



Ontario Medical  
Students Association

Association des étudiant·e·s  
de médecine de l'Ontario

# MEDICAL EDUCATION RESEARCHERS DATABASE

## MCMASTER UNIVERSITY

NAME	DEPARTMENT / AFFILIATIONS	EMAIL ADDRESS	RESEARCH INTERESTS	ADDITIONAL INFORMATION	CURRENTLY ACCEPTING NEW STUDENTS
<b>Dr. Anne Wong</b>	Anesthesia	<a href="mailto:wongan@mcmaster.ca">wongan@mcmaster.ca</a>	Comparative and international medical education, cultural influences on medical education, professional identity formation, academic leadership, physician resilience		
<b>Dr. Judy Baird</b>	Family Medicine; Undergraduate MD Program	<a href="mailto:bairdj3@mcmaster.ca">bairdj3@mcmaster.ca</a>	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		
<b>Dr. Keyna Bracken</b>	Family Medicine	<a href="mailto:bracken@mcmaster.ca">bracken@mcmaster.ca</a>	Promotion of FM in undergrad, cognitive psychology as a basis for curriculum revision, optimizing student wellness and journey throughout medical education, professional identity formation and learning environment		✓
<b>Dr. John Crosby</b>	Family Medicine	<a href="mailto:drjohncrosby@rogers.com">drjohncrosby@rogers.com</a>	Burnout prevention		✓
<b>Dr. Nancy Fowler</b>	Family Medicine	<a href="mailto:fowlern@mcmaster.ca">fowlern@mcmaster.ca</a>	Her primary interests include medical education, the care of urban populations, cross-cultural medicine, especially immigrants and refugees and the social determinants of health		
<b>Dr. Jason Profetto</b>	Family Medicine	<a href="mailto:jason@profetto.ca">jason@profetto.ca</a>	Medical education, clinical skills, admissions, equity/diversity/inclusion	<a href="http://www.prosavmedicine.com/">http://www.prosavmedicine.com/</a>	✓

Twitter: [@JProfetto](#)

<b>Dr. Inga Schabort</b>	Family Medicine	<a href="mailto:ischabo@mcmaster.ca">ischabo@mcmaster.ca</a>	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	
<b>Dr. Alan Taniguchi</b>	Family Medicine	<a href="mailto:taniguchi@hhsc.ca">taniguchi@hhsc.ca</a>	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	
<b>Dr. Joyce Zazulak</b>	Family Medicine	<a href="mailto:zazulj@mcmaster.ca">zazulj@mcmaster.ca</a>	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	
<b>Dr. Khalid Azzam</b>	Medicine	<a href="mailto:azzamk@mcmaster.ca">azzamk@mcmaster.ca</a>	Medical Education research in the areas of continuing education, knowledge translation and simulation including PoCUS. Research is focused on learning needs assessment, teaching methods, interprofessional team training and linking learning to quality	✓
<b>Dr. Azim Gangji</b>	Medicine	<a href="mailto:gangjias@mcmaster.ca">gangjias@mcmaster.ca</a>	Case based learning in postgraduate medical education	
<b>Dr. Ameen Patel</b>	Medicine	<a href="mailto:patela@mcmaster.ca">patela@mcmaster.ca</a>	Taking a leadership role in the promotion and integration of the practice of evidence-based medicine into the UGME and PGME programs	
<b>Dr. Stephen Bates</b>	Obstetrics & Gynecology	<a href="mailto:bates@mcmaster.ca">bates@mcmaster.ca</a>	Study design to assess non-hysterectomy surgical therapy for menorrhagia, quality improvement in medical practice, teaching of health professional at all levels	
<b>Dr. Amie J. Cullimore</b>	Obstetrics & Gynecology	<a href="mailto:cullimor@mcmaster.ca">cullimor@mcmaster.ca</a>	Progress testing in postgraduate education	✓

