

## May 2024

Website: [www.thewilsoncentre.ca](http://www.thewilsoncentre.ca)

Email: [thewilsoncentre@uhn.ca](mailto:thewilsoncentre@uhn.ca)

Twitter: [@theWilsonCentre](https://twitter.com/theWilsonCentre)

<https://www.uhn.ca/Education/About-Us/Portfolios/Centres-of-Excellence>

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### HYBRID WILSON CENTRE RESEARCH ROUNDS

The Wilson Centre Education Research Rounds offers participants a forum to engage in educational dialogue geared towards promoting excellence in their specific education research interests and identified professional needs. It is a great opportunity to build a sense of community among the scholars and graduate students of the Wilson Centre. Drs. Catharine Walsh and David Rojas co-chair these Rounds.

**REGISTRATION** required to receive zoom details:

<https://us02web.zoom.us/meeting/register/tZ0kfu6trj0vH9fLySRgZnyM3ZqBlrUYvTKj#/registration>

**Monday, May 13, 2024 | 12:00-1:00 pm EDT**

Negative, Uncomfortable, Harmful or Invisible? Examining Evaluation and Reporting on Less than Desirable Outcomes

Presenter: Betty Onyura PhD, CE

Authors:

- Dr. Betty Onyura, University of Toronto
- Dr. Deena Hamza, University of Alberta
- Zeenat Ladak, University of Toronto
- Nivetha Chandran, University of Toronto
- Emilia Main, University Health Network
- Abigail Fisher, University of Toronto
- Dr. Qian Wu, Unity Health Toronto
- Dr. Tin Vo, University of Toronto

**Abstract:** Evaluation is crucial to enhance our understanding of the real and diverse impacts of innovative programs. However, evidence indicates that innovations are frequently implemented without sufficient consideration of risks. Furthermore, when evaluation is focused on verifying anticipated, negative, or unanticipated outcomes can be overlooked. Our research examines the evaluation of undesirable and potentially harmful program effects within health professions education. First, we (i) synthesized evidence on current evaluation and reporting practices for such effects, followed by (ii) content validation exercise to help categorize such outcomes.

We conducted an Umbrella Review on systematic reviews of evaluative studies of medical education programs. Data pertinent to evaluation methods, reporting, and outcomes were extracted. We used framework analysis to analyze extracted data on undesirable or harmful outcomes. Finally, diverse subject matter experts participated in a content validation exercise to inform categorization of identified undesirable or potentially harmful outcomes.

Our findings indicate a general inattention to the reporting of undesirable outcomes. Undesirable findings that were reported included adverse consequences of innovations to individual learners to successful learning as well as to community and social groups.

Minimizing harms should be an ethical imperative for academic healthcare institutions. Our findings show that, despite the limitations of evaluation and reporting practices, there is evidence of undesirable or harmful consequences of HPE innovations to individuals and groups. Better guidance is needed on how to understand, evaluate and report on such outcomes and distinguish harm that should be mitigated from routine discomforts that may accompany learning within HPE.

## The Wilson Centre welcomes visiting scientist, Dr. Do-Hwan Kim

Dr. Kim is visiting the Wilson Centre from April 2024 to March 2025 under the mentorship of Professors Mahan Kulasegaram and David Rojas.

Dr Kim is assistant professor in the Department of Medical Education at Hanyang University College of Medicine, South Korea. He has gained extensive experience by participating in various educational activities and committees within the institution. Having completed his entire educational journey from bachelor's to doctoral studies in Korea, he has become deeply familiar with the ways in which academic work is conducted in the country. However, he eventually recognized the need to step out of his comfort zone and critically examine his research and teaching approaches from different perspectives and environments. To achieve this, he believes it is essential to gain exposure and engage in scholarly exchange with leading institutions such as the Wilson Centre and the University of Toronto, which are at the forefront of academic and practical innovations in medical education.

Throughout his career, he has focused on conducting pragmatic research that can be directly applied to improve educational practices, rather than confining myself to a specific niche. Driven by a commitment to addressing practical challenges in the educational field, his research approach has evolved from predominantly quantitative methods to a balanced inclusion of qualitative studies. This shift stems from the need to address the shifting demands and challenges encountered by professionals in medical education within Korean medical schools. Consequently, his research interests have broadened to encompass diverse areas such as program evaluation, accreditation, assessment, national licensing exams, professionalism, physician-scientist training, and faculty development.

## HYBRID WILSON CENTRE GUEST RESEARCH ROUNDS

Wednesday May 15, 2024 | 12:00-1:00pm EDT

In person: Wilson Centre boardroom

Online **Registration** link to receive zoom details:

<https://us02web.zoom.us/meeting/register/tZcucOqqpz8jG92Tc2HLEA9MNdgdz1BnjvO1>

### The Influence of Identity Safety on Professional Identity Formation

Justin Bullock MD MPH

#### Objectives:

- 1) Describe the impact of identity threats on medical trainees.
- 2) Juxtapose 'responding to identity threats' with 'identity safety.'
- 3) Conceptualize the role of identity safety as it relates to personal and profession norms in professional identity formation.



