

the  
**Wilson**  
centre

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the  
**Wilson**  
centre

Advancing Healthcare  
Education and Practice  
Through Research



I am pleased to welcome you to the Wilson Centre Annual Report for 2008.

It has been an eventful year for our community. We have increased our membership, welcomed new Clinician/Educator Researchers and Affiliated Scholars, supported several of our Scientists to take on important new leadership roles and proudly watched our graduating fellows move into faculty positions. We introduced our popular new education program, the "Wilson Centre Ateliers", welcomed students and visiting scholars from around the world and traveled across the globe to present our ideas. It is widely recognized that Wilson Centre members are developing and disseminating some of the world's most innovative and high impact research in health professions education.

A key event this year was the Wilson Centre five-year review. The review provided a highly useful opportunity for us to reflect on the accomplishments of the last 5 years: what we have done well, what we could do better, what challenges we face, and how we can continue to reach for our goal of being the leading centre for research in health professions education in the world. Three articles in this annual report touch directly on the five year review: "Looking Back: The Wilson Centre Five Year Review", "Turning Strategy into Reality", and "Putting Research into Practice at the University of Toronto".

This is my fifth year as Director. I am honoured to be invited to serve for a second five-year term, and excited about the opportunities ahead for growth, leadership and creativity. I can imagine no greater pleasure than to work with our community of diverse and talented individuals from all health sciences as we continue to advance healthcare education through thoughtful and innovative research.

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### Membership

With 144 members, the Wilson Centre is one of the largest centres for health professional education research in the world, with members drawn from all parts of the University of Toronto and many partner institutions.

In 2008, the Wilson Centre welcomed 3 new Clinician/Educator Researchers for a total of 21. We are very pleased to welcome Drs. Zeev Friedman, Karen Leslie and Susan Lieff to our community.

Our Affiliated Scholars group expanded with the addition of Drs. Carol-Ann Courneya, Laura Dempster, Simon Kitto and Lara Varpio. As well, Dr. Maria Mylopoulous expanded her activities with an appointment as Education Researcher at SickKids Learning Institute and Tina Martimianakis was appointed Education Researcher with the Department of Paediatrics at the U of T Faculty of Medicine.

Our Fellowship program continued to grow, with 21 Fellows from a wide range of academic disciplines and health professions.

The Wilson Centre currently has 94 General Members, bringing the total to 144 members – a 26% increase over last year.

### International Profile

There are many possible ways to capture the WC's international profile. This year, Wilson Centre Scientists, C/ERs and Fellows visited 23 cities in 9 different countries, including the Czech Republic, France, Singapore, Sweden, the Netherlands and Australia. We also had visits from by Faculty and students from 28 cities in 13 different countries, including China, Brazil, Ethiopia, Pakistan and Israel.

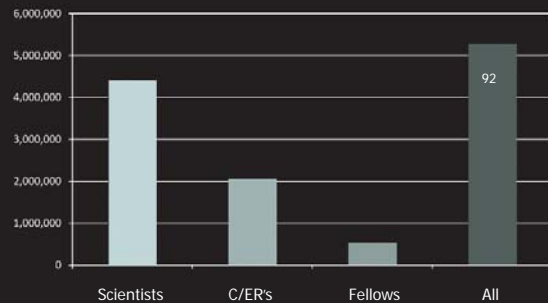
Our website was visited by 62,249 viewers coming from a total of 136 countries. Although the top countries were Canada, and the US, with about 10,000 views each, there were also visitors from countries as diverse as China, Germany, Iran, Russia and Eritrea.

With the Toronto Addis Ababa Academic Collaboration (TAAAC), led by Dr. Clare Pain, residing within our walls, we are also maintaining close ties with colleagues in Addis Ababa Ethiopia.

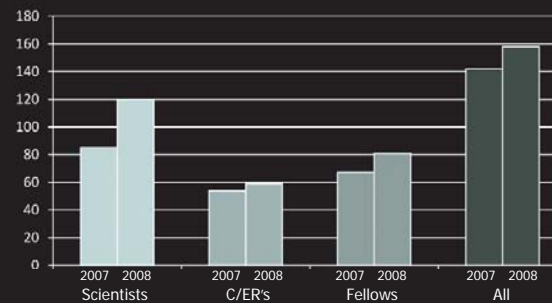
## Productivity

The Wilson Centre continues to maintain impressive research productivity. In 2008, we changed how we measure grant capture and number of publications/presentations from previous years. From 2003 to 2007, grants, publications and presentations were counted for all members of the Wilson Centre, representing substantial growth, but also significant overlap with other centres, departments and faculties. Thus, beginning in 2008, we have counted grants, publications and presentations only from Wilson Centre Scientists, Clinician/Educator Researchers\* and Fellows. For purposes of comparison, the 2007 totals for this group that appear here were recalculated in the new way. (\*For 2008 11 of 21 C/ERs reported data)

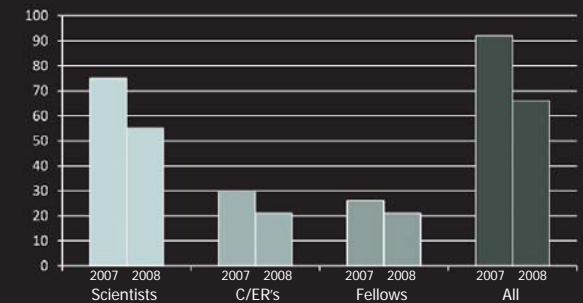
### Grants (2008)



### Presentations (2007-08)



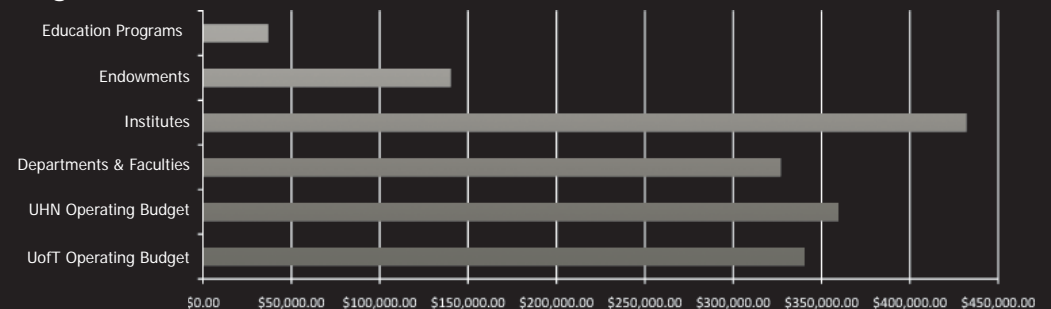
### Publications (2007-08)



## Finances

The Wilson Centre is funded from a wide variety of sources across the Toronto Academic Health Sciences Network, including partnerships with hospitals, healthcare institutions, other education centres, and departments and faculties of the University of Toronto. The Centre is also supported by funds from charitable endowments, educational programs and operating grants. Our most important financial partners continue to be the University Health Network and the University of Toronto Faculty of Medicine.