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<b>Dr. Valerie Mueller</b>	Obstetrics & Gynecology	<a href="mailto:muellevm@mcmaster.ca">muellevm@mcmaster.ca</a>	Undergraduate and postgraduate medical education
<b>Dr. Christina Grant</b>	Pediatrics	<a href="mailto:chgrant@mcmaster.ca">chgrant@mcmaster.ca</a>	Current research projects: Transition and Care of the Adolescent with Type 1 Diabetes, The utilization, utility and impact of a Transition Coordinator and the Youth Kit© among adolescents with chronic health conditions as they transition to adulthood, Outcomes, Prognosis, and Treatment Trajectories for Adolescents Receiving Treatment for an Eating Disorder, Patient Satisfaction and Therapeutic Alliance among Adolescents Receiving Family Based Treatment for an Eating Disorder, Conversion Disorders in Adolescent Medicine Practice
<b>Dr. Kelly Dore</b>	McMaster Education Research, Innovation and Theory (MERIT)	<a href="mailto:dore@mcmaster.ca">dore@mcmaster.ca</a>	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
<b>Dr. Lawrence Grierson</b>	McMaster Education Research, Innovation and Theory (MERIT)	<a href="mailto:lgriersle@mcmaster.ca">lgriersle@mcmaster.ca</a>	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
<b>Dr. Sandra Monteiro</b>	McMaster Education Research, Innovation and Theory (MERIT)	<a href="mailto:monteisd@mcmaster.ca">monteisd@mcmaster.ca</a>	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

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## NORTHERN ONTARIO SCHOOL OF MEDICINE

NAME	DEPARTMENT / AFFILIATIONS	EMAIL ADDRESS	RESEARCH INTERESTS	ADDITIONAL INFORMATION	CURRENTLY ACCEPTING NEW STUDENTS
<b>Dr. Marion Maar</b>	Human Sciences	<a href="mailto:mmaar@nosm.ca">mmaar@nosm.ca</a>	Our research seeks to measure the impact of cultural competence and cultural safety curriculum. One of our goals was to design and then validate an instrument that assesses changes in cultural competence and readiness to provide culturally competent care to Indigenous patients among learners who undertake specialized cultural safety training		✓
<b>Dr. Erin Cameron</b>	Human Sciences	<a href="mailto:ercameron@nosm.ca">ercameron@nosm.ca</a>	Rural pedagogy, socially accountable medical education, qualitative research, community and patient-engaged research, critical obesity education	<a href="https://www.nosm.ca/faculty/human-sciences/faculty-by-rank/erin_cameron/">https://www.nosm.ca/faculty/human-sciences/faculty-by-rank/erin_cameron/</a>	✓
<b>Dr. Brian Ross</b>	Pharmacology	<a href="mailto:brian.ross@nosm.ca">brian.ross@nosm.ca</a>	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		

# QUEEN'S UNIVERSITY

NAME	DEPARTMENT / AFFILIATIONS	EMAIL ADDRESS	RESEARCH INTERESTS	ADDITIONAL INFORMATION	CURRENTLY ACCEPTING NEW STUDENTS
<b>Dr. Glenio Mizubuti</b>	Anesthesiology	<a href="mailto:glenio.mizubuti@kingstonhsc.ca">glenio.mizubuti@kingstonhsc.ca</a>	Post-graduate medical education research		
<b>Dr. Louie Wang</b>	Anesthesiology	<a href="mailto:lw6@queensu.ca">lw6@queensu.ca</a>	Assessment, learning strategies, motivation		
<b>Dr. Roy Ilan</b>	Critical Care	<a href="mailto:ilanr@queensu.ca">ilanr@queensu.ca</a>	Implementation of evidence-based practices, adherence to sepsis management guidelines, reporting of safety events, handover communication, goals of care communication, and utilization of information in the ICU		
<b>Dr. Timothy Chaplin</b>	Emergency Medicine	<a href="mailto:chaplintim2@gmail.com">chaplintim2@gmail.com</a>	Simulation-based education and resuscitation medicine		
<b>Dr. Robert Pincock</b>	Family Medicine	<a href="mailto:Rob.pincock@gmail.com">Rob.pincock@gmail.com</a>	Undergraduate and postgraduate assessment and program development		
<b>Dr. Karen Schultz</b>	Family Medicine	<a href="mailto:Karen.schultz@dfm.queensu.ca">Karen.schultz@dfm.queensu.ca</a>	Competency assessment, curriculum development (e.g. leadership), program evaluation		
<b>Dr. Chris Frank</b>	Geriatric Medicine	<a href="mailto:frankc@providencecare.ca">frankc@providencecare.ca</a>	Geriatric rehabilitation, end of life communication, transitions, driving		✓
<b>Dr. James Kim</b>	Medicine	<a href="mailto:jkim0309@rogers.com">jkim0309@rogers.com</a>	Chronic pain		✓
<b>Dr. Onofre Moran</b>	Medicine	<a href="mailto:morano@queensu.ca">morano@queensu.ca</a>	Respirology - interstitial lung diseases, undergraduate and post graduate medical education research		
<b>Dr. Chris Smith</b>	Medicine	<a href="mailto:cas12@queensu.ca">cas12@queensu.ca</a>	Medical education, evidence based medicine, and clinical skills		
<b>Dr. Andrea Guerin</b>	Pediatrics/Medical Genetics	<a href="mailto:andrea.guerin@kingstonhsc.ca">andrea.guerin@kingstonhsc.ca</a>	Clinical genetics and medical education	<a href="https://pediatrics.queensu.ca/guerin">https://pediatrics.queensu.ca/guerin</a>	✓
<b>Dr. Amy Acker</b>	Pediatrics	<a href="mailto:amy.acker@kingstonhsc.ca">amy.acker@kingstonhsc.ca</a>	CBME research: specifically around academic advisors, competence committee decision making/functioning and entrustment vs trust		✓