Justin Bullock is a fellow in Nephrology at the University of Washington School of Medicine and the Co-director of the Docs with Disabilities Initiative. Justin is passionate about creating safe environments in medicine where everyone in the hospital is able to bring their authentic selves to work in the spirit of healing. Justin is a passionate medical educator: a teacher, researcher, and lifelong learner. His primary research focus centers on how educators can minimize identity threats in the learning environment. In addition to his education scholarship, Justin is outspoken about his lived experience as a gay Black bipolar physician. His work and story have been featured in the New England Journal of Medicine, Academic Medicine, Vox and Forbes among others. Drawing on his dual identities as a patient and provider with serious illness, Justin believes deeply that medicine is a lifelong journey of healing as much for providers as it is for patients.

## THE BRIAN D. HODGES SYMPOSIUM

The Brian D. Hodges Symposium celebrates Dr. Brian D. Hodges' continuing contributions to health professions education research. Dr. Hodges, Director of the Wilson Centre from 2003-2011, is currently the Executive Vice-President of Education at the University Health Network and a Scientist at The Wilson Centre.

By bringing together the community of health professions education researchers, educators, scholars, and students, we aim to motivate attendees to think beyond the boundaries of their current work and look for points of intersection with the research of others. The symposium provides a rare opportunity for in-depth discussion of the theory and practice of education. Attendees will enjoy invited presentations from global leaders in health professions education and the next generation of education scientists and scholars.

**Registration Open:** <https://events.myconferencesuite.com/BrianHodgesSymposium2024>  
<https://thewilsoncentre.ca/hodges-symposium-2024>

### ***Artificial Intelligence in Medical Education: The Research We Need to Be Doing***

**Thursday May 16, 2024 | 9am - 12pm | No cost**

Online and in-person at BMO Education & Conference Centre

More information contact: [Cheryl.ku@uhn.ca](mailto:Cheryl.ku@uhn.ca)

Martin G. Tolsgaard PhD DMSc

Professor, CAMES, Copenhagen University Hospital Rigshospitalet, and University of Copenhagen



My work involves the use technologies, such as simulation or artificial intelligence (AI) to augment clinical performances. I did my PhD within the field of clinical learning and in my postdoc and doctoral dissertation I explored the use and cost of simulation technology for clinical skills training and assessment.

Over the past 5 years, I have been increasingly involved in how to use AI for skills learning and assessment. This has resulted in empirical and conceptual work on the use AI in medical education as well as practical guides on how to use AI for improving clinical skills and performances.



Office of  
Indigenous Health



the  
Wilson  
centre

## Indigenous Wisdom and Health Professions Education Theories and Practice

*Lecture in partnership with the Office of Indigenous Health, Temerty Faculty of Medicine*

**Shouldn't we get to know each other before we jump into research together?**

**Building and honouring relationships**

**Michael Anderson, MD FRCSC | Sophie Soklaridis, PhD | Gemma Woticky, PhD(c)**

**Date:** Monday, May 27, 2024

**Time:** 1:00-4:00 pm EDT

**Venue:** Online & in-person at BMO Education & Conference Centre, 60 Leonard Av., Tor, ON M5T 2S8

**Registration:** <https://events.myconferencesuite.com/IndigenousWisdom2024>

**Contact:** [mariana.artega@uhn.ca](mailto:mariana.artega@uhn.ca)



**THE WILSON CENTRE**



**RICHARD REZNICK RETURNS:  
Coffee chats at the Wilson Centre**

We have wonderful news to herald in the New Year: Richard Reznick is returning home to his Wilson Centre roots and is looking forward to conversations of many kinds with members of our community. He is interested in meeting with students, staff, and faculty members (whether scientists, clinicians, researchers, teachers, educators, scholars, and those who identify as some or all of the above). Richard hopes to listen, mentor, advise, provoke, be provoked, and generally participate in the fulfilling and engaging academic conversations that are at the heart of our community.

As our founder and inaugural director, Richard has been heard to say that his proudest career accomplishment is the creation of the Wilson Centre. Given that he is nearing the end of his term as President of the Royal College of Physicians and Surgeons of Canada, and his former roles include dean of the Faculty of Health Sciences at Queen's University, Chair of the Department of Surgery at University of Toronto, and Vice-President Education at University Health Network, I know just how much that says about the respect and value he places on the Wilson Centre and the work we do.

To chat with Dr. Richard Reznick, please contact [Cheryl.ku@uhn.ca](mailto:Cheryl.ku@uhn.ca)

### **Climate & Ecