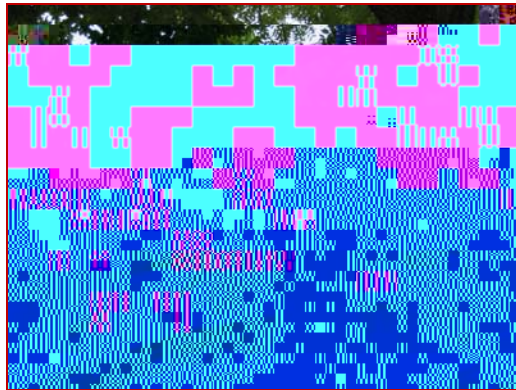


Centre for Medical Education Annual Report

June 1, 2009 — December 31, 2010



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EXECUTIVE SUMMARY

The last year has been one of continued growth and activity for the Centre for Medical Education, and a few of the year's highlights will be summarized here.

Educational programs and initiatives at the Centre continued to thrive as we welcomed students and residents for electives in medical education, senior residents for postgraduate fellowships in medical education, and new Masters Students to the joint Centre for Medical Education and Department of Educational and Counseling Psychology Master of Arts in Educational Psychology. Core Faculty and Centre Members were also actively involved in the Faculty of Medicine's educational programs, at all levels of the educational continuum, and the Educational Design Group of the Faculty's Strategic Planning Process.

2009 2010 could also be dubbed the "Year of Professionalism" at the Centre. In early 2009, after many years of teaching, research and dissemination, Drs. Richard and Sylvia Cruess, together with Yvonne Steinert, edited a book on *Teaching Medical Professionalism*. In February 2010, the Centre for Medical Education, together with the Faculty Development Office, organized a Symposium entitled *Professionalism: Celebrating the Past... Mapping the Future* in honour of Drs. Richard and Sylvia Cruess. This event brought together over 125 participants from different disciplines, departments and universities across the country. In addition, in a year where we marked the contributions of Drs. Richard and Sylvia Cruess to the area of medical professionalism, we were extremely pleased to announce the establishment of the newly created *Richard and Sylvia Cruess Chair in Medical Education*. It is our hope that this new position will help to usher in a new era of research in medical education at McGill.

Scholarship and research productivity were two other key priorities. The hiring of two educational researchers and one full time postdoctoral fellow helped to move our research agenda forward. So did the development of an internal committee on research in medical education as well as a series of research capacity building sessions for Core Faculty, Centre members, students and residents. The results of our renewed research strategy are highlighted in the appendices, as are the peer reviewed articles and book chapters of Core Faculty and Centre members. There has clearly been a significant increase in scholarly output at the Centre for Medical Education in 2009 2010, and we look forward to building on our achievements in 2011.

In looking to the year ahead, we hope to build on the success of our educational programs, continue to compete for research grants and publish widely in medical education, develop new partnerships, both at McGill and with other organizations and institutions dedicated to medical education, and contribute actively to the life of the Faculty of Medicine and the University. We believe that we are at an exciting juncture in the development of medical education at McGill, and we look forward to participating in the development of future physicians and medical educators.

SECTION I – DESCRIPTION OF THE UNIT

The McGill University Centre for Medical Education promotes excellence and scholarship across the continuum of health sciences education. More specifically, the Centre for Medical Education:

- Encourages innovation in teaching and learning;
- Serves as a resource for curriculum development in undergraduate, postgraduate and continuing health sciences education;
- Stimulates interest in educational research and development;
- Conducts research and scholarly work in health sciences education; and
- Ensures that research advances the field of health

with the Department of Medicine as clinician educator and researcher signals a new era for medical educators at McGill.

In addition to these appointments, we were pleased to welcome the following new Centre Members in 2009-2010: Dr. Thomas Hutchinson (Programs in Whole Person Care), Dr. Christine Meyers (Emergency Medicine), Dr. Jay Nadeau (Biomedical Engineering), Dr. Rosario Rodriguez (Family Medicine), Dr. Melina Vassiliou (Surgery) and Dr. Teresa

Phaneuf also presented his project at the Canadian Conference on Medical Education in May 2010 and is currently pursuing an MA in Educational Psychology at McGill. Dr. Colin Chalk was his faculty advisor.