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<b>Dr. Joseph Burley</b>	Psychiatry	<a href="mailto:jburley@fcmhs.ca">jburley@fcmhs.ca</a>	Undergraduate medical education
<b>Dr. Leslie Flynn</b>	Psychiatry	<a href="mailto:leslie.flynn@queensu.ca">leslie.flynn@queensu.ca</a>	Transition to CBME
<b>Dr. Richard Millson</b>	Psychiatry	<a href="mailto:millsonr@providencecare.ca">millsonr@providencecare.ca</a>	Undergraduate and post-graduate medical education
<b>Dr. Alexandre Menard</b>	Radiology	<a href="mailto:menard_alex@me.com">menard_alex@me.com</a>	Coned-beam CT-guided procedures
<b>Dr. Lindsay Davidson</b>	Surgery	<a href="mailto:lkd@queensu.ca">lkd@queensu.ca</a>	Team based learning; Use of cases in teaching; Interprofessional education; Education about Indigenous health; e-Learning/flipped learning
<b>Dr. Michael Weir</b>	Urology	<a href="mailto:weir@kawarthurology.com">weir@kawarthurology.com</a>	Assessment and program development
<b>Dr. James Wilson</b>	Urology	<a href="mailto:wilsonj1@kgh.kari.net">wilsonj1@kgh.kari.net</a>	Post graduate assessment and program development

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# UNIVERSITY OF OTTAWA

NAME	DEPARTMENT / AFFILIATIONS	EMAIL ADDRESS	RESEARCH INTERESTS	ADDITIONAL INFORMATION	CURRENTLY ACCEPTING NEW STUDENTS
<b>Dr. Eric Dionne</b>	Affaires Francophones	<a href="mailto:eric.dionne@uottawa.ca">eric.dionne@uottawa.ca</a>	Measurement and item development in medical education	Twitter: <a href="https://twitter.com/ChaireUo">@ChaireUo</a>	✓
<b>Dr. Sylvain Boet</b>	Anesthesiology	<a href="mailto:sboet@toh.ca">sboet@toh.ca</a>	My main research program is on implementation science / practice change in anesthesiology: the goal is to optimize evidence based best practice in anesthesiology in the operating room, in particular with regards to teamwork and non-technical skills. We use various research methods such as systematic reviews, observational, RCTs, qualitative	<a href="http://www.ohri.ca/profile/sylvainboet">http://www.ohri.ca/profile/sylvainboet</a>	✓
<b>Dr. Dylan Bould</b>	Anesthesiology	<a href="mailto:dbould@cheo.on.ca">dbould@cheo.on.ca</a>	Global health education		✓
<b>Dr. Lynn Bloom</b>	Department of Innovation in Medical Education	<a href="mailto:lfbloom@bell.net">lfbloom@bell.net</a>	Dr. Bloom is a clinical social worker, educator, and researcher		
<b>Dr. Michelle Chiu</b>	Department of Innovation in Medical Education	<a href="mailto:mchiu@ottawahospital.on.ca">mchiu@ottawahospital.on.ca</a>	Her medical education interests are focused on assessment of competence and train-the-trainer faculty development		
<b>Dr. Safaa El Bialy</b>	Department of Innovation in Medical Education	<a href="mailto:selbially@uottawa.ca">selbially@uottawa.ca</a>	Her research in the medical education field involves the use of social media in medical education		
<b>Dr. Wade Gofton</b>	Department of Innovation in Medical Education	<a href="mailto:wgofton@ottawahospital.on.ca">wgofton@ottawahospital.on.ca</a>	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		
<b>Dr. Maxwell Hincke</b>	Department of Innovation in Medical Education	<a href="mailto:mhincke@uottawa.ca">mhincke@uottawa.ca</a>	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		

