FOR FELLOWS

The 2020 seminar series consisted of ten 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.

Fellows-led session	Fellows research presentation
Faculty-led session	Grant writing
Guest-led session	A program of Research
Faculty-led session	How to review
Fellows-led session	Fellows research presentation
Faculty-led session	From elevator pitch to job talks
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
Faculty-led session	Myths in HPE
Guest-led session	Equity and Implicit Bias
Faculty-led session	Mixed Methods Research in HPE
Guest-led session	Academic Writing
Fellows-led session	Fellows' research presentations

APPENDIX F - EDUCATION EVENTS (CONTINUED)

ARTIFICIAL INTELLIGENCE (AI) IN HEALTH PROFESSION EDUCATION JOURNAL CLUB IN 2020

https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Pages/AI_Journal_Club.aspx

AI has the potential to transform care delivery, teaching, and learning across all health care professions. Today, the hype for AI has far exceeded the science of AI implementation and health profession education and training in healthcare. In this journal club, we come together to learn about the opportunities and challenges AI pose for the future of healthcare practice.

February 26: *Rewiring Health Care Professions for Better Care.* Dr. David Wiljer

October 20: AI & Digital Mental Health. Dr. David Gratzner

November 5: *What do Medical Students Need to know about Artificial Intelligence?* Dr. Sunit Das

December 2: *Race after Research: An Invited Roundtable on Race, Technology & Research.* Dr. Ruha Benjamin

EXPLORING SOCIAL THEORY: AN OPEN FORUM IN 2020

https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Pages/Exploring_Social_Theory.aspx

This open forum is in the format of a journal club where scholars are invited to present their work and lead a discussion around it. The philosophy underpinning the Forum is to have lively, informative, and friendly conversations and debates around social theory. In 2020, five seminars were organized, and unfortunately two had to be cancelled due to Covid-19.

January 21: *Taking Time to Teach for Humanistic Practice.* Dr. Arno Kumagai

February 11: *Cruel Optimism: On the Affective Work of Interdisciplinary Health Research & Education.* Dr. Andrea Charise

March 26: *Is this the End of Expertise?* Dr. Maya Goldenberg

April 29: *The Market in Molecular Diagnostics & the Implications for Clinical Practice.* Dr. Kelly Holloway

November 24: *Race for Cures: Rethinking the Racial Logics of “Trust” in Biomedicine.* Dr. Ruha Benjamin

THE SCIENCES OF COVID-19 – CONNECTING RESEARCH, EDUCATION & PRACTICE

https://www.uhn.ca/Research/Research_Institutes/The_Institute_for_Education_Research/Events/Pages/Sciences_COVID19.aspx

This new virtual and interactive lecture is hosted by The Institute for Education Research (TIER).

TIER Members and Wilson Centre Scientists share their thoughts on how foundations of education science can inform the educational response to COVID-19 and how lessons learned through this pandemic may inform education science.

April 22. *Ask the Bioethicist – Sharing Scarce Resources during a Pandemic: What’s Fair?* Dr. Daniel Buchman

June 10: *Education, meet Covid-19: Considerations and contributions from education science and scholarship.* Drs. Nicole Woods, Stella Ng and Walter Tavares

July 15: *The Pathology of Poverty.* Dr. Andrew Boozary