



## **Medical Education Researchers Database**

**Please contact OMSA Director of Education ([education@omsa.ca](mailto:education@omsa.ca)) to request any additions/changes to this document, or if you have any questions/concerns/suggestions**

Institution	Name	Affiliations	Email	Research Interests
Queen's	Dr. Joseph Burley		jburley@fcmhs.ca	Undergraduate medical education.
Queen's	Dr. Alexandre Menard		menard_alex@me.com	Coned-beam CT gided procedures.
Queen's	Dr. Lindsay Davidson		lkd@queensu.ca	Team based learning; Use of cases in teaching; Interprofessional education; Education about Indigenous health; e-Learning/flipped learning
Queen's	Dr. Amy Acker		ackera@queensu.ca	Post graduate medical education.
Queen's	Dr. Andrea Guerin		guerina@kgh.kari.net	Undergraduate and Post graduate medical education.
Queen's	Dr. James Wilson		wilsonj1@kgh.kari.net	Post graduate assessment and program development.
Queen's	Dr. Onofre Moran		morano@queensu.ca	Respirology - Interstitial Lung Diseases. Undergraduate and post graduate medical education research.
Queen's	Dr. Leslie Flynn		flynnl@queensu.ca	Transition to CBME.
Queen's	Dr. Karen Schultz		karen.schultz@dfm.queensu.ca	Competency assessment, curriculum development (e.g. leadership), program evaluation.
Queen's	Dr. Steve Mann		manns@kgh.kari.net	Perceptions of CBME.
Queen's	Dr. Louie Wang		l.wang@queensu.ca	Assessment, learning strategies, motivation.
Queen's	Dr. Richard Millson		rcmillson@gmail.com	Undergraduate and post graduate medical education.
Queen's	Dr. John Drover		jwd@queensu.ca	
Queen's	Dr. Chris Frank		frankc@providencecare.ca	eBook learning.
Queen's	Dr. David Saleh		salehd@hdh.kari.net	
Queen's	Dr. Gavin Shanks		shanksg@providencecare.ca	Post-graduate assessment development.
Queen's	Dr. John Crosby		drjohncrosby@rogers.com	
Queen's	Dr. Chris Smith		cas12@queensu.ca	Post-graduate competency committee.
Queen's	Dr. Tim Chaplin		chaplntim2@gmail.com	Simulation-based education and resuscitation medicine.
Queen's	Dr. Roy Ilan		ilanr@queensu.ca	Healthcare quality.
Queen's	Dr. Glenio B. Mizubuti		mizubutg@kgh.kari.net	Post graduate medical education resaerch and anaesthesiology.
Queen's	Dr. James Kim		jkim0309@rogers.com	
Queen's	Dr. Les MacKenzie		mackenzl@queensu.ca	
Queen's	Dr. Michael Weir		weir@kwarthaurology.com	
Queen's	Dr. Robert Pincock		rob.pincock@gmail.com	Undergraduate and post graduate assessment and program development.

Institution	Name	Affiliations	Email	Research Interests
UofT	Dr. Mathieu Albert	The Wilson Centre	mathieu.albert@utoronto.ca	Dr. Albert's research interest are located at the intersection of sociology of the health professions, sociology of knowledge and interdisciplinary studies. Mathieu's main current project focuses on how top-down interdisciplinary research policies in health are creating new boundaries between research areas instead of removing them by marginalising basic social and laboratory research.
UofT	Dr. Ryan Brydges	The Wilson Centre	ryan.brydges@utoronto.ca	Dr. Brydges conducts research in three related domains: (i) clarifying how healthcare trainees and professionals manage (through self-regulation) their life-long learning, (ii) understanding how to optimize the instructional design of healthcare simulation (and other technology-enhanced learning modalities) for training and assessment of healthcare professionals (iii) identifying best practices in the training and assessment for bedside invasive medical procedures (e.g., lumbar puncture, central line insertion, thoracentesis). Examples of questions he asks include how trainees prepare for future learning, how they learn to self-monitor effectively (i.e., think about their own thinking), how educators and trainees differ in their conceptions of learning, how validity evidence is collected and organized in assessment of health professionals, and how to design training using educational technologies (e.g., iPad apps, web-based simulators) to enhance learning outcomes.