Fellows in 2010 2011 included Drs. Catherine Patocka and Daniel Zigman. Dr. Patocka, Chief Resident for the McGill Emergency Medicine Residency Training Program, is interested in studying how we teach and learn electrocardiogram interpretation in the emergency department and how educators develop residents as teachers. Dr. Jeff Wiseman is her faculty advisor. Dr. Zigman, a resident in Psychiatry, is interested in examining the integration of simulation into residency training to teach the assessment of danger to junior residents in a controlled environment. Dr. Colin Chalk is his faculty advisor.

Looking back over our Fellowship Program, it is worth mentioning that Dr. Jennifer Walton (2004 2005) has continued to incorporate medical education into her career as a pediatrician at the University of Alberta and her fellowship project, entitled "Patterns of interaction during rounds: Implications for work based learning", was published in June 2010 in *Medical Education*. Dr. Joanne Alfieri (2008 2009) has also continued to deliver the findings of her study, "The effectiveness of web based anatomy instruction in radiation oncology," at a number of scientific meetings: the Association for Medical Education in Europe in Malaga (August 2009); Canadian Association of Radiation Oncology in Quebec City (October 2009); and the American Society for Radiation Oncology Annual Meeting in Chicago (November 2009). She has received unprecedented acknowledgement for her work and has recently submitted her research for publication.

Medical Education Electives

Under the leadership of Dr. Linda Snell, our medical education electives program continues to be very popular for both undergraduate students and residents. This year we welcomed a number of students and residents.

Philip Stasiask, a fourth year medical student, focused on "Examining self efficacy in new attending physicians". Centre Member Dr. Christine Meyers and Core Faculty Dr. Linda Snell were his advisors.

Florin Costescu, a fourth year medical student, carried out a project entitled "McGill ophthalmology undergraduate program Curriculum assessment and suggestions for the future". Dr. Linda Snell was his advisor.

Jason Robins, a fourth year medical student, worked on a project entitled "Assessing the efficacy of undergraduate radiology teaching: The McGill experience". Dr. Linda Snell was his advisor.

Anais Rameau, a fourth year medical student, focused on "Why medical students should be taught about the conceptualization of disease The illustrative case of gastroesophageal reflux disease in the medical curriculum at McGill University". Drs. Meredith Young and Nicholas King were her advisors.

Dr. Preeti Amoy Anand, a third year resident in Internal Medicine, focused on "An assessment of self efficacy and behavioural performance after the introduction of simulation based crisis resource management training". Drs. Linda Snell and Ron Gottesman were her advisors.

Dr. Daniel Brody, a Pediatric ER Fellow, is continuing to study the presence/ absence of parents during resuscitation in the emergency room. Dr. Farhan Bhanji is his advisor in collaboration with members of the McGill Medical Simulation Centre.

Dr. Razaz Wali, a Fellow in Maternal Care, is developing a curriculum to teach students and residents about breast feeding in Saudi Arabia. Drs. Peter McLeod and Ms. Anjana Srinivasan (from the JGH) are her advisors.

The success of our elective students has been particularly rewarding, especially as a number of former students have continued to pursue a career in medical education. For example, Dr. Rachel Fisher (elective participant in 2008 2009) presented the results of her project, "A novel integrated simulation based orientation program for junior anesthesia residents: A program evaluation," at the Canadian Conference on Medical Education in May 2010. She continues to consult with Core Faculty and Educational Researchers in the development of this curriculum based endeavour and hopes to pursue advanced studies in medical education. Dr. Brett Schrewe (2008 2009), a fourth year resident in Pediatrics, recently presented "Towards an understanding of how young patients are othered through discourse in an urban pediatric hospital centre" at the Summer School of Sociolinguistics, University of Edinburgh. We are

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educational programs, students designed an evaluation plan of an authentic program and had opportunities to revise their work based on peer and instructor feedback.