### Funding Sources (2008)



## Environmental Accountability

In 2008, the environment became a key focus of electoral debate. Invigorated by the great public response to the need to protect our resources, the Wilson Centre has continued to take the appropriate measures to reduce our environmental impact. Ryan Brydges is the Wilson Centre's Toronto General Hospital (TGH) Green Team member and has been involved with a number of new initiatives at the University Health Network (UHN). New Green Team initiatives include the recycling of paper coffee cups (empty cup, remove lid and put cup in paper recycling bin), the 'turn off' campaign aimed at curbing the energy consumption of computer and other electronics, and the 'UHN virtual swap room' where different departments can trade items they no longer require. Ryan also informed the UHN Green initiative about a software program that allows the reader to highlight and make notes in documents on the computer screen. This not only reduces paper but will also lighten the load in many peoples' bags. Posters highlighting these initiatives along with follow up emails will continue to be used as Ryan promotes environmental awareness amongst the Wilson Centre team.



**Mathieu Albert PhD**

Assistant Professor,  
Department of Psychiatry

### **Sociology in Health Professions and Sciences**

Dr. Albert's current research projects include the study of scientific knowledge production in health research as well as in the field of medical education research. The goal of his current project on health research is to understand the dynamics of competition between the three broad sectors of the health domain (biomedical research, clinical research, and social sciences) to define a "legitimate" conception of scientific research. The goal of his project on medical education research is to analyze the current debate regarding the forms that research should take within the domain, and the roles it should play. His work also focuses on the political dimension of knowledge production.

**Research Funding:**  
CIHR and SSHRC



**Heather Carnahan PhD**

Professor, Department of  
Occupational Science and  
Occupational Therapy

Scientist, Toronto  
Rehabilitation Institute

### **Psychomotor Skills and Health Professions**

Dr. Carnahan's research activities focus on the application of principles from the field of motor learning to the training of health professionals. In addition to her basic science work addressing theoretical development regarding the role of haptic (touch) information in the control and learning of manual tasks, she is involved in studying the use of simulation for training technical clinical skills. Work within her lab has shown that the theoretical models that have been established in the fields of kinesiology and psychology are generalizable to the learning of the more complex skills that are acquired in the clinical domain. Finally, she and her colleagues are also applying principles of motor learning, control and ergonomics to rehabilitation.

**Research Funding:**  
CIHR, NSERC, RCPSC, Alzheimer's Association, and American Society for Gastrointestinal Endoscopy



**Adam Dubrowski PhD**

Assistant Professor

Director, Centre for  
Innovation and Excellence  
in Nursing Education,  
Lawrence S. Bloomberg,  
Faculty of Nursing

### **Psychomotor Skills in Nursing Education**

Dr. Dubrowski's research focuses on the use of various simulation modalities and methods, ranging from gaming to the use of human patient simulators, to augment acquisition of psychomotor clinical skills. More recently, he has expanded this view to look at simulation as an educational method that can be applied to cognitive and affective domains. The research conducted at CRNE investigates how education and training in one domain (e.g. psychomotor skills) enables performance in other domains of health care delivery.

As the inaugural Director of the Centre for Research in Nursing Education at the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, he is dedicated to enhancing research in health professions education. His goals are to; a) identify collaborative research opportunities related to the use of simulation to support student learning; b) incorporate simulation resources and methods into current and future curricular activities; and, c) provide faculty tools, methodology, and development resources to facilitate new teaching and learning technology and innovation.

**Research Funding:**  
CIHR, NSERC, RCPSC, PSI Inc., Network of Excellence in Simulation for Clinical Teaching and Learning, and Ontario Ministry of Health and Long-Term Care



**Brian Hodges MD,  
PhD, FRCPC**

Director and Scientist,  
The Wilson Centre

Associate Professor &  
Vice-Chair for Education  
& International Affairs,  
Department of Psychiatry

### **Evaluation and Globalization in the Health Professions**

In 2008, Dr. Hodges' research has focused on 2 areas. First, he continued his work on the socio-history of assessment, asking some challenging questions about the degree to which the current proliferation of performance-based assessment is educationally and ethically sound and how the explosion of external, high-stakes examinations can be reconciled with the discourses of reflection and self-direction. Second, he continued to extend collaborative work on the rise of globalization in medical education aiming to stimulate comparative research into the systems of certification, accreditation and educational models around the world.

#### **Research Funding:**

CIHR, SSHRC, RCPSC, AFMC, and U of T Education Development Fund



**Vicki LeBlanc PhD**

Assistant Professor,  
Department of Medicine  
& Factor-Inwentash  
Faculty of Social Work

Director, Network of  
Excellence in Simulation  
for Clinical Teaching and  
Learning (NESCTL)

### **Influence of Stress on Performance and Learning**

Dr. LeBlanc is working with colleagues and students to explore the effects of acute stressors on subjective and physiological responses, on performance, and on team interactions in the domains of paramedic services, police services, trauma resuscitations, pediatric resuscitations, critical care, and social work. To date, they have investigated the impact of acute stressors during in-training examinations and during high-fidelity simulations. Dr. LeBlanc is currently extending this program of research to examine the impact of stress during real life situations. By understanding how, when, and why stress impacts health professionals and emergency workers, she will be able to target training initiatives and technological support where they are most likely to provide a benefit.

#### **Research Funding:**

SSHRC, PSI Inc., MCC, American College of Surgeons, Canadian Patient Safety Institute, Foundation for Air-Medical Research and Education; Sunnybrook Hospital (SHUTC fund)



**Lorelei Lingard PhD**

Associate Professor -  
Department of Paediatrics

BMO Financial  
Group Professor in  
Health Professions  
Education Research

Lead Education Researcher,  
SickKids Learning Institute

### **Interprofessional Communication on Healthcare Teams**

In 2008, Dr. Lingard's collaborative research program continued to explore how members of a healthcare team use language to work collaboratively, particularly in interprofessional workplaces. The research program on operating room teams has been concerned this year with theorizing the factors that shape a team's long-term uptake of a new communication routine. The program has also explored the methodological and theoretical complexities of 'silence' in the operating room. As well, a study has begun that partners trained observers with pediatric patients and families experiencing kidney transplant. It is hoped that this observational orientation will provide new insight into how team members distributed across space and time weave their respective work 'threads' into a coherent and safe care trajectory. Further, the newest effort to study how team collaboration is learned and taught is the "Partnered Learning Project" (PLP), a collaborative initiative between the Hospital for Sick Children, Toronto Rehabilitation Hospital and the Children's Hospital of Eastern Ontario. The PLP readies practicing teams to host interprofessional education placements and studies the placement experiences of both practitioners and students.

#### **Research Funding:**

Bank of Montreal Professorship in Health Professions Education Research, CIHR, SSHRC, PSI Inc., Research Training Centre at the Hospital for Sick Children, and Health Canada



## Scott Reeves PhD

Scientist, Li Ka Shing Knowledge Institute of St Michael's Hospital

Director of Research, Centre for Faculty Development, St Michael's Hospital

Associate Professor, Department of Psychiatry University of Toronto

### Interprofessional Education and Practice

In 2008, Dr. Reeves was commissioned by Health Canada to complete an environmental scan and literature review on interprofessional collaborative practice settings in order to prepare for a future call for funds. His work continues to focus on exploring the conceptual and theoretical bases of interprofessional education (IPE) and interprofessional collaboration (IPC), as well as empirically examining the processes and impact of these activities across a number of contexts. He continues to lead evaluation work for the Canadian Interprofessional Health Collaborative and continues with his consultation work with a growing number of health and educational organizations, both nationally and internationally, in the areas of IPE and IPC.