UofT	Dr. Shiphra Ginsburg	The Wilson Centre	shiphra.ginsburg@utoronto.ca	Dr. Ginsburg's primary research program is now focused on trying to understand how clinical supervisors conceptualize, assess and communicate about the performance and competence of their learners, with a focus on the language used in workplace-based assessment. This work is continuing and extending into the domain of the practicing clinician. Dr. Ginsburg's research involves the use of qualitative methods (constructivist grounded theory) and mixed methods. Other research interests and areas of collaboration include a series of studies on the effect of the context/environment on evaluation, the evaluation of clinical teachers and issues around academic publishing and education scholarship.
UofT	Dr. Brian Hodges	The Wilson Centre	brian.hodges@utoronto.ca	His research focuses on assessment, competence, compassion and the future of the health profession.
UofT	Dr. Kulamakan (Mahan) Kulasegaram	The Wilson Centre	mahan.kulasegaram@utoronto.ca	Dr. Kulasegaram (Mahan)'s research examines educational assessment from both a psychometric and cognitive perspective. His work aims to advance assessment theory and practice by conceptualizing assessment as an instructional and advancement opportunity. This involves reexamining the entire context of assessment - the objectives, process, tools, learners, and raters - from theoretical perspectives informed by cognitive theory and best evidence on measurement. His other interests also include the role of working memory in decision making and learning in healthcare as well as the application of cognitive theory to instructional design and practice. Additionally, he dabbles in applying novel and advanced statistical methods to large data sets.
UofT	Dr. Ayelet Kuper	The Wilson Centre	ayelet.kuper@utoronto.ca	Dr Ayelet Kuper's research program focuses on the relationship between currently accepted epistemologies and knowledge production modalities within medical and medical education research on the legitimacy and/or limitations of particular subject areas within mainstream health professions education research and within health professional curricula. Her work, which provides evidence for the need to broaden current definitions of legitimate medical knowledge, has important implications for teaching and learning about key patient-care-related concepts such as equity, power, culture, justice, and reflexivity. These concepts both enhance daily clinical and educational encounters and enable physicians to address the structural and process-related challenges that currently hinder their ability to provide equitable care.
UofT	Dr. Maria Athina (Tina) Martimianakis	The Wilson Centre	tina.martimianakis@utoronto.ca	She is currently researching how organizational practices support or hinder the capacity of interprofessional teams to practice and learn together. As well, she is exploring how discourses of integration manifest in every day medical education practices. Previous work has explored interdisciplinarity as a process of knowledge production and globalization and its relationship to medical competency.
UofT	Dr. Carol-anne Moulton	The Wilson Centre	Carol-Anne.Moulton@uhn.ca	Her research interests include the psycho-sociological considerations of surgical judgment and surgeon error.
UofT	Dr. Maria Mylopoulos	The Wilson Centre	maria.mylopoulos@utoronto.ca	Maria's research program explores the development and maintenance of expertise, with a particular focus on how health professionals deal with uncertainty, novelty and complexity in their daily clinical problem solving. The aim of her research is to evolve understanding of the knowledge and capabilities that underpin this facet of expertise as it occurs in real-world contexts using theoretical frameworks of clinical reasoning and adaptive expertise. The ultimate goal of her research is to translate this understanding to educational design that promotes the development of exceptional clinicians who are able to handle the complexities and challenges of the healthcare workplace.

UofT	Dr. Stella Ng	The Wilson Centre	stella.ng@utoronto.ca	Dr. Stella Ng is exploring how health professionals create practice-based knowledge within complex social contexts. Her research aims to reveal how health professionals develop and deploy esoteric forms of knowledge when faced with uncertainty or conflicted values, and how existing social and healthcare structures influence practice. One ongoing study focuses on the work that occurs when health professionals must share and negotiate knowledge with schools to support children, with chronic conditions, in accessing school-based health support. Investigating the social and systemic coordinators of practice when healthcare professionals apply various forms of knowledge and enact multiple roles outside of traditional healthcare settings, this research is asking: What forms of knowledge are being used and when? What and whose knowledge is seen as legitimate, and by whom? How are these conceptions and structures of legitimate knowledge being coordinated, socially and systemically?