<b>Dr. Alireza Jalali</b>	Department of Innovation in Medical Education	<a href="mailto:ajalali@uottawa.ca">ajalali@uottawa.ca</a>	He has developed an active research program in Educational Innovations use and usefulness: Podcasts, YouTube, TBL, Social Media, and 3D printing	
<b>Dr. Simon Kitto</b>	Department of Innovation in Medical Education	<a href="mailto:skitto@uottawa.ca">skitto@uottawa.ca</a>	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	
<b>Dr. Susan Lamb</b>	Department of Innovation in Medical Education; Hannah Chair in History of Medicine	<a href="mailto:slamb@uottawa.ca">slamb@uottawa.ca</a>	History of medicine; medical humanities; medical improv; medical theatre	✓
<b>Dr. Vicki LeBlanc</b>	Department of Innovation in Medical Education	<a href="mailto:vleblan3@uottawa.ca">vleblan3@uottawa.ca</a>	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	
<b>Dr. Christopher Ramnanan</b>	Department of Innovation in Medical Education	<a href="mailto:cramnana@uottawa.ca">cramnana@uottawa.ca</a>	His educational research focuses on optimizing dissection-based and clinically oriented anatomy education, and improving upon scholarly teaching and research opportunities for undergraduate medical students	
<b>Dr. Timothy Wood</b>	Department of Innovation in Medical Education	<a href="mailto:twood@uottawa.ca">twood@uottawa.ca</a>	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>Dr. Douglas Archibald</b>	Family Medicine	<a href="mailto:darchiba@uottawa.ca">darchiba@uottawa.ca</a>	My research interests are in medical education, inter-professional education, research methodology, and eLearning. I am current the Director of Research and Innovation for the Department of Family Medicine at the University of Ottawa and the Lead for the Program for Research Innovation and Medical Education (PRIME). I work to support research development, and the evaluation of research projects designed to enhance undergraduate and postgraduate medical education as well as faculty development in the department. My current research is exploring how technologies such as electronic consultations can inform reflective practice and continuing professional development for primary care providers	<a href="https://med.uottawa.ca/family/people/archibald-douglas">https://med.uottawa.ca/family/people/archibald-douglas</a> ✓



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<b>Dr. Leonard Bloom</b>	Family Medicine	<a href="mailto:lbloom@sympatico.ca">lbloom@sympatico.ca</a>	I am interested in the use of the humanities in Medical Education and, specifically, in the role of language, imagination and literature in improving diagnostic accuracy, therapeutic alliance and physician satisfaction in clinical practise	✓
<b>Dr. Gary Viner</b>	Family Medicine	<a href="mailto:gviner@uottawa.ca">gviner@uottawa.ca</a>	Assessment and Evaluation, Maternity Care, Information Technology	✓
<b>Dr. Susan Humphrey-Murto</b>	Medicine	<a href="mailto:shumphrey@toh.on.ca">shumphrey@toh.on.ca</a>	1) Consensus methods (Delphi, Nominal group) - how can they best be used in medical education research 2) Learner handover and prior performance information - should we be sharing information about the learner between rotations?	✓
<b>Dr. Glenn Posner</b>	Obstetrics & Gynecology	<a href="mailto:gposner@toh.ca">gposner@toh.ca</a>	Simulation-based education	✓