#### Research Funding:

CIHR, Ontario Ministry of Health and Long-Term Care, Network of Excellence in Simulation for Clinical Teaching and Learning, Public Health Agency of Canada, and Health Canada



## Glenn Regehr PhD

Professor, Department of Surgery

Richard and Elizabeth Currie Chair in Health Professions Education Research

### Self Regulation in the Professions and Evaluation of Clinical Competence

In 2008 Dr. Regehr's research collaborations focused heavily on further elaborating a model of individual professional self-regulation that involves the ability to respond effectively to the limits of current actions and/or knowledge in the moment. His research program explores two aspects of this phenomenon. The first involves a process of self-monitoring, which allows an individual to "slow down when you should", transitioning effectively from the relatively effortless activities of routine practice to the more resource intensive activities of intentional, innovative problem solving. The second involves the reflective process of using both the activities and results of these intentional, effortful problem solving moments as a source of learning in daily practice that likely represents a better construction of continuing professional development in the health professions. Together these processes of slowing down when you should, innovating solutions to novel problems when needed, and learning from these events of daily practice are evolving into a more coherent and comprehensive construction of the health professional expert.

#### Research Funding:

SSHRC, PSI Inc., MCC, American College of Surgeons, Canadian Patient Safety Institute, Foundation for Air-Medical Research and Education; Sunnybrook Hospital (SHUTC fund)



## Nicole Woods PhD

Assistant Professor, Department of Surgery

Director, Education Evaluation, Department of Surgery

### Learning and Memory in the Health Professions

In 2008, Dr. Woods continued her work in the role of the basic sciences in health professions education. This research has expanded from her original focus on laboratory studies of medical diagnosis to include application of these findings in real world settings. Along with colleagues in the Department of Surgery, she has begun to develop and test methods for integrating basic science and clinical knowledge in undergraduate and postgraduate curriculum. Her research program has also expanded beyond medical education to include the value of basic science in oral radiology, showing that explanatory pathways and causal mechanisms can be a valuable tool in the teaching of visual diagnosis.

#### Research Funding:

U of T Education Development Fund

### **Zeev Friedman MD**

Dr. Zeev Friedman graduated from the University of Tel Aviv medical school in 1990. He subsequently specialized in Anesthesiology and is currently a staff anesthesiologist and assistant professor at Mount Sinai Hospital, University of Toronto. In 2004, he was appointed as Director of Research - Anesthesia and Pain Management at the Department of Anesthesia, MSH hospital.

Dr. Friedman is actively involved in education-oriented research. The focus of his research is in manual skills assessment and the effect of simulation on skills acquisition. Several of these studies are funded by grants from the Anesthesia Patient Safety Foundation, Royal College of Physicians and Surgeons, Physicians' Services Incorporated Foundation and Canadian Anesthesiologists' Society.

These studies deal mainly with identifying gaps and improving the curriculum of Anesthesiology residents by using teaching tools such as high and low fidelity simulation and cadaveric training. A recent study, which identified education gaps in the area of aseptic practice refutes the common belief that novice operators improve their aseptic technique once they master the manual skill of a procedure. This study was featured in *Anesthesiology*, the leading Anesthesia journal as one of the most significant studies in 2008.

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### **Karen Leslie MD, MEd, FRCPC**

Dr. Karen Leslie is an Associate Professor of Paediatrics in the Division of Adolescent Medicine at the Hospital for Sick Children. She is the Program Director for the Adolescent Medicine subspecialty-training program. She is a clinician-educator, involved in many aspects of teaching, educational development and evaluation.

In 2005, Dr. Leslie was appointed as the Associate Director of the Centre for Faculty Development (CFD) at St. Michael's Hospital, Faculty of Medicine. In this role she oversees the CFD educational development programs, is involved in the planning for faculty development for the University of Toronto Mississauga expansion of the medical school, and collaborates on a number of research projects related to faculty development outcomes.

Her scholarly focus includes the areas of faculty development, with a particular interest in academic identity, career development and mentoring. Current research projects include: an evaluation of the outcomes of participants in the Stepping Stones Teaching Certificate program, faculty development for interprofessional education, faculty development to support the use of simulation in teaching and learning, and the role of mentoring in the development of academic identity. Dr. Leslie recently completed a MEd at OISE/UT.

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### **Susan Lief MD, MEd, MMan, FRCPC**

Dr. Susan Lief is an Associate Professor and Clinician-Educator in the Dept of Psychiatry at the University of Toronto. She is the Director of Academic Leadership Development and the founding course director for the Education Scholars Program of the Centre for Faculty Development, Faculty of Medicine and the Associate Director of the Research, Innovation and Scholarship in Education (RISE) program of the Department of Psychiatry.

Upon completing her fellowship training in geriatric psychiatry in 1985, she joined the UofT Faculty of Medicine and Baycrest Centre and has been practicing and teaching since then. She completed her Masters of Education in higher education of health professionals at the Ontario Institute for Studies in Education / University of Toronto in 2002 and her International Masters in Health Leadership at McGill University in 2008. She has been recognized for her excellence in teaching and educational program development by the UofT Faculty of Medicine, the Association of Academic Psychiatry, the American Psychiatric Association and the American Association for Geriatric Psychiatry. Dr Lief has served on the boards of the Canadian Academy of Geriatric Psychiatry, the American Association for Geriatric Psychiatry (AAGP) and the Geriatric Mental Health Foundation.

Dr. Lief's current area of scholarship is in the design and evaluation of development programs for academic leaders and educators in the health professions. Dr. Lief has presented and published on recruitment and competency in geriatric psychiatry, curriculum design in faculty development, and development needs for leaders in academic medicine.



**Mariam Baghdady BDS, MSc**, is a PhD candidate at the University Of Toronto Faculty of Dentistry. Mariam received her Bachelor of Dental Surgery in 2003 from the Faculty of Dentistry at King Abdul-Aziz University, Jeddah, SA. She is currently a scholarship student from Kuwait University. Her work with the Wilson Centre began when she started her specialty training in Oral and Maxillofacial Radiology in 2005. She studied the role of basic science education in oral radiology. She received her MSc in Oral and Maxillofacial Radiology in 2008. She is currently a fellow at the Wilson Centre as a PhD Candidate and continues to study the role of basic science knowledge in enhancing clinical performance.



**Jeannine Banack BScN, FACHE, MEd**, a former Senior Vice President at Mount Sinai Hospital in Toronto, is a PhD candidate in the Higher Education, Health Professional Education program at OISE-University of Toronto. She is also the Course Director for the Ambulatory Community Experience, (ACE), part of the core curriculum for final year medical students at the Faculty of Medicine, University of Toronto. Her research interest lies in the field of medical education and her research focuses on how advocacy can be used as a potential mechanism to deal with health disparities in Canada.



**Ryan Brydges MSc**, is a Wilson Centre fellow and a PhD candidate in the Institute of Medical Science (IMS), University of Toronto. His research focuses on the use of simulation for health professions education. Specifically, his aim is to enhance our understanding of how self-guided learning and other training models can be used to improve current simulation-based curricula. After graduating, he plans to conduct health professions education research that will aid in the development of effective simulation-based education, of theory-based curricula and of innovative assessment strategies and assessment tools.



**Carole Chatalalsingh RD, MA**, is a registered dietitian and part-time faculty at Ryerson University in the School of Nutrition. Carole is also a PhD candidate in workplace learning and change specialization at the department of Adult Education and Community Development, OISE/UT. Her PhD research seeks to understand the nature of clinical team leadership as a form of everyday work and to explore how these leaders are organized to influence team learning and interprofessional practice. Carole combines an interest in adult education, workplace learning and reflective practice in her design and development of nutrition and interprofessional educational programming.