UofT	Dr. Geoff Norman	The Wilson Centre	norman@mcmaster.ca	Dr. Norman's primary research is in the area of expert diagnostic reasoning – how clinicians arrive at a diagnosis. His research has revealed that experts use two kinds of knowledge to do diagnosis – the formal analytical knowledge of signs and symptoms and physiologic mechanisms, and experiential knowledge based on the hundreds or thousands of patients they have encountered.
UofT	Dr. Elise Paradis	The Wilson Centre	elise.paradis@utoronto.ca	Her research – inspired by sociological theory on the professions, Pierre Bourdieu's theory of practice and neo-institutional theory – aims to transform how teams work together to improve patient outcomes. She uses a range of methods in her research, from content analysis to ethnography, interviews, bibliometrics and scoping reviews.
UofT	Dr. Walter Tavares	The Wilson Centre	walter.tavares@utoronto.ca	Dr. Walter Tavares' research examines ways of optimizing performance based assessments in work and simulation settings broadly. His work aims to advance theory and practice where decisions regarding the ability to adaptively integrate multiple competencies in response to complex and context dependent clinical stimuli are desired. Some of his research has focused on the role and/or cognitive behaviours of the observer / rater in the assessment process. This cognitive theory oriented work extends to assessment processes and strategies in general and how both work and simulation efforts may be optimized and/or integrated for formative, progress, programmatic and/or summative assessment efforts. He is also interested in shifting conceptions of assessment, critically examining shifts from a theoretical and applied perspective, language in assessment and the role of simulation as an assessment and learning strategy.
UofT	Dr. Catharine Walsh	The Wilson Centre	catharine.walsh@utoronto.ca	Dr. Walsh's research focuses on examining factors that influence the acquisition of complex clinical skills, behaviours and attitudes, including methods of optimizing learning within simulation-based environments. Dr. Walsh also conducts educational measurement research focused on the assessment of competence and performance of health professionals. Her program of research aims to advance our understanding of (1) how healthcare professionals, from novice to expert, develop and maintain clinical skills necessary for their practice; (2) how to improve education delivery and skills acquisition using technology-enhanced learning modalities such as simulation; and (3) how best to assess learners' competence. Taken together, these lines of inquiry inform the ways in which we can enhance the training and assessment of healthcare professionals and ultimately improve patient- and family-centered care.
UofT	Dr. Fiona Webster	The Wilson Centre	fiona.webster@utoronto.ca	Her current research program focuses on issues such as the hidden curriculum; the sociological organization of knowledge; and the concept of the "good patient".
UofT	Dr. Cynthia Whitehead	The Wilson Centre	cynthia.whitehead@utoronto.ca	Her program of research as a Wilson Centre Scientist focuses on deconstructing 'truths' of health professions education to expand our understandings of possibilities for change. Some of Dr. Whitehead's specific content areas of research interest include globalization of medical education, outcomes-based education, interprofessional education, and the history of medical education.
UofT	Dr. Nicole Woods	The Wilson Centre	nikki.woods@utoronto.ca	My work examines the role biomedical knowledge in clinical reasoning and value of basic science training in the development of medical expertise. Applying principles of memory and learning to medical education, I have begun to look beyond the problem-solving aspect of diagnosis to the cognitive resources that support clinical reasoning. My research has found a role for basic science knowledge in creating a conceptual framework for clinical information. By providing explanatory pathways and causal connections between signs and symptoms, basic science knowledge can help students develop a coherent mental representation of a disease category. This type of mental representation plays a critical role in long-term memory, knowledge transfer and solving challenging clinical problems. Building on this basic premise, my research program focuses on 1) the design of instructional methods that integrate clinical knowledge and conceptual models of disease 2) the evaluation of basic science knowledge and 3) understanding the changing role of biomedical knowledge throughout undergraduate, postgraduate and continuing education.

Institution	Name	Affiliations	Email	Research Interests
McMaster	Dr. Harold Reiter	The Program for Educational Research and Development (PERD) Faculty	harold.reiter@jcc.hhsc.ca	Harold is an internationally recognized Medical Education researcher who brought the concept of the multiple mini interviews (MMI) to the medical school admissions process in universities around the world.