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# UNIVERSITY OF TORONTO

NAME	DEPARTMENT / AFFILIATIONS	EMAIL ADDRESS	RESEARCH INTERESTS	ADDITIONAL INFORMATION	CURRENTLY ACCEPTING NEW STUDENTS
<b>Dr. Fahad Alam</b>	Anesthesia; The Wilson Centre	<a href="mailto:fahad.alam@sunnybrook.ca">fahad.alam@sunnybrook.ca</a>	Medical education, technology enhanced learning, simulation, eLearning, and cognitive learning theories		
<b>Dr. Gianni Lorello</b>	Anesthesia; The Wilson Centre	<a href="mailto:gianni.lorello@uhn.ca">gianni.lorello@uhn.ca</a>	Transfer of cognitive skill, gender equity and equality in Anesthesiology		
<b>Dr. Lesley Gotlib Conn</b>	Anthropology; Institute of Health Policy, Management and Evaluation; The Wilson Centre	<a href="mailto:lesley.gotlibconn@sunnybrook.ca">lesley.gotlibconn@sunnybrook.ca</a>	Anthropological research methods to study the clinical learning environment, understanding the cultural and social contexts for healthcare improvements in the areas of interprofessional collaboration, communication, and teamwork		
<b>Dr. Dominique Piquette</b>	Critical Care; The Wilson Centre	<a href="mailto:dominique.piquette@sunnybrook.ca">dominique.piquette@sunnybrook.ca</a>	Understanding how physicians learn in acute care contexts at postgraduate and post-certification levels in a competency-based medical education model, critical care curriculum development and evaluation		
<b>Dr. Laura Dempster</b>	Dentistry; The Wilson Centre	<a href="mailto:l.dempster@dentistry.utoronto.ca">l.dempster@dentistry.utoronto.ca</a>	The relationship between patient and clinician variables in dental anxiety, the characterization of those variables in student clinicians, and the diversity between novice and expert clinicians in the diagnosis, management, and treatment of dental anxiety		
<b>Dr. Zubin Austin</b>	Faculty of Pharmacy; Institute for Health Policy, Management and Evaluation; OISE; The Wilson Centre	<a href="mailto:zubin.austin@utoronto.ca">zubin.austin@utoronto.ca</a>	Professional and personal development of the health human resources workforce, with particular emphasis on internationally educated health professionals		
<b>Dr. Risa Freeman</b>	Family Medicine; The Wilson Centre	<a href="mailto:dfcm.edscholarship@utoronto.ca">dfcm.edscholarship@utoronto.ca</a>	Medical education curricula and innovation, student and faculty learning strategies, evaluation and assessment, faculty development and leadership		
<b>Dr. Susan Glover-Takahashi</b>	Family Medicine; Dalla Lana School of Public Health; The Wilson Centre	<a href="mailto:sglover.takahashi@utoronto.ca">sglover.takahashi@utoronto.ca</a>	Studying performance, competence and faculty development in health and medical professionals, designing curriculum programs and systems to support competence, competency assessment, enhancing the culture of feedback, online learning, and program evaluation		

<b>Dr. Marcus Law</b>	Family Medicine; The Wilson Centre	<a href="mailto:marcus.law@utoronto.ca">marcus.law@utoronto.ca</a>	The translation of our understanding of the development of expertise by medical students into effective educational design, the implementation of theory informed large-scale curricular redevelopment in medical school	
<b>Dr. Michael Kidd</b>	Family Medicine; The Wilson Centre	<a href="mailto:dfcm.chairsoffice@utoronto.ca">dfcm.chairsoffice@utoronto.ca</a>	Primary care management of HIV and viral hepatitis, mental health, and Indigenous health	
<b>Dr. Jana Lazor</b>	Family Medicine; The Wilson Centre	<a href="mailto:jana.lazor@utoronto.ca">jana.lazor@utoronto.ca</a>	The design and evaluation of learning-centered faculty development programs that support curriculum change, renewal, and innovation	
<b>Dr. Joyce Nyhof-Young</b>	Family Medicine; The Wilson Centre	<a href="mailto:joyce.nyhofyoung@utoronto.ca">joyce.nyhofyoung@utoronto.ca</a>	Educational scholarship with health professions trainees and clinician teachers in family medicine and the MD program	
<b>Dr. Aviv Shachak</b>	Institute of Health Policy, Management and Evaluation; The Wilson Centre	<a href="mailto:aviv.shachak@utoronto.ca">aviv.shachak@utoronto.ca</a>	Health informatics, study, design, and evaluation of educational interventions, tutorials and user manuals, user interfaces, and end-user support	
<b>Dr. Ryan Brydges</b>	Medicine	<a href="mailto:ryan.brydges@utoronto.ca">ryan.brydges@utoronto.ca</a>	Self-regulated learning, simulation, learning retention and transfer, validation and assessment	<a href="https://www.researchgate.net/profile/Ryan_Brydges">https://www.researchgate.net/profile/Ryan_Brydges</a> ✓
<b>Dr. Rodrigo Cavalcanti</b>	Medicine; The Wilson Centre	<a href="mailto:rodrigo.cavalcanti@uhn.ca">rodrigo.cavalcanti@uhn.ca</a>	Simulation, clinical reasoning, assessment of trainee competence, applications of cognitive load theory in medical education	
<b>Dr. Joanne Goldman</b>	Medicine; The Wilson Centre	<a href="mailto:joanne.goldman@utoronto.ca">joanne.goldman@utoronto.ca</a>	The use of sociologically informed theoretical and methodological perspectives to study quality improvement and patient safety education and practice	
<b>Dr. Arno Kumagai</b>	Medicine; The Wilson Centre	<a href="mailto:arno.kumagai@utoronto.ca">arno.kumagai@utoronto.ca</a>	Medical education	
<b>Dr. Umberin Najeeb</b>	Medicine; The Wilson Centre	<a href="mailto:umberin.najeeb@sunnybrook.ca">umberin.najeeb@sunnybrook.ca</a>	Challenges and issues surrounding IMG education and training, curricular design	
<b>Dr. Lisa Richardson</b>	Medicine; The Wilson Centre	<a href="mailto:lisa.richardson@uhn.ca">lisa.richardson@uhn.ca</a>	Integration of postcolonial, Indigenous, and feminist perspectives into medical education	
<b>Dr. Lynfa Stroud</b>	Medicine; The Wilson Centre	<a href="mailto:lynfa.stroud@sunnybrook.ca">lynfa.stroud@sunnybrook.ca</a>	Feedback delivery and its inherent biases, the impact of the clinical environment on assessment of resident performance and in the perceptions of providers and recipients of multi-source feedback	