Faculty Development Workshops

The Faculty Development Office, which assists faculty members in their roles as educators, researchers and administrators, continues to work closely with the Centre for Medical Education. In the last 16 years, the Faculty Development Office has welcomed 2,506 faculty members, for a total of 6,850 “visits” to approximately 200 workshops. During the 2009 2010 academic year, close to 750 participants attended faculty wide workshops, symposia and outreach activities.

Faculty wide workshops this past year

“Promoting mindful practice in students and residents to improve quality of care”; and Dr. Hilliard Jason, from the University of Colorado in Denver, spoke on “How our brains learn: Four needed transformations in medical education”.

In addition, we welcomed the following guest speakers to Centre meetings to discuss current topics in medical education:

Dr. Carla Pugh from Northwestern University, Illinois, and the Flanders Family Visiting Professor in Medical Simulation, talked about the “Assumptions of an educator: Potential pitfalls during simulation design and implementation” at joint rounds hosted by the Simulation Centre and the Centre for Medical Education.

Ms. Lois Ingram from Ingram and Associates in New York, presented data from her research with Dr. Donald Boudreau on “Program evaluation of the physicianship curriculum”

Dr. Ron Epstein, from the University of Rochester Medical Center, New York, spoke about “Defining and assessing professional competence”

Dr. Molly Cooke, from the University of California at San Francisco, discussed “Faculty engagement and development as intentional by products of curriculum innovation”

Dr. Jordan Cohen, former Executive Director of the Association of American Medical Colleges, presented “Educational innovations in times of change”

Dr. Scott Wright, from Johns Hopkins University School of Medicine and a McGill alumnus, spoke about “Role modelling and clinical excellence”

Dr. Hilliard Jason, from the University of Colorado in Denver, discussed “Humility 101: The foundation of effective teaching”

Dr. Ara Darzi, from Imperial College in London (UK) and the Flanders Family Visiting Professor in Medical Simulation, gave a presentation on “Simulation.”

Invited guests were also welcomed at our day long symposium on ***Professionalism: Celebrating the Past... Mapping the Future*** in honour of Drs. Richard and Sylvia Cruess’ work in the area of professionalism. The event brought together over 125 participants from 28 health science disciplines and departments, 17 different organizations and universities and 5 the

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Core Competencies

Dr. Linda Snell co edited an issue of *Medical Teacher* on competency based medical education and her commentary, written together with Dr. Jason Frank on "Competencies, the tea bag model and the end of time," has had a major influence on the debate about competency based education. Together with other

nature, role and importance of mentoring in the clinical context, at all levels of the educational continuum. Finally, the Faculty Development Team received funding from the RCPSC for follow up research on the Leadership Development Program, which was offered in January 2010. Members of the Faculty Development Team have also published widely in 2009 and 2010, as is outlined in **Appendix III**.

Teaching and Learning

During the past year, Drs. James Brawer, Radan Apek, Colin Chalk and Peter McLeod completed a collaborative study on the effectiveness of clinical vignettes in multiple choice questions in enhancing student performance; this study was published by the *Journal of the International Association of Medical Science Educators*.

Drs. Tom Hutchinson and James Brawer also examined the impact of dichotomies inherent in medical practice on the patient physician relationship and this work is currently in press. In addition, Dr. Brawer,

Drs. Pierre Paul Tellier and Mark Ware recently received a grant from Purdue Canada to look at how pain management can be integrated into the medical school curriculum. We look forward to seeing the results of this study as they are likely to have an impact on how the Faculty of Medicine at McGill teaches pain management to medical students.

At the postgraduate level, Dr. Sarkis Meterissian was awarded funding from Health Canada for "The future of postgraduate medical education in Canada: Post graduate project, phase I", a national project which is examining

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presented their research projects. A panel of mentors convened to help work through methodological and ethical challenges.