McMaster	Dr. Kelly Dore	The Program for Educational Research and Development (PERD) Faculty	dore@mcmaster.ca	Her current interests include assessment/evaluation, measures of admission (including personal and professional characteristics), the process of transfer of accountability (clinical handover), and the psychological factors relevant to health professions education and clinical decision making.
McMaster	Dr. Lawrence Grierson	The Program for Educational Research and Development (PERD) Faculty	lgriersle@mcmaster.ca	Lawrence is especially interested in the feasibility of internet-mediated networked learning tools for clinical skills training as well as peer feedback, the way various forms of sensory information impact our control of precision movements and on the innovation and application of assistive technologies for both health professions skills educators and persons from special populations. His research has exciting application in a number of areas of health care education research.
McMaster	Dr. Sandra Monteiro	The Program for Educational Research and Development (PERD) Faculty	monteisd@mcmaster.ca	Her primary program of research focuses on the mechanisms, processes, and systems issues that contribute to diagnostic errors. Additionally, she is interested in understanding how errors contribute to learning in medical residency.
McMaster	Dr. Meredith Vanstone	The Program for Educational Research and Development (PERD) Faculty	meredith.vanstone@mcmaster.ca	Her research in the area of health professional education uses a policy lens to explore the social complexity of practice. She teaches qualitative research methods and social theory for the Masters of Science in Health Science Education and Health Policy PhD programs.
McMaster	Dr. Geoff Norman	The Program for Educational Research and Development (PERD) Faculty	norman@mcmaster.ca	His long-standing interest is in cognitive psychology, particularly as it applies to clinical reasoning, learning, and decision-making. Allied to this is a recent interest in the role of technical simulation in learning. He has particular expertise in statistics and measurement, and has authored several popular books in this area, with David Streiner. He has taught these subjects for years at undergraduate and postgraduate level.
McMaster	Dr. Khalid Azzam	Department of Medicine, PERD Scholar	azzamk@hhsc.ca	
McMaster	Dr. Judy Baird	Undergraduate MD Program, Department of Family Medicine, PERD Scholar	bairdj3@mcmaster.ca	Dr. Baird has considerable teaching experience and is involved in research in the areas of clinical reasoning skill development and assessment, the use of virtual tools to aid in education and assessment, and the development of community leadership skills through service learning.
McMaster	Dr. Stephen Bates	Department of Obstetrics and Gynecology, PERD Scholar	batess@mcmaster.ca	Study design to assess non-hysterectomy surgical therapy for menorrhagia, Quality Improvement in medical practice, Teaching of health professional at all levels
McMaster	Dr. Keyna Bracken	Department of Family Medicine, PERD Scholar	bracken@mcmaster.ca	Undergraduate Medical Education.
McMaster	Dr. Amie Cullimore	Department of Obstetrics and Gynecology, PERD Scholar	cullimor@mcmaster.ca	Dr. Cullimore's special interests are in medical education, faculty development and development in clinical competencies.
McMaster	Dr. Donna Fedorkow	Department of Obstetrics and Gynecology, PERD Scholar	fedorkow@mcmaster.ca	Her clinical and research interests include urogynaecology, conservative management of pelvic floor dysfunction, menopause and geriatric gynecology.
McMaster	Dr. Nancy Fowler	Department of Family Medicine, PERD Scholar	fowlern@mcmaster.ca	Her primary interests include medical education, the care of urban populations, cross-cultural medicine, especially immigrants and refugees and the social determinants of health.