<b>Dr. Rory Windrim</b>	Obstetrics & Gynecology; The Wilson Centre	<a href="mailto:rory.windrim@sinaihealthsystem.ca">rory.windrim@sinaihealthsystem.ca</a>	Fetal medicine, obstetric anesthesia, placental pathology, and preterm birth
<b>Dr. Zia Bismilla</b>	Pediatrics; The Wilson Centre	<a href="mailto:zia.bismilla@sickkids.ca">zia.bismilla@sickkids.ca</a>	Postgraduate medical education and assessment, simulation and its role in teaching and assessment in medicine, resident sleep, workload and quality of life, strategies to improve handoffs of patient care
<b>Dr. Clare Hutchinson</b>	Pediatrics; The Wilson Centre	<a href="mailto:clare.hutchinson@sickkids.ca">clare.hutchinson@sickkids.ca</a>	The concepts of professional identity formation through relationship-building for students in longitudinal integrated clerkship
<b>Dr. Karen Leslie</b>	Pediatrics; The Wilson Centre	<a href="mailto:karen.leslie@sickkids.ca">karen.leslie@sickkids.ca</a>	Faculty development, career development and mentoring, and academic identity
<b>Dr. Sanjay Mehta</b>	Pediatrics; The Wilson Centre	<a href="mailto:sanjay.mehta@sickkids.ca">sanjay.mehta@sickkids.ca</a>	Curriculum evaluation, faculty development, headaches and trauma
<b>Dr. Brenda Mori</b>	Physical Therapy; The Wilson Centre	<a href="mailto:brenda.mori@utoronto.ca">brenda.mori@utoronto.ca</a>	Faculty development, learner assessment, teaching and learning in the clinical environment
<b>Dr. Walter Tavares</b>	Post-MD Education (PGME); The Wilson Centre	<a href="mailto:walter.tavares@utoronto.ca">walter.tavares@utoronto.ca</a>	Dr. Tavares is an educational scientist. His research examines ways of optimizing performance based assessments in work and simulation settings broadly. This includes studying the role and/or cognitive behaviours of the observer in the assessment process and how both work and simulation efforts may be optimized and/or integrated for formative, programmatic and/or summative assessment efforts. He is also interested in studying validity and critically examining assessment shifts from a theoretical and applied perspective. His area of focus in Continuing Professional Development (CPD) involves exploring factors affecting the success of intended educational strategies
<b>Ms. Lindsay Baker</b>	Psychiatry; St. Michael's Hospital; The Wilson Centre	<a href="mailto:bakerl@smh.ca">bakerl@smh.ca</a>	Qualitative approaches to examine the boundaries and relations between disciplines, professions, and knowledge communities
<b>Dr. Mark Hanson</b>	Psychiatry; The Wilson Centre	<a href="mailto:mark.hanson@sickkids.ca">mark.hanson@sickkids.ca</a>	Medical school admissions, admissions tool development, social responsibility
<b>Dr. Susan Lief</b>	Psychiatry; The Wilson Centre	<a href="mailto:s.lieff@utoronto.ca">s.lieff@utoronto.ca</a>	The design and evaluation of leadership development programs for health professional educators, academics, and practitioners