MQHRG submitted a White Paper to the McGill Faculty of Medicine Research Design Group.

Visiting postdoctoral trainee Dr. Eneida Simões da Fonseca, from Rio de Janeiro, Brazil, presented her research in the area of education of children with special health care needs.

MQHRG hosted two journal writing workshops designed to assist members in polishing manuscripts for submission to peer reviewed journals.

A special joint meeting with McGill's Whole Person Care welcomed special guest Megan Wainwright, M.Sc., from Durham University, who presented her Masters research: "An ethnographic study in a clinic for patients with functional constipation".

MQHRG held its first meeting in the Faculty of Dentistry in the spirit of broadening its presence on campus. Doctoral candidate in Dental Sciences, Reem Alansari, presented her research.

With

SECTION III PLANNING AHEAD

Looking forward, educational research and scholarship continue to be high priorities for the centre. With this objective in mind, we are delighted with the funding received for the **Richard**

leadership of Drs. Mary Ellen Macdonald and Donald Boudreau, the committee has created an internal review process for IRB and grant submissions, both of which were implemented in the fall of 2010. This committee also organized the sessions devoted to research capacity building (outlined above).

Visiting Scholars: The Centre has welcomed visiting scholars from abroad in the last two years. Of note, a number of articles and book chapters produced by Core Faculty members in 2009 2010 are the result of collaboration with visiting scholar Dr. Peter Cantillon (a family doctor from Ireland), who was at the Centre in 2008 2009. We are currently planning for three visiting scholars in 2011 2012, and we look forward to fruitful collaborations with them as well.

As noted in this report, the last 18 months have been very

Core Faculty	
Name	Department
Donald Boudreau	Internal Medicine
Jim Brawer	Anatomy and Cell Biology
Radan apek	Pharmacology and Therapeutics
Colin Chalk	Neurology and Neurosurgery
Richard Cruess	Centre

Affiliate Members	
Name	Department / Organization
Bernard Charlin	Director, URDESS, Université de Montréal
Deborah Danoff	Canadian Medical Protective Association
Adam Finkelstein	Educational Developer, Teaching and Learning Services
Thomas Hutchinson	Medicine, McGill Programs in Whole Person Care (<i>Member as of 09/10</i>)
Kevin Lachapelle	Director, Medical Simulation Centre
Joyce Pickering	Associate Dean, Medical Education and Student Affairs
Michael Rosengarten	Centre for Continuing Health Professional Education (<i>Membership to 09/10</i>)
Laura Winer	Associate Director, Teaching and Learning Services

Masters Students		
Name	Department	Year of Study
Khalid Mohsin Al Ejji	Gastroenterology	II
May Bader	Dentistry	I
Genevieve Chaput	Family Medicine	III
Heidi Clavet	Physiotherapy	III
Nicholas Gélinas Phaneuf	Neurology and Neurosurgery	I
Wid Kattan	Educational Psychology	II
Inas Fakhry Kostandi Malaty	Medicine	I
Ali Samkari	Surgery	I
Donna Stanbridge	Nursing	III
Christina Summerside	Educational Psychology	I
Marilou Vaillancourt	Surgery	II
Kevin Waschke	Gastroenterology	III

Postgraduate Fellows	
Name	Department
Sing Yun Chang	Anatomical Pathology (2009/10)
Nicholas Gélinas Phaneuf	Neurology and Neurosurgery (2009/10)
Catherine Patocka	Emergency Medicine (2010/11)
Daniel Zigman	Psychiatry (2010/11)

Fried G. Centre for excellence grant for minimally invasive surgery. (Covidien Canada, 2001 2010, \$2,750,000)

Gilfoyle E, **Gottesman R, Bhanji F**, et al. Can adherence to PALS guidelines be improved by team training of pediatric resuscitation team members. (CIHR HSFC, 2010 2013, \$420,000)