**David Gachoud MD, FMH**, graduated from the Faculty of Medicine, University of Geneva, Switzerland, in 2001. He then completed an internal medicine residency at the University Hospital of Lausanne, Switzerland. A scholarship awarded by his department allowed him to come to Toronto, where he is undertaking a fellowship at the Wilson Centre together with a Masters program at OISE. His fellowship research project focuses on how students in the health professions perceive the role of their colleagues and develop their ability to work in team.



**Elisa Greco MD**, graduated from the University of Ottawa, Faculty of Medicine in 2006 and is currently completing her general surgery training at the University of Toronto. Dr. Greco is currently a 3rd year general surgery resident hoping to complete residency by 2012. Supported by a Royal College Fellowship for Studies in Medical Education Grant, she is pursuing a MEd degree through OISE while completing her Fellowship at the Wilson Centre. Her research is focused on technical skill acquisition, specifically laparoscopic skills and the difficulties novices face while learning these skills.



**Maria Athina (Tina) Martimianakis MA, MEd**, is completing a PhD in higher education at OISE-UT and a Fellowship in medical education at the Wilson Centre. She is studying the impact of socio-economic priorities on institutional restructuring with a focus on power relations that manifest systemically and are reproduced within and between disciplines. She is researching interdisciplinarity as a process of knowledge production, and exploring the impact of related governance arrangements on faculty experiences. She is also studying how researchers interface with clinical teachers and exploring ways to use faculty development for improving the integration of science into clinical teaching. Tina is starting a faculty position as an Education Researcher in the Department of Paediatrics, University of Toronto in January 2009.



**Nancy McNaughton MEd**, is an education fellow at the Wilson Centre and an Associate Director of the University of Toronto Standardized Patient Program. She is currently enrolled in the Ph.D. program in Higher Education at the Ontario Institute for Studies in Education (OISE) at University of Toronto. Her present research program focuses on the constitutive role of emotion in the formation SPs as teachers. It grows out of Nancy's ongoing interest in the effect of complex emotional work on SPs and the evolving role of SPs as non-clinician teachers in health professional settings.



**Carol-anne Moulton MB, BS, MEd, FRACS(Aust)**, graduated from medicine at the University of Melbourne (1992). After completing her general surgical training in 2002, she underwent clinical fellowships in Laparoscopic surgery (Melbourne, 2002) and Hepatopancreaticobiliary surgery (TGH, 2003). This was followed by a surgical education fellowship (first recipient of the Royal Australasian College of Surgeons' Fellowship in Surgical Education) at the Wilson Centre and simultaneously completed her Masters of Education (OISE) in the area of surgical skill acquisition. Dr. Moulton commenced her PhD in education and joined the staff at UHN as a general surgeon in July 2006.



**Maria Mylopoulos PhD**, was a CHSRF/CIHR postdoctoral fellow working with Glenn Regehr from July 2006 - March 2008. Maria received her PhD in Human Development and Education from OISE/UT in 2007. Her research at the Wilson Centre focused on understanding and fostering expertise in medical practice. Currently Maria is an Educational Researcher at the SickKids Learning Institute. Maria's work is grounded in educational models of expertise, knowledge creation and learning.



**Neil Orzech MD** completed his medical education at the University of Ottawa. He is currently in the third year of his General Surgery residency here at the University of Toronto. Neil is completing a Masters of Education in Health Professional Education at the Ontario Institute of Studies in Education and is also a member of the Clinical Investigator Program. His research focus is the role of virtual reality surgical simulation in the education of surgical residents for minimally invasive surgery.



**Vanessa Palter MD** graduated from the University Toronto Faculty of Medicine in 2006, and is currently in the third year of her residency training in the Department of General Surgery. She is pursuing a Master's of Education at OISE. Her research is in the area of surgical skill acquisition and assessment.



**Dominique Piquette MD, MSc, MEd, FRCPC**, obtained her MD degree at the University of Montreal in 2000. She then completed an internal medicine residency, followed by a fellowship in intensive care medicine. In 2005, she completed a clinical fellowship in adult critical care at the Sunnybrook Health Sciences Centre. She then became a fellow at the Wilson Centre and completed a Master in Medical Education at OISE in 2008. She is now starting a PhD degree through the Institute of Medical Education, with an ongoing research interest for the improvement of acute resuscitative skills teaching to the residents. Dr. Piquette joined the Department of Critical Care of Sunnybrook as an intensivist on July 2007.



**Steven Sovran BSc, MD** graduated from the University of Western Ontario Faculty of Medicine and Dentistry in 2006 and is currently in an Internal Medicine residency program at the University of Toronto. With the support of the Clinician-Educator Program at the University of Toronto, he is pursuing a master's degree in Medical Anthropology while holding his fellowship at the Wilson Centre. His interests include the role of the social sciences and humanities in medical education.



**Glendon Tait MSc, MD**, graduated in 2000 with an MSc in Psychopharmacology from the University of Alberta and then in 2004 with an MD from the University of Calgary. He is completing his residency in Psychiatry at the University of Toronto, supported by the department's Clinician Scientist Program, as well as a fellowship at the WC. With grants from the RCPSC and the Sociobehavioral Cancer Research Network, he is examining the impact of end-of-Life care educational interventions on trainees. His interests in end-of-life care education are in professionalism, attitudinal development, and curricula that address the existential and psychological aspects of end-of-life care. He applies his education work to curriculum and program development, policy, and research within medical education and medical psychiatry communities.



**Andrea Waddell MD**, graduated from the Faculty of Medicine at the University of Toronto in 2003. She is currently a 5th year resident in psychiatry at the University of Toronto. Supported by the Department of Psychiatry's Clinician Scientist Program, she is pursuing a Masters degree and completing a fellowship at the Wilson Centre. Her research interests include the development of resident teaching skills, trainee safety and the use of video as a component of formative and summative portfolios.



**Catharine Walsh MD, FRCPC**, graduated from the University of Toronto, Faculty of Medicine in 2003 and completed her general pediatrics training in 2007. She is currently a 3rd year fellow in pediatric gastroenterology at the Hospital for Sick Children. Supported by a Royal College Fellowship for Studies in Medical Education and a Department of Pediatrics Research Fellowship Award, she is pursuing a PhD degree through IMS while completing her Fellowship at the Wilson Centre. Her research is focused on clinical skill acquisition and assessment and the role of simulation in health professions education.



**Sarah Whyte BSc, MA**, is a PhD student in English Language and Literature at the University of Waterloo. Her research applies rhetorical theories to the concept and process of knowledge translation in health care -- a topic that brings her educational background in Biomedical Science (BSc, University of Guelph) and English (MA, University of Waterloo) together with her professional experience in medical education writing and research. Sarah is supported by a CIHR Canada Graduate Scholarship.



**Nishardi Wijeratne MB, BS**, graduated from the Faculty of Medicine, University of Colombo, Sri Lanka, in 2005. She is employed as a physician-educator in Bioethics at the same university. She is currently pursuing the MSc. Bioethics degree at the Joint Centre for Bioethics at the University of Toronto. She is a joint fellow at the Wilson Centre and the Centre for Faculty Development. Her fellowship research project focuses on the use of learning contracts and reflective logs in ethics education.



**Carilynne Yarascavitch BSc, DDS**, received her Doctor of Dental Surgery in 2004 from the Faculty of Dentistry at the University of Toronto. Her collaboration with the Wilson Centre began when she returned in 2005 to continue specialty training in general anaesthesia, during which she studied the effects of clinical experience on empathy in dental students and dentists. Having received her MSc in Dental Anaesthesia in 2008, she is continuing her Fellowship as a PhD Candidate studying the characteristics of teamwork in the presence of acute stress, as may occur during medical emergencies.