<http://thewilsoncentre.ca/>  
<https://postmd.utoronto.ca/>

<b>Dr. Laura Naismith</b>	Psychiatry; The Wilson Centre	<a href="mailto:laura.naismith@camh.ca">laura.naismith@camh.ca</a>	Using quantitative, qualitative, and design-based research methodologies to explore the intersections of learning theories and technology-based innovations along the continua of K-12 and health professional education	
<b>Dr. Ivan Silver</b>	Psychiatry; The Wilson Centre	<a href="mailto:ivan.silver@camh.ca">ivan.silver@camh.ca</a>	Bilateral feedback between learners and teachers, the teaching of professionalism, life-long learning, imposter syndrome and its implications for academic careers	
<b>Dr. Sanjeev Sockalingam</b>	Psychiatry; The Wilson Centre	<a href="mailto:sanjeev.sockalingam@uhn.ca">sanjeev.sockalingam@uhn.ca</a>	C-L psychiatry specifically in obesity and mental health, training for managing complexity, alignment of quality improvement and continuing professional development, and understanding factors influencing lifelong learning in practice	
<b>Dr. Glendon Tait</b>	Psychiatry; The Wilson Centre	<a href="mailto:glendon.tait@sinaihealthsystem.ca">glendon.tait@sinaihealthsystem.ca</a>	Programmatic assessment as an approach for assessing and guiding learning of medical students, including the roles of policy, technology, coaching, and holistic academic decision making	
<b>Dr. David Wiljer</b>	Psychiatry; The Wilson Centre	<a href="mailto:david.wiljer@uhn.ca">david.wiljer@uhn.ca</a>	Utilizing health information technologies and knowledge management approaches to promote lifelong learning and CPD, digital technology's impact on patient partnerships and high quality care	
<b>Dr. Tulin Cil</b>	Surgery; The Wilson Centre	<a href="mailto:tulin.cil@uhn.ca">tulin.cil@uhn.ca</a>	Surgical skills development, the use of social media in surgical education, gender issues in surgery	
<b>Dr. Carol-Anne Moulton</b>	Surgery	<a href="mailto:carol-anne.moulton@uhn.ca">carol-anne.moulton@uhn.ca</a>	My research program focuses on understanding the complexity of surgical judgment, cognition, and culture	<a href="http://moultonlab.uhnresearch.ca">http://moultonlab.uhnresearch.ca</a> ✓
<b>Dr. Mathieu Albert</b>	The Wilson Centre	<a href="mailto:mathieu.albert@utoronto.ca">mathieu.albert@utoronto.ca</a>	Dr. Albert's research interests 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	

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<b>Dr. Shiphra Ginsburg</b>	The Wilson Centre	<a href="mailto:shiphra.ginsburg@utoronto.ca">shiphra.ginsburg@utoronto.ca</a>	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
<b>Dr. Kulamakan Kulasegaram</b>	The Wilson Centre	<a href="mailto:mahan.kulasegaram@utoronto.ca">mahan.kulasegaram@utoronto.ca</a>	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
<b>Dr. Ayelet Kuper</b>	The Wilson Centre	<a href="mailto:ayelet.kuper@utoronto.ca">ayelet.kuper@utoronto.ca</a>	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

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**Dr. Maria  
Athina  
Martimianakis**

The Wilson Centre

[tina.martimianakis@utoronto.ca](mailto: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

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**Dr. Maria  
Mylopoulos**

The Wilson Centre

[maria.mylopoulos@utoronto.ca](mailto: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

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**Dr. Stella Ng**

The Wilson Centre

[stella.ng@utoronto.ca](mailto: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?

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<b>Dr. Elise Paradis</b>	The Wilson Centre	<a href="mailto:elise.paradis@utoronto.ca">elise.paradis@utoronto.ca</a>	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
<b>Dr. Kathryn Parker</b>	The Wilson Centre	<a href="mailto:kathryn.parker@utoronto.ca">kathryn.parker@utoronto.ca</a>	The construction and measurement of program performance and outcome indicators, evolving the practice of theory-based program evaluations, development and evaluation of innovative methods in program evaluation and change leadership in healthcare organizations
<b>Dr. Catharine Walsh</b>	The Wilson Centre	<a href="mailto:catharine.walsh@utoronto.ca">catharine.walsh@utoronto.ca</a>	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
<b>Dr. Fiona Webster</b>	The Wilson Centre	<a href="mailto:fiona.webster@utoronto.ca">fiona.webster@utoronto.ca</a>	Her current research program focuses on issues such as the hidden curriculum; the sociological organization of knowledge; and the concept of the “good patient”
<b>Dr. Cynthia Whitehead</b>	The Wilson Centre	<a href="mailto:cynthia.whitehead@utoronto.ca">cynthia.whitehead@utoronto.ca</a>	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

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**Dr. Nicole  
Woods**

The Wilson Centre

[nikki.woods@utoronto.ca](mailto: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