Graves L, **Young ME.** Evaluation of perceived and actual competency in a family medicine OSCE: Insight for a competency based curriculum. (College of Family Physicians of Canada, 2010 2011, \$10,000)

Haddad P, **Ware M.** Developing a standardized clinical evaluation form. (Interdisciplinary Network for Complementary and Alternative Medicine Research (IN CAM), 2008 2010, \$5,000)

King N, Harper S, **Young ME.** Measurement, ethics, and health policy: Investigating the role of value judgments in the measurement and evaluation of health inequalities. (Canadian Institutes of Health Research, 2010 2012, \$190,434)

Kloda L. Bourse de doctorat en recherche. (Fonds québécois de la recherche sur la société et la culture, 2007 2010, \$60,000)

Korner Bitensky N, Teasell R, Wood Dauphinee S, Salbach N, Bourbonnais D, Levin M, Jutai J, Menon A, Fung J, Bayley M, Kagan A, Kaizer F, Fellows L, Rochards C, Dumoulin C, Rochette A, **Kloda L**, Thomas A, Martino R, Mayo NE, Eng J, Duncan P, Page S. StrokEngine: An interactive e learning resource for moving evidence based stroke rehabilitation into clinical practice – Continuation project. (Canadian Stroke Network, 2010 2013, \$254,700)

Korner Bitensky N, Teasell R, Wood Dauphinee S, Levin M, Jutai J, Menon Nair A, Fung J, Bayley M, Kagan A, Kaizer F, Fellows L, Richards C, Desrosiers J, Dumoulin C, Rochette A, **Kloda L**, Thomas A, Martino R, Mayo N, Eng J, Duncan P, Page S. A novel strategy for sustaining StrokEngine and StrokEngine Assess. (Canadian Stroke Network, 2008 2010, \$162,500)

Lajoie S. Designing technology rich environments for case based instruction: A model for life long learning. (Social Sciences and Humanities Research Council, 2010 2011, \$75,000)

Lajoie S. Cognitive tools to support teaching and learning in technology rich problem solving environments. (Social Sciences and Humanities Research Council, 2008–2011, \$211,938)

Lajoie S. Computers as cognitive tools. (James McGill Research Fund, 2004–2011, \$105,000)

Lajoie S, Hmelo Silver C, **Wiseman J**, Ki Chan L, Lu J, Moreno R. Designing technology rich environments for case based instruction: A model for life long learning. (Social Sciences and Humanities Research Council, 2010 2011, \$75,000)

Lajoie S, Frasson C, Nkymbou R, Aimeur E. Intelligence émotionnelle dans l'apprentissage. (Fonds québécois de recherche en sciences et culture, 2006–2010, \$456,000)

Lang A, Aston M, Brunelle G, Cadell S, Carr T, Chochinov H, Doran D, Downey A, Drouin S, Fleiszer A, Glasgow R, Goodwin S, Grinspun D, Mawani A,

Simulation for Clinical Teaching and Learning

A list of all publications, including URLs, from January 1, 2009 – December 31, 2010 can also be found on our website at: <http://www.mcgill.ca/centreforformed/research/>.

JOURNAL ARTICLES

Boudreau D, Cassell EJ, Fuks A. Preparing medical students to be attentive listeners. *Med Teach*. 2009; 31(1): 22-9.

Boudreau D, Cassell EJ. Abraham Flexner's "mooted question" and the story of integration. *Acad Med*. 2010; 85: 378-83.

Brawer JR. Medical education: Striving for mediocrity. *Med Educ*. 2009; 43: 1026-7.

Brawer JR, Lener M, **Chalk C**. Student perspectives on the value of lectures. *JIAMSE*. 2009; 19: 84-8.

Cantillon P, **McLeod P**, **Razack S**, **Snell L**, **Steinert Y**. Lost in translation: The challenges of global communication in medical education. *Med Educ*. 2009; 43(7): 615-20.

apek R, **McLeod P**, **Chalk C**, **Brawer JR**. Do accompanying clinical vignettes enhance students' success in answering multiple choice questions (MCQ) testing factual knowledge. *JIAMSE*. 2010; 20: 110-9.