The 144 members of the Wilson Centre are drawn eclectically 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 9 scientists, 4 administrative staff, 21 Clinician/Educator Researchers, 15 Affiliated Scholars, and 95 general members together comprising one of the largest centres for health professional education research in the world. The Wilson Centre is focused on coordinating this huge aggregation of educational talent in the University of Toronto Health Professional Faculties, which rival most others around the world in terms of educational scholarship.

## Clinician/Educator Researchers

Ahmed	Najma	Surgery
Austin	Zubin	Faculty of Pharmacy
Backstein	David	Surgery
Bandiera	Glen	Emergency Medicine
Bogo	Marion	Faculty of Social Work
Freeman	Risa	Family & Community Medicine
Friedman	Zeev	Anaesthesia
Ginsburg	Shiphra	Medicine
Goguen	Jeannette	Medicine
Grantcharov	Teodor	Surgery
Gupta	Rajesh	Medicine
Kuper	Ayelet	Medicine
Leslie	Karen	Paediatrics
Lieff	Susan	Psychiatry
MacRae	Helen	Surgery
Mallette	Claire	Faculty of Nursing
Morgan	Pam	Anaesthesia
Naik	Viren	Anaesthesia
Oandasan	Ivy	Family & Community Medicine
Okrainec	Alan	Surgery
Silver	Ivan	Psychiatry

## Scientists

Albert	Mathieu	Psychiatry
Carnahan	Heather	Occupational Science & Occupational Therapy
Dubrowski	Adam	Faculty of Nursing
Hodges	Brian	Psychiatry
LeBlanc	Vicki	Medicine
Lingard	Lorelei	Paediatrics
Reeves	Scott	Psychiatry
Regehr	Glenn	Surgery
Woods	Nicole	Surgery

## Affiliated Scholars

Courneya	Carol-Ann	University of British Columbia
Dempster	Laura	Faculty of Dentistry, University of Toronto
Derbew	Miliard	Dean, Faculty of Medicine, University of Addis Ababa, Ethiopia
Espin	Sherry	Ryerson University, Toronto
Eva	Kevin	McMaster University, Hamilton
Kitto	Simon	Monash University, Australia
Kneebone	Roger	Imperial College in London, UK
Lewin	Simon	London School of Hygiene & Tropical Medicine, UK
Lindqvist	Susanne Marie	University of East Anglia, Norwich, Norfolk, UK
McIlroy	Jodi	Centre for the Evaluation of Health Professionals Educated Abroad, Toronto
Nyhof-Young	Joyce	Department of Radiation Oncology, Princess Margaret Hospital, Toronto
Parker	Kathryn	The Learning Institute, Hospital for Sick Children, Toronto
Segouin	Christophe	Hôpital Lariboisière, faculté de médecine, Paris, France
Simpson	Alan	City University, London, UK
Varpio	Lara	University of Ottawa

## General Members

Agur	Anne	Surgery, Div of Anatomy
Ahmad	Zareen	Medicine
Arweiler	Delphine	Université de Montréal
Baker	G. Ross	Health Policy, Management and Evaluation
Ballon	Bruce	Psychiatry
Batty	Helen	Family & Community Medicine
Bolderston	Amanda	Radiation Medicine
Bradley	Renate	Radiation Oncology
Branigan	Monica	Family & Community Medicine
Bryden	Pier	Psychiatry
Byrne	Niall	Wilson Centre
Catton	Pamela	Radiation Oncology
Childs	Ruth	OISE/UT
Cil	Tulin	Surgical Oncology
Cole	Donald	Public Health Sciences
Côté	Luc	Université Laval
Dattilo	Kathleen	Anaesthesia
Devlin-Cop	Sandra	Nursing
Dewa	Carolyn S.	Psychiatry/CAMH
Finch	Paul	Conestoga College Institute of Technology & Advanced Learning
Forte	Milena	Family & Community Medicine
Fox	Ann	Nutritional Sciences
Gauthier	Geneviève	Educational & Counseling Psychology, McGill Univ
Glover Takahashi	Susan	Postgraduate Medical Education
Goldbloom	David	Psychiatry
Gotlib-Conn	Lesley	Family & Community Medicine
Hanna	Elizabeth	Interprofessional Education at Bridgepoint Health
Harnett	Nicole	Radiation Therapy
Harvey	Bart	Public Health Sciences
Hawryluck	Laura	Medicine
Herie	Marilyn	Psychiatry/CAMH
Hilliard	Robert	Paediatrics

Howard	Andrew	Surgery
Johnson	Ian	Public Health Sciences
Kendall	Sandra	Joseph and Wolf Lebovic Health Complex at MSH
Knickle	Kerry	Standardized Patient Program
Korenblum	Marshall	Psychiatry
Kotsakis	Afrothite	Paediatrics
Lax	Leila	Biomedical Communications (IMS)
Leung	Henry	Northeastern Ontario School of Medicine
Locke	Kenneth	Medicine
MacRury	Katherine	Obstetrics & Gynecology
Maggi	Julie	Psychiatry
Manchul	Lee	Radiation Oncology
Mehta	Sanjay	Paediatrics
Meier	Rosemary	Psychiatry
Mori	Brenda	Physical Therapy
Nayer	Marla	Physical Therapy
Nelson	Sioban	Nursing
Pain	Clare	Psychiatry
Pakes	Barry N.	Dalla Lana School of Public Health
Parikh	Sagar	Psychiatry
Perrier	Laure	Continuing Education
Peterkin	Allan D.	Psychiatry
Pittini	Richard	Obstetrics & Gynecology
Poldre	Peeter	Medicine
Rachlis	Anita	Medicine
Ratnapalan	Savithiri	Paediatrics
Reznick	Richard	Surgery
Richardson	Denyse	Medicine
Robb	Anja	Standardized Patient Program
Rogal	Stan	Standardized Patient Program
Rosenfield	Jay	Paediatrics
Saary	Joan	Occupational Medicine
Schneeweiss	Suzan	Paediatrics

Schneider	Rayfel	Paediatrics
Schreiber	Martin	Medicine
Shapiro	Solomon	Psychiatry
Simmons	Brian	Newborn & Developmental Paediatrics
Sinclair	Lynne	Toronto Rehabilitation Institute
Singh	Sony	Obstetrics & Gynaecology
Smith	Cathy	Standardized Patient Program
Soren	Barbara J.	Knowledge Media Design Inst., UoT
Sriharan	Abi	The Peter A. Silverman Centre for International Health at MSH
Steinberg	Rosalie	Psychiatry
Stergiopoulos	Vicky	Psychiatry
Styra	Rima	Psychiatry
Szumacher	Ewa	Radiation Oncology
Tabak	Diana	Standardized Patient Program
Tait	Gordon	Surgery
Talbot	Yves	Family & Community Medicine
Tallett	Susan	Paediatrics
Tassone	Maria	Physical Therapy
Ternamian	Artin	Obstetrics & Gynaecology
Ungar	Thomas	Psychiatry
Valani	Rahim A.	Emergency Medicine
Verma	Sarita	Postgraduate Medical Education
Verma	Sunil	Medical Oncology/Hematology
Wadhwa	Anu	Paediatrics
Wiley	Michael	Anatomy & Cell Biology
Wilson-Pauwels	Linda	Biomedical Communication (IMS)
Windrim	Rory	Obstetrics & Gynecology
Wong	Rene	Div. of Endocrinology
Yu	Eric	Medicine
Yu	Catherine	Div. of Endocrinology & Metabolism

Every five years, the Wilson Centre undergoes a comprehensive review of its operations to assess how well it has achieved its objectives and fulfilled its vision, and to make recommendations for strategies to facilitate the Wilson Centre's attainment of objectives, vision and mission in its next five years.