McMaster	Dr. Azim Gangji	Department of Medicine, PERD Scholar	gangjias@mcmaster.ca	Case based learning in postgraduate medical education
McMaster	Dr. Christina Grant	Department of Pediatrics, PERD Scholar	chgrant@mcmaster.ca	Transition and Care of the Adolescent with Type 1 Diabetes, Grant, C., Van Blyderveen, S., Punthakee, Z. (2007) (Lead Investigator) (Data Collection) NIF Funding Grant \$20,000 The utilization, utility and impact of a Transition Coordinator and the Youth Kit© among adolescents with chronic health conditions as they transition to adulthood. A pilot study. Punthakee, Z., Gorter, J., Brill, H., Don-Wauchope, A., Grant, C., Stewart, D., Rosenbaum, P. 2009 (Collaborator) Outcomes, Prognosis, and Treatment Trajectories for Adolescents Receiving Treatment for an Eating Disorder. Van Blyderveen, S. L., Findlay, S., Grant, C Webb, C., Couturier, J., Toombs, I. A., John-Carson, N., Johnson, N., & Green, T. 2009 (Data Collection) CHEO Center for Excellence Grant \$30,000 Patient Satisfaction and Therapeutic Alliance among Adolescents Receiving Family Based Treatment for an Eating Disorder. Van Blyderveen, S. L., Findlay, S., Webb, C., Couturier, J., Grant, C., & Kimber, M. 2009 (Data Collection) Conversion Disorders in Adolescent Medicine Practice, Krasnick, C., Findlay, S., Grant, C., (2008) (PI)
McMaster	Dr. Brian Klar	Department of Family Medicine, PERD Scholar	Brian.Klar@medportal.ca	

<i>McMaster</i>	Dr. Valerie Mueller	Department of Obstetrics and Gynecology, PERD Scholar	muellevm@mcmaster.ca	Undergraduate and postgraduate medical education.
<i>McMaster</i>	Dr. Juan Munoz	Department of Family Medicine, PERD Scholar	munozj@mcmaster.ca	His main academic interest is in the areas of undergraduate and postgraduate medical education. He is involved in the development of professional competences in the medical curriculum and in the teaching and testing of clinical skills in the MD Programme.
<i>McMaster</i>	Dr. Ameen Patel	Department of Medicine, PERD Scholar	patela@mcmaster.ca	
<i>McMaster</i>	Dr. Inge Schabort	Department of Family Medicine, PERD Scholar	ischabo@mcmaster.ca	Her clinical and academic interests include medical education, IMG education and advocacy, disease screening, prevention and health promotion, diabetes and pain management using clinical decision support systems in primary care, global health, inter-professional care and education, refugee health, women's health, chronic disease management, evidence-based medicine and primary care research.
<i>McMaster</i>	Dr. Alan Taniguichi	Department of Family Medicine, PERD Scholar	taniguichi@hsc.ca	He is known to colleagues and students in McMaster health sciences as a leader and visionary in palliative care whose dedication is enhancing education and ultimately improving patient services.
<i>McMaster</i>	Dr. Allyn Walsh	Undergraduate MD Program, Department of Family Medicine, PERD Scholar	walsha@mcmaster.ca	Professionalism in practice, Learners in difficulty, Competency based education, Professional and faculty development, International Medical Graduates
<i>McMaster</i>	Dr. Parveen Wasi	Department of Medicine, PERD Scholar	wasip@mcmaster.ca	Allogeneic Bone Marrow Transplantation Febrile Neutropenia
<i>McMaster</i>	Dr. Anne Wong	Department of Anesthesia, PERD Scholar	wongan@mcmaster.ca	Comparative and international medical education, Cultural influences on medical education, Professional identity formation, Academic leadership, Physician resilience
<i>McMaster</i>	Dr. Joyce Zazulak	Department of Family Medicine, PERD Scholar	zazulj@mcmaster.ca	Dr. Zazulak's academic areas of interest include teaching about the communication skills and patient centered care. She also has a particular interest in Narrative Medicine and Healthcare Humanities with a particular interest in the use of art and visual literacy in the training of healthcare professionals.

Institution	Name	Affiliations	Email	Research Interests
Western	Dr. Sandy DeLuca	Centre for Education Research and Innovation	SDeLuca@fanshawec.ca	
Western	Dr. Laura Diachun	Centre for Education Research and Innovation	laura.diachun@sjhc.london.on.ca	Dr. Diachun's research focuses on answering the following questions: I) How is geriatrics taught on GIM CTUs? II) Is the UME curriculum addressing geriatric core competencies? III) Is there a hidden curriculum that fosters negative attitudes towards frail, older patients?
Western	Dr. Wael Haddara	Centre for Education Research and Innovation	wael.haddara@schulich.uwo.ca	Dr. Haddara's research is focused on answering I: How do utilitarianism and emancipation complicate our ability to integrate interprofessional collaboration during a student's education? and II) How can discourse analysis better our understanding of the foundation upon which competency-based education is built?