Carrière B, Gagnon R, **Charlin B**, Downing S, Bordage G. Clinical reasoning assessment in pediatric emergency medicine: Validity of a Script Concordance Test. *Annals Ann Emerg Med*. 2009; 53(5): 647-52.

Charlin B, Gagnon R, **Lubarsky S**, Lambert C, **Meterissian S**, **Chalk C**, Goudreau J, van der Vleuten C. Assessment in the context of uncertainty using the script concordance test: More meaning for scores. *Teach Learn Med*. 2010; 22(3): 180-6.

Chin K, Rudelius Palmer. Using storytelling as a relational and instrumental tool for addressing racial bias. *Acad Med*. 2010; 85(1): 110-20. **Chin K**, Lener C. J,

Appendix III

Publications in Medical Education

January 1, 2009 – December 31, 2010

Gagnon R, **Charlin B**, Lambert C, Carrière B, van der Vleuten C. Script concordance testing: More cases or more questions? *Adv Health Sci Educ Theory Pract*. 2009; 14(3): 367-75.

Goulet F, Jacques A, Gagnon R, **Charlin B**, Shabah A. Poorly performing physicians: Does script concordance test detect bad clinical reasoning? *J Continuing Educ in Health Prof*. 2010; 30(3): 161-6.

Hammick M, Dornan T and **Steinert Y**. BEME Guide No. 13. Conducting a best evidence systematic review. Part I From idea to data coding. *Med Teach*. 2010; 32(1): 3-15.

Harris P, **Snell L**, Talbot M, Harden Ronald M. Competency based medical education: Implications for undergraduate programs for the International CBME Collaborators. *Med Teach*. 2010; 32: 646-50.

Hoff L, Bestawros A, Kassis J, **Charlin B**. Le test de concordance script comme outil d'enseignement et d'apprentissage: un projet pilote pour les étudiants de première année de médecine. *Pédagogie Méd*. 2010; 11(1): 51-6.

Jagosh J, **Boudreau D**. Lost and found in translation: An ecological approach to bilingual research methodology. *Intern J Qual Met*. 2009; 8(2): 102-14.

Kloda LA and Bartlett JC. Clinical information behaviour of rehabilitation therapists: A review of the research. *J Med Libr Assoc*. 2009; 97(3): 194-202.

Lajoie SP, Gauthier G, Lu J. Convergence of data sources in the analysis of complex learning environments. *Research and Practice in Technology Enhanced Learning*. 2009; 4(3): 195-219.

Lambert C, Gagnon R, Nguyen D, **Charlin B**. The Script Concordance Test in radiation oncology: Validation study of a new tool to assess clinical reasoning. *Radiation Oncology*. 2009; 4: 7.

Lemay JF, Donnor T, **Charlin B**. The reliability and validity of a paediatric script concordance test with medical students, paediatric residents and experienced paediatricians. *CMEJ*. 2010; 1(2): e89-e95.

Lubarsky S, **Chalk C**, Kazitani D, Gagnon R, **Charlin B**. The Script Concordance Test: A new tool assessing clinical judgment in neurology. *Can J Neurol Sci*. 2009; 36: 326-31.

Lu J, **Lajoie SP**, **Wiseman J**. Scaffolding problem based learning with CSCL tools. *Int J Comp Sup Collab Learn*. 2010; 5(3): 283-99.

McLeod PJ, **Steinert Y**. Peer coaching as an approach to faculty development. *Med Teach*. 2009; 31(12): 1043.

McLeod P, Steinert Y. The evolution of faculty development in Canada since the 1980's. Coming of age or time for a change? *Med Teach.* 2010; 32: e31 e35.

McLeod PJ, Steinert Y, Snell L, Wiseman J. The medical education journal club: A legacy of Sir William Osler. *Can J Gen Int Med.* 2009; 4(3): 185 6.