The 2008 review covered 6 key areas:

- 1) Scope, Quality and Relevance of Research Activities
- 2) Relationships with Academic Units
- 3) Mission and Vision
- 4) Education Activities
- 5) Morale of Members
- 6) National and International Stature

In each area, the reviewers offered comment and recommendations.

In general, the review was very positive. The reviewers were particularly impressed with scope, quality and relevance of the Wilson Centre research activities, where they wrote:

"The Wilson Centre Scientists have more than exceeded the expected scientific productivity for health professional education centres, particularly in Canada, where the available sources of research funding are limited, and small grants (<\$30,000) the norm. These achievements are particularly notable as most WC scientists are junior. The most senior WC scientists are mid-career, and yet have provided excellent mentorship of junior scientists and clinician/educator researchers."

Education Activities was also considered a strong area, with the reviewers concluding that "the mentoring environment for young researchers was superb, and [we] commend the WC director and scientists for outstanding achievements in this area."

As well, the reviewers indicated that the collaborations of Wilson Centre Scientists and C/ERs with Allied Health Professions and organizations has been a huge success. The reviewers note that: the WC seems to have accelerated the "educational bug"; enabling a culture of educational awareness and excellence to percolate through the faculties of health science. The high profile research conducted by the WC scientists and fellows, the critical support from the hospital and university are viewed as key factors in this success story; an educational renaissance that is now being actively emulated by many other medical faculties in Canada.

Finally, the reviewers had this to say about the Wilson Centre's response to its Vision and Mission:

In the opinion of the reviewers the Wilson Centre has addressed the three-targeted missions of the centre, through its fundamental research programs, its international presence in educational research and its collaborative partnerships with clinician educator and health professional disciplines both inside and outside the university. They have successfully leveraged the strategic links, common

ground and funding opportunities between the hospital and the university. They have addressed the difficult balance between services and research, in part through the creation of the clinician educator researcher, and also with a strong alliance with the Centre for Faculty Development. They have shown leadership in nurturing the development of health professional education research in Canada and elsewhere to build the capacity for research in this domain.

The reviewers also challenged the WC to achieve even more ambitious successes in the future. The recommendations included:

- Consider broadening the scope of Wilson Centre research activities even further to include more focus on basic science departments .
- Leverage the effect of having multiple scientists and students focusing on a thematic area to improve both research productivity and probability of success in application to larger funding opportunities.
- Revisit relevant graduate programs available at the University of Toronto and optimize alignment of courses and programs with the Wilson Centre mission.
- Ensure recruitment and retention of top education scientists through attention to issues of appointment, security, promotion, etc.
- Consider a new network or institute that could formalize the relationships and build on synergies between the Wilson Centre and the other extra departmental units and centres at University of Toronto.
- Consider the following questions:
  - Should the WC aim to become a Health Professional Research and Education Institute that provides its own degrees and if so, what is the academic capacity required to achieve this status.
  - Should the WC, with its affiliated health professional faculties, report to the Council of Health Deans rather than the Faculty of Medicine alone.

Looking at the WC successes, the opportunities for further success, and the challenges brought about by success, the next step, which will take place in 2009-2010, will be to put in place a new strategic plan to take the Wilson Centre forward to 2015.

# Five Year Review: Turning Strategy into Reality

The 2004 Strategic Plan (Stepping up at the Wilson Centre, Strategic Plan 2004-2010) was developed in response to the 2003 Five-Year Review. The strategic plan provides a framework for action in four key areas:

- Excellence in Research
- Excellence in Teaching
- Building Academic Leadership and Infrastructure
- Benchmarking against International Standards

## Excellence in Research

In the area of research excellence, there were two key goals. The first goal was to identify compelling emerging research areas, as well as funding to pursue this research. Six major themes were identified: Patient Safety; Healthcare team practice; Interprofessional communication, conflict resolution and documentation; Technical skills simulation and assessment and translation of these emerging technologies into educational tools and methods; Professionalism and professional socialization; and Development of national and international systems of assessment of health professional competence. Many grants were received including from Health Canada for the Interprofessional SCRIPT project (Structuring Communication Relationships for Interprofessional Teamwork) as well as from the Association of Faculties of Medicine of Canada for the Future of Medical Education in Canada project.

The second goal was to develop “feedback loops” with the Centre for Faculty Development (CFD) so that new discoveries from the WC could be applied in faculty development programs, and that in turn, participants in faculty development programs identify needs for WC research projects. These feedback loops have been established at the administrative level, with the Directors of the Wilson Centre and the CFD acting as members of both executives. Wilson Scientists and C/ERs giving BPER rounds (Best Practices in Education), Stepping Stones workshops and sessions of the Education Scholars Program, while Drs. Ivan Silver and Karen Leslie, Director and Associate Director of the CFD respectively, are very active members of the Wilson Centre. At the student level, a new joint WC-Centre for Faculty Development Fellowship has created opportunities for fellows to work between both institutions. Similarly, the decision to allow WC fellows to participate in the CFD Stepping Stone program has further increased cross-pollination.

## Excellence in Teaching

The most important accomplishment in the area of teaching excellence was to expand the fellowship program. A Fellowship Director was appointed, a Fellowship Committee was created and policies for admissions and a core curriculum were

developed. The number of PhD fellows has risen and this created opportunity for the WC to further expand and refine its educational program in the area of leadership development. The proportion of fellows coming from professions other than medicine has increased to approximately 50%. New Research Day awards (The Richard Reznick Awards for Best Presentation and Best Poster) were created in 2004 and awarded annually to recognize innovative research and excellence in translating new discoveries to practice in education and healthcare.

Although some fellowship funding has been identified (eg, WC fellowships with the Department of Psychiatry), there is more work to do in this area, particularly as the number of non-MD fellows (who typically have less access to funding) increases. This will be a priority as we take our Strategic Plan forward.

Another challenge that will continue to be a priority is working with other departments to ensure that Wilson Centre Fellows have access to the most relevant course options as they pursue their graduate degrees. While a new Masters in Health Professional Education was approved in 2007 within Public Health Sciences and linked to the CFD, it has a primary focus on pedagogy and was not designed as a research degree. The WC will continue to engage in discussions with OISE, as well as the Faculties of Nursing, Dentistry, The Rehabilitation Sector, and the Institute of Medical Sciences (IMS) to explore the possibility of a collaborative program in Health Professions Education Research.

## Building Academic Leadership and Infrastructure

The Wilson Centre's goal to actively seek endowments, Canada research chairs and career awards to provide stable, external sources of support for all WC Scientists progressed with one endowed chair and one endowed professorship (with a commitment to convert to a full chair in 2009). The Executive will continue to work with the UoF and UHN Offices of Advancement to create a plan towards the attainment of further endowments.

## Benchmarking Against International Standards

The Wilson Centre had set the ambitious goal of becoming the leading centre for healthcare education and practice research in the world. Our grant capture, publications, citations, impact factors, international recognition and influence of our faculty and fellows over the past 5 years suggest that we are on a trajectory toward this goal. We are proud of the fact that people in record numbers are reading and citing our research papers, attending our presentations, workshops and courses and consulting our members for advice and support.