Western	Dr. Kathy Hibbert	Centre for Education Research and Innovation	khibbert@uwo.ca	Dr. Hibbert's research hopes to answer the question "how do our abilities to 'read' texts and to use and understand multimedia/other technologies shape our ability to communicate & learn?".
Western	Dr. Anne Kinsella	Centre for Education Research and Innovation	akinsell@uwo.ca	
Western	Dr. Kathryn Myers	Centre for Education Research and Innovation	kathryn.myers@sjhc.london.on.ca	Dr. Myer's research focuses on answering I: How do medical students and residents perceive their role as evaluators in rater-based assessments of their clinical teachers? and II: How do clinical teachers view the consequential validity of learners' assessments of their clinical teaching?
Western	Dr. Valerie Schulz	Centre for Education Research and Innovation	valerie.schulz@lhsc.on.ca	
Western	Dr. Lorelei Lingard	Centre for Education Research and Innovation	lorelei.lingard@schulich.uwo.ca	How does medical training shape the professional identity of novices?
Western	Dr. Mark Goldszmidt	Centre for Education Research and Innovation	mark.goldszmidt@schulich.uwo.ca	How do teaching teams' habitual patterns of communication impact the quality of care they provide?
Western	Dr. Sayra Cristancho	Centre for Education Research and Innovation	sayra.cristancho@schulich.uwo.ca	How can we better train physicians to make sound judgments in the context of non-routine, complex and challenging situations?
Western	Dr. Chris Watling	Centre for Education Research and Innovation	chris.watling@schulich.uwo.ca	What factors influence learning in the clinical environment? What is the role of feedback in shaping learning? What are the individual and social influences on learners' receptivity to feedback?
Western	Dr. Saad Chahine	Centre for Education Research and Innovation	Saad.Chahine@schulich.uwo.ca	How do clinicians and organizations meet the increasing demands of competency-based assessment in the workplace? How are validity and reliability conceptualized in workplace-based assessment? How do the social consequences of assessment influence the design and implementation of assessment and evaluation programs?

Institution	Name	Affiliations	Email	Research Interests
Ottawa	Dr. Douglas Archibald	Department of Innovation in Medical Education	darchibald@bruyere.org	His research interests are in medical education, interprofessional education, research methodology, and eLearning. His current research is exploring how electronic consultations can inform continuing professional development for primary care providers.
Ottawa	Dr. Lynn Bloom	Department of Innovation in Medical Education	lfbloom@bell.net	Ms. Bloom is a clinical social worker, educator and researcher.
Ottawa	Dr. Sylvain Boet	Department of Innovation in Medical Education	sboet@toh.on.ca	His research investigates strategies and tools such as debriefing or cognitive aids to improve skill retention in health care. He is particularly interested in interprofessional simulation-based education and crisis resource management as well as bringing education science to the bedside.
Ottawa	Dr. Dylan Bould	Department of Innovation in Medical Education	dylanbould@gmail.com	His current research interests include high-fidelity simulation for crisis resource management, including a multi-centre validation study of simulation-based assessment in anesthesia.
Ottawa	Dr. Michelle Chui	Department of Innovation in Medical Education	mchui@ottawahospital.on.ca	Her medical education interests are focused on assessment of competence and train-the-trainer faculty development.
Ottawa	Dr. Eric Dionne	Department of Innovation in Medical Education	Eric.Dionne@uOttawa.ca	Professor Dionne's research interests revolve around modeling test scores and the development and validation of data collection tools to evaluate learning in the context of teaching and continuing education.
Ottawa	Dr. Safaa El Bialy	Department of Innovation in Medical Education	selbialy@uottawa.ca	Her research in the medical education field involves the use of social media in medical education.
Ottawa	Dr. Wade Gofton	Department of Innovation in Medical Education	wgofton@ottawahospital.on.ca	His research interests include the use of simulation to improve surgical training and the assessment of competency. At present he is working on a number of projects focused on the assessment of competency both within and outside of the operating room.