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# UNIVERSITY OF WESTERN ONTARIO

NAME	DEPARTMENT / AFFILIATIONS	EMAIL ADDRESS	RESEARCH INTERESTS	ADDITIONAL INFORMATION	CURRENTLY ACCEPTING NEW STUDENTS
<b>Dr. Laura Diachun</b>	Centre for Education Research and Innovation (CERI)	<a href="mailto:laura.diachun@sjhc.london.on.ca">laura.diachun@sjhc.london.on.ca</a>	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?		
<b>Dr. Wael Haddara</b>	Centre for Education Research and Innovation (CERI)	<a href="mailto:wael.haddara@schulich.uwo.ca">wael.haddara@schulich.uwo.ca</a>	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?		
<b>Dr. Anne Kinsella</b>	Centre for Education Research and Innovation (CERI)	<a href="mailto:akinsell@uwo.ca">akinsell@uwo.ca</a>	Professional education and practice, human occupation and occupational justice, reflective practice, critical reflection, reflexivity and epistemology		
<b>Dr. Kathryn Myers</b>	Centre for Education Research and Innovation (CERI)	<a href="mailto:kathryn.myers@sjhc.london.on.ca">kathryn.myers@sjhc.london.on.ca</a>	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?		
<b>Dr. Chris Watling</b>	Centre for Education Research and Innovation (CERI)	<a href="mailto:chris.watling@schulich.uwo.ca">chris.watling@schulich.uwo.ca</a>	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?		
<b>Dr. Kathy Hibbert</b>	Education	<a href="mailto:khibbert@uwo.ca">khibbert@uwo.ca</a>	Curriculum assessment, pedagogies and learning by design (focus on Multiliteracies); Health professions education; Understanding diversity through interdisciplinary education; Scholarship of teaching and learning with multiple 'texts' including mobile and digital; Qualitative research methodologies (e.g., critical narrative inquiry, socio-material approaches and visual methodologies)	<a href="https://www.edu.uwo.ca/faculty-profiles/kathryn-hibbert.html">https://www.edu.uwo.ca/faculty-profiles/kathryn-hibbert.html</a>	✓

<b>Dr. Saad Chahine</b>	Medicine	<a href="mailto:schahin@uwo.ca">schahin@uwo.ca</a>	Quantitative Research, Educational Measurement, Testing, Workplace Assessment	<a href="https://www.schulich.uwo.ca/cei/people/bios/saad_chahine1.html">https://www.schulich.uwo.ca/cei/people/bios/saad_chahine1.html</a>	✓
<b>Dr. Mark Goldszmidt</b>	Medicine	<a href="mailto:mark.goldszmidt@schulich.uwo.ca">mark.goldszmidt@schulich.uwo.ca</a>	MD/PhD with research program focused on communication/collaboration, clinical reasoning and practice variability. Program of research heavily influenced by sociomateriality based theories and dominant methodologies involve observational/ethnographic data collection	<a href="https://www.schulich.uwo.ca/cei/people/bios/mark_goldszmidt.html">https://www.schulich.uwo.ca/cei/people/bios/mark_goldszmidt.html</a>	✓
<b>Dr. Lorelei Lingard</b>	Medicine	<a href="mailto:loirelei.lingard@schulich.uwo.ca">loirelei.lingard@schulich.uwo.ca</a>	Health professional communication; healthcare teamwork; interprofessional collaboration; competence; qualitative research methods; grounded theory methodology	<a href="https://www.schulich.uwo.ca/cei/people/bios/loirelei_lingard.html">https://www.schulich.uwo.ca/cei/people/bios/loirelei_lingard.html</a>	✓
<b>Dr. Kathryn Myers</b>	Medicine	<a href="mailto:kathryn.myers@sjhc.london.on.ca">kathryn.myers@sjhc.london.on.ca</a>	Resident evaluation of teaching, postgraduate medical education, qualitative research, education and quality		✓
<b>Dr. Sayra Cristancho</b>	Surgery; Centre for Education Research & Innovation (CERI)	<a href="mailto:sayra.cristancho@schulich.uwo.ca">sayra.cristancho@schulich.uwo.ca</a>	My research program is particularly focused on investigating the organizational, social and personal factors that determine the evolution of complex clinical situations and their influence on clinicians' ability to adapt. Towards this end, I follow both Qualitative and Systems Engineering approaches to research	<a href="https://www.schulich.uwo.ca/cei/">https://www.schulich.uwo.ca/cei/</a>	✓