## Five Year Review: Putting Research into Practice

One of the Wilson Centre's core priorities is to facilitate research with results that can be directly applied to real-world education and clinical practice. Over the last five years, such research ranges across tool development and curriculum innovation to consultation with development teams across the university. Here are just a few educational innovations developed or researched and implemented in curricula and practice at the University of Toronto and its network of teaching hospitals and clinics:

Assessment and feedback tools (evaluated in terms of reliability, validity, feasibility, etc):

- Objective Structure Clinical Examinations (OSCE) tailored to surgery, medicine, psychiatry, pharmacy, physiotherapy, etc.
- Objective Structured Assessment of Technical Skills (OSATS)
- Patient Assessment and Management Examination (PAME)
- Global ratings and checklists to assess competence
- Communication measurements, including a widely used global rating
- Vignette Matching Tool
- Structured Admissions Evaluation Tool for PGME
- Critical Appraisal Skills Tool for Continuing Education
- Relative Ranking Method

Clinical practice setting tools

- Structuring Communication Relationships for Inter-professional Teamwork (SCRIPT)
- Operative Team Communication Checklists (UHN)
- Teamwork tools for use in multiple environments (eg. Obstetrics, OR, ICU, etc)

Curriculum development/continuing education/faculty development

- Mentoring programs
- Professionalism development models
- Communication skills programs
- Simulation programs and teaching
- Wide variety of applications of standardized patient methodology

Curricular assessments, reviews and reforms (including reviews and reports)

- Department of Surgery/Surgical Skills Centre (residents)
- Clerkship, Faculty of Medicine
- Ontario Paramedic Program
- Program on Life-Sciences, Ethics and Policy
- Program for Research, Innovative and Scholarship in Education (RISE), Department of Psychiatry

Wilson centre faculty have also taken leadership or administrative positions in various other units that influence teaching practice across campus and the hospital system, including:

- Network of Excellence in Simulation for Clinical Teaching and Learning (NESCTL)
- Program in Simulation and Rehabilitation
- Centre for Faculty Development
- Centre for Research in Nursing Education
- SickKids Learning Institute
- Department of Surgery
- Department of Psychiatry
- Research Innovation and Scholarship in Education (RISE)

## Where We Went

Addis Ababa Medical School, Ethiopia  
All Together Better Health IV Conference, Stockholm, Sweden  
Alliance for Continuing Medical Education Annual Conference, Orlando, FL, USA  
American Academy of Oral and Maxillofacial Radiology (AAOMR) Annual Meeting, Pittsburgh, PA, USA  
American Educational Research Association, New York, NY, USA  
Association of American Medical Colleges, San Antonio, TX, USA  
Association of Medical Education in Europe (AMEE), Prague, Czech Republic  
Association of Faculties of Medicine of Canada (AFMC) 2008 Canadian Conference on Medical Education, Montreal, PQ, Canada  
Academy of Psychosomatic Medicine Annual Meeting, Miami, FL, USA

Asia Pacific Medical Education Conference (APME), Singapore  
Canadian Anesthesiologists' Society Annual Meeting, Halifax, NS, Canada  
Canadian Child Health Clinician Scientist Program 6th Annual National Symposium, Edmonton, AB, Canada  
Canadian Sociological Association Conference, Vancouver, BC, Canada  
Canadian Student Health Research Forum and CIHR National Student Poster Competition, Winnipeg, MB, Canada  
International Conference on Emergency Medicine, San Francisco, CA, USA  
International Conference on Learning, Chicago, IL, USA  
International Interdisciplinary Conference on Clinical Supervision, Buffalo, NY, USA

Medicine Meets Virtual Reality 16th Annual Conference, South Beach, CA, USA  
Ottawa International Conference on Clinical Competence, Melbourne, Australia  
Royal College of Physicians and Surgeons of Canada International Conference on Residency Education, Ottawa, ON, Canada  
Société Internationale Francophone d'Education Médicale (SIFEM), Lille, France  
Society for Social Studies of Science (4S-EASST), Rotterdam, The Netherlands  
Vision Sciences Society Conference, Naples, FL, USA  
International Meeting for Simulation in Healthcare, San Diego, CA

## Who Came to Us

Delegation from Addis Ababa University, Ethiopia: Dr. Tsige Gebre-Mariam, Vice President for Graduate Studies and Research; Dr. Abye Tasse, Associate Vice President for Strategic Planning and International Affairs and Dean, School of Social Work; Dr. Miliard Derbew, Dean, Faculty of Medicine; Dr. Atalay Alem, Reform Officer for College of Health Sciences; and Dr. Daniel Fekade, Director of Strategic Planning  
Delegation from Bahrain: H.E. Minister of Health, Dr. Faisal Al Hamer; Dr. Tariq Hameed Shafeea, Brigadier General Doctor, Consultant Surgeon, Royal Court Bahrain, Military Hospital; Dr. Sh. Fahad Al Khalifa, Consultant Orthopedic, Head of Orthopedic Department, Bahrain Defense Force Hospital; Dr. Ameen Al Saati, Chief Medical Staff, ENT Consultant, Salmaniya Medical Complex; Dr. Sayed Shubbar Mohamed Hasan, Consultant Radiation Oncologist, Head of Radiation Oncology, Salmaniya Medical Complex and Dr. Hala Al Mehza, Chief International Relations, Consultant Family Physician, GCC Executive Board Member, Ministry of Health  
Delegation from University of Fortaleza, School of Medicine, Brazil: Prof. Henrique Sa, Dean, Medical Education; Prof. Fatima Veras, Director of the Health Sciences Center; and Prof. Christina Brasil, Director of Audiology/Speech Therapy Program  
Dr. Doug Aoki, Department of Sociology, University of Alberta, Edmonton, AB, Canada  
Dr. Joanna Bates, Director, Centre for Health Education Scholarship, Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada  
Dr. David Birks, Department of Surgery, Monash University, Victoria, Australia  
Prof. David Blaney, Associate Postgraduate Dean, University of Edinburgh, Edinburgh, UK

Prof. John Carpenter, Chair of Social Work and Applied Social Science, School for Policy Studies, University of Bristol, Bristol, UK  
Katharine Ann Mary Boursicot, Medical College of St Bartholomew's Hospital, University of London, London, UK  
Dr. Peter Cantillon, Galway University Medical School, Galway, Ireland  
Dr. Luc Côté, Département de médecine familiale, Faculté de médecine, Université Laval, Québec City, PQ, Canada  
Dr. Carol-Ann Courneya, Department of Cellular and Physiological Sciences, University of British Columbia, Vancouver, BC, Canada  
Dr. Tim Dornan, Professor of Medicine and Clinical Education, University of Manchester, Manchester, UK  
Lucy De Fabrizio, Coordinator, International Office, Faculty of Education, University of Alberta, Edmonton, AB, Canada  
Dr. Ronald M. Epstein, Associate Dean for Educational Evaluation and Research; Director, Rochester Center to Improve Communication in Health Care, School of Medicine and Dentistry, University of Rochester, Rochester, NY, USA  
Dr. Roberta E. Goldman, Associate Professor of Family Medicine, Center for Primary Care and Prevention, Brown University, Pawtucket, RI, USA  
Dr. Gitte Eriksen, Department of Obstetrics & Gynecology, University Hospital of Aarhus, Skejby, Denmark  
Dr. Ming-Jung Ho, Dept of Social Medicine, School of Medicine, National Taiwan University, Taipei, Taiwan  
Dr. David Irby, Vice Dean of Education, University of California San Francisco, CA and Co-Director of The Carnegie Foundation for the Advancement of Teaching in Stanford, San Francisco, CA, USA  
Dr. Mark Jackson, Department of Surgery, The Coast Vascular Centre, Southport, Queensland, Australia