Ottawa	Dr. Maxwell Hincke	Department of Innovation in Medical Education	mhincke@uottawa.ca	Dr. Hincke teaches human anatomy at the undergraduate medical education level in the Faculty of Medicine while pursuing research programs in hard tissue biology (biomineralization and antimicrobial protection), tissue engineering of articular cartilage and anatomical sciences education.
Ottawa	Dr. Susan Humphrey-Murto	Department of Innovation in Medical Education	shumphrey-murtomd@Ottawahospital.on.ca	She has several ongoing research projects covering topics such as performance-based assessment, feedback, consensus research methods and emotional intelligence.
Ottawa	Dr. Alireza Jalali	Department of Innovation in Medical Education	ajalali@uottawa.ca	He has developed an active research program in Educational Innovations use and usefulness: Podcasts, YouTube, TBL, Social Media, and 3D printing.
Ottawa	Dr. Simon Kitto	Department of Innovation in Medical Education	skitto@uottawa.ca	His current research focuses on the nature and role of continuing interprofessional education and practice within the nexus of patient safety, quality improvement and implementation science intervention design and practice.
Ottawa	Dr. Susan Lamb	Department of Innovation in Medical Education	slamb@uottawa.ca	Professor Lamb is involved in developing humanities-based learning strategies in Undergraduate Medical Education (UGME) curriculum, coordinating teaching in History of Medicine, and supervising undergraduate and graduate research in History of Medicine.
Ottawa	Dr. Vicki LeBlanc	Department of Innovation in Medical Education	vleblan3@uottawa.ca	Dr. LeBlanc leads a program of research looking at the effects of emotions (particularly stress) on the learning, performance and mental health of health professionals and trainees.
Ottawa	Dr. Glenn Posner	Department of Innovation in Medical Education	gposner@ottawahospital.on.ca	Dr. Posner's program of research relates to the assessment of the intrinsic CanMEDS roles and patient safety competencies using all forms of simulation.
Ottawa	Dr. Christopher Ramnanan	Department of Innovation in Medical Education	cramnana@uottawa.ca	is educational research focuses on optimizing dissection-based and clinically oriented anatomy education, and improving upon scholarly teaching and research opportunities for undergraduate medical students.
Ottawa	Dr. Claire Touchie	Department of Innovation in Medical Education	ctouchie@ottawahospital.on.ca	Her research presently focuses on supervision, entrustable professional activities, transition from medical school to residency and feedback.
Ottawa	Dr. Gary Viner	Department of Innovation in Medical Education	gviner@uottawa.ca	Collaborating with other educational leaders in Family Medicine, he has developed paper-based and more recently web-based approaches to formative feedback using Field notes and summative assessments using Benchmarks and Action-oriented evaluation scales.
Ottawa	Dr. Yuwei Wang	Department of Innovation in Medical Education	yuwei.wang@uottawa.ca	He was instrumental in the creation of the Ottawa Shanghai Joint Medical Program. In addition to his appointment in DIME, he is the assistant dean for Internationalization for the Faculty of Medicine.
Ottawa	Dr. Timothy Wood	Department of Innovation in Medical Education	twood@uottawa.ca	Dr. Wood's research interests include improving quality assurance measures for assessments, developing tools to assess the impact of educational interventions, and improvements in the assessment of clinical skills. Of particular interest is the role of rater cognition especially around the role of first impressions.

<b>Institution</b>	<b>Name</b>	<b>Affiliations</b>	<b>Email</b>	<b>Research Interests</b>
NOSM	Dr. Brian Ross		bross@nosm.ca	He researches the role of place and placements on medical education. This includes how learning in different communities during medical training improves adaptability in future medical practice. He also is interested in how critical pedagogy can be applied to medical education, particularly medical education which aims to be socially accountable.
NOSM	Dr. Marion Maar		mmaar@nosm.ca	She conducts research to develop and validate an instrument, the Northern Ontario School of Medicine Cultural Awareness and Safety Tool, (NOSM CAST) to measure the impact of cultural competence and cultural safety curriculum on learners.
NOSM	Dr. Roger Strasser		rstrasser@nosm.ca	Recognizing the importance of context and community in medical education and research, Dr Strasser has gained an international reputation for developing and refining novel strategies to train health professionals in and for rural communities.