McLeod PJ, Steinert Y, Chalk C, Cruess RL, Cruess SR, Meterissian S, Razack S, Snell L. Which pedagogic principles must clinical teachers know? Teachers and education experts disagree. *Med Teach.* 2009; 31: e117 24.

McLeod P, Steinert Y, Boudreau D, Snell L, Wiseman J. Twelve tips for conducting a medical education journal club. *Med Teach* 2010; 32: 368–70.

McLeod R, Evangelista R, Evans S, **Meterissian S** and the Evidence Based Reviews in Surgery Group 2009. Review of surgical

Sansregret A, **Fried GM**, Hasson H, Klassen D, Lagacé M, **Charlin B**, et al. Choosing the right physical laparoscopic simulator? Comparison of LTS2000 ISM60 with MISTELS: Validation, correlation, and user satisfaction. *Am J Surg.* 2009; 197(2): 258-65.

Sibert L, Giorgi R, Dahamna B, Doucet J, **Charlin B**, Darmoni S. Is a web based concordance test feasible to assess therapeutic decision making skills in a French context?

Vassiliou MC, Dunkin BJ, Marks JM, **Fried GM**. FLS and FES: Comprehensive models of training and assessment. *Surg Clin North Am*. 2010; 90(3): 535-58.

Vassiliou MC, Kaneva PA, Poulou BK, Dunkin BJ, Marks JM, Sadik R, Sroka G, Anvari M, Thaler K, Adrales GL, Hazey JW, Lightdale JR, Velanovich V, Swanstrom LL, Mellinger JD, **Fried GM**. How should we establish the clinical case numbers required to achieve proficiency in flexible endoscopy? *Am J Surg*. 2010; 199(1): 121-5.

Vassiliou MC, Kaneva PA, Poulou BK, Dunkin BJ, Marks JM, Sadik R, Sroka G, Anvari M, Thaler K, Adrales GL, Hazey JW, Lightdale JR, Velanovich V, Swanstrom LL, Mellinger JD, **Fried GM**. Global Assessment of Gastrointestinal Endoscopic Skills (GAGES): A valid measurement tool for technical skills in flexible endoscopy. *Surg Endosc*. 2010; 24(8): 1834-41.

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MONOGRAPHS, BOOKS AND BOOK CHAPTERS

Arweiler D, Noyeau E, **Charlin B**, Millette B. Change management and leadership in medical education. *AFMC – The Future of Medical Education*; 2009.

Charlin B, Kazi Tani D. L'apport de la technologie dans l'évaluation en ligne du raisonnement clinique médical par le test de concordance de script. In *Évaluation des apprentissages et technologies de l'information et de la communication : enjeux, applications et modèles de mesure* (Éditeur Jean Guy Blais). Presses de l'Université Laval; 2009. p. 123-34.

Cruess RL, **Cruess SR**, **Steinert Y**, editors. *Teaching professionalism*. Cambridge University Press;  **Sadik R**, **OTD**.

Appendix III

Jay Nadeau

Nominated for Canada's Top 40 Under 40, Fall 2010

Charo Rodriguez

Finalist, Baldwin Award for Best Paper published in Journal of Interprofessional Care, July 2009

Linda Snell

AFMC Award for Outstanding Contribution to Faculty Development in Canada, May 2010

Yvonne Steinert

Bijtel Chair, Visiting Professorship, Faculty of Medicine, University of Groningen, The Netherlands, Summer 2009

Melina Vassiliou

Henry K.M. deKuyper Distinguished Educator in Surgery Award, 2009
Association for Surgical Education Haemonetics Best Paper for "How Should We Establish the Clinical Case Numbers Required to Achieve Proficiency in Flexible Endoscopy?", 2009

Jeffrey Wiseman

Douglas G. Kinnear Award, Department of Medicine, MUHC, 2009
Faculty of Medicine Honour List for Excellence in Medical Education, 2009

Daniel Zigman

Resident Award for Most Promising Teacher, Department of Psychiatry, 2010