Dr. Syeda Kauser Ali, Department for Educational Development, Aga Khan University, Karachi, Pakistan  
Dr. Simon Kitto, Faculty of Medicine, Nursing and Health Sciences, Monash University, Victoria, Australia  
Mr. Michael F. McShane, School of Law, Deakin University, Waurn Ponds, Victoria, Australia  
Dr. M. Lucas Murnaghan, Arthroscopy and Athletic Injuries Fellow, Department of Orthopaedics, University of British Columbia, Vancouver, BC, Canada  
Dr. Jonas Nordquist, Director, Medical Case Center, Department of Medicine, Karolinska Institute, Stockholm, Sweden  
Dr. Niv G. Patil, Department of Surgery, The University of Hong Kong, Hong Kong, China  
Griet Peeraer, Educational Coordinator, Faculty of Medicine, University of Antwerp, Belgium  
Dr. Shmuel Reis, Departments of Medical Education and Family Medicine; The R & B Rappaport Faculty of Medicine, Technion- Israel Institute of Technology, Haifa, Israel  
Dr. Laura Roberts, Professor & Chair, Charles E. Kubly Professor of Psychiatry & Behavioural Medicine; and Bioethics, Health Policy Institute, Medical College of Wisconsin, Milwaukee, WI, USA  
Dr. Joan Sargeant, Director Program Development and Evaluation, CME, Faculty of Medicine, Dalhousie University, Halifax, NS, Canada  
Renée E. Stalmeijer, Educationalist, Researcher, Faculty of Health, Medicine and Life Sciences, Maastricht University, Maastricht, The Netherlands  
Dr. Cees P.M. van der Vleuten, Department of Educational Development and Research, Maastricht University, Maastricht, The Netherlands  
Dr. Chris Watling, London Health Sciences Centre, Victoria Hospital, London, ON, Canada

### Atelier Wilson Centre: Qualitative Research Refined

Atelier Wilson Center presented its inaugural program on October 20-23, 2008. Qualitative Research Refined, was a four-day intensive program in advanced qualitative education research. The program focussed on philosophy and epistemology of qualitative research as well as introducing participants to the study of several "big thinkers" such as Erving Goffman, Pierre Bourdieu, Michael Foucault and Roland Barthes.

Twenty participants honed their research skills in this dynamic and interactive program led by Drs. Mathieu Albert, Lorelei Lingard, Scott Reeves, Ayelet Kuper, Brian Hodges and the participation of Tina Martimianakis, Nancy McNaughton, Mariana Arteaga, Douglas Buller and Helen Caraoulanis.

This program focused on guiding the participants through the challenges of doing qualitative studies in the health professions education domain. From an understanding of founding philosophies and traditions to data collection and analysis, participants learned about the foundations of sophisticated and rigorous qualitative research.



### Research Day

The Wilson Centre Research Day, October 24, 2008



Our annual research day is a unique opportunity to share and celebrate the remarkable depth and breadth of scholarship in education at the University of Toronto. This year's keynote address, "Lessons learned in assessment: History, research and practical implications" was given by Dr. Cees P.M. van der Vleuten, from the University of Maastricht, The Netherlands. In addition, we held 2 panels, 31 podium presentations and 23 poster presentations from different methodological perspectives. The notoriously fun and creative "Wilson One-Minute Wonder" presentations allowed participants to hear one-minute presentations about each of the posters.

The Richard Reznick Research Awards for best paper and poster by a graduate student were given to Ryan Brydges MSc, for best paper "It's all about process: Directed self-guidance is effective for learning clinical technical skills", and Catharine Walsh MD, FRCPC for best poster "Task trainers and virtual reality simulators both show benefit in training gastrointestinal endoscopy skills". Two new awards for the best one-minute wonders were presented. The "People's Choice Award" was given to Carilynne Yarascavitch BSc, DDS for the presentation of "Deconstructing empathy: A measurement tool for dental student and dentists", and The Honorable Mention Award was given to Oleg Safir MD, FRCSC for the presentation of "Simulated arthroscopy performance is enhanced by fundamentals of laparoscopic surgery (FLS) training".

The Wilson Centre Mentorship Award was presented to Mathieu Albert PhD, Scientist, in recognition of his outstanding mentorship in the Wilson Centre Fellowship Program.



## Education Research Rounds

Rounds provide excellent opportunities to build a sense of community among scholars and graduate students of the Wilson Centre. In 2008, the best presentation was awarded to Ryan Brydges MSc, PhD(c) Fellow at the Wilson Centre for the presentation entitled "Can I really teach myself? Probing self-guided learning of clinical technical skills".

### January 21

Simulation training in gastrointestinal endoscopy: Impact of a flexible sigmoidoscopy course for Ontario Registered Nurses

**Catharine Walsh MD,**  
Wilson Centre Fellow

A new medical school in Nepal! What makes this one so special?

**Carol-Ann Courneya PhD,**  
Faculty of Medicine, UBC; Visiting Scholar at the Wilson Centre

### February 25

Can I really teach myself? Probing self-guided learning of clinical technical skills

**Ryan Brydges MSc,**  
Wilson Centre Fellow

What should drive the development of arthroscopy simulators: Technology, experts or trainees?

**Oleg Safir MD,**  
Wilson Centre Fellow

### April 21

The Dignity Interview as an Educational Intervention- Residents Learning about Meaning at the End of Life

**Glendon R Tait MD, MSc,** Wilson Centre Fellow

Integrating new knowledge into clinical teaching: Challenges faced by basic and social scientists in psychiatry

**Maria Athina Martimianakis MEd,**  
Wilson Centre Fellow

### May 13

Change in Empathy in Dental Students and Dentists

**Carilynne Yarascavitch, MSc(c)**  
Wilson Centre Fellow

Evaluating the Impact of a Smoking Cessation Curriculum on Oncologists: A Pilot Study for PGME

Oncology Resident Education (ORE) Study

**Jerry Maniate MD, M.Ed**  
Wilson Centre Fellow

### June 16

Self-directed practice enhances the learning of a technical clinical skill

**Oleg Safir MD,**  
Wilson Centre Fellow

Leading Interprofessional Team Learning

**Carole Chatalalsingh RD, MA,**  
Wilson Centre Fellow

### November 17

The Role of Basic Sciences in Oral Radiology

Mariam Baghdady BDS, MSc,  
Wilson Centre Fellow

Stress and Performance: Insights from 5 years of research.

Vicki LeBlanc PhD,  
Wilson Centre Scientist

## Guest Education Presentations

### May 14

Outcomes of Interprofessional Education for Community Mental Health Services in England: The longitudinal evaluation of a postgraduate program

**John Carpenter**

Chair of Social Work and Applied Social Science at the University of Bristol, UK

### June 24

Self-Monitoring in Clinical Practice: A challenge for educators

**Ronald M. Epstein MD,**

Associate Dean for Educational Evaluation and Research; Director, Rochester Center to Improve Communication in Health Care - University of Rochester School of Medicine & Dentistry

### October 27

Making Gender: Knowledge production and translation in a gender identity clinic

**Lesley Gotlib Conn PhD,**

Research Associate, Centre for Health Services Sciences at Sunnybrook Health Sciences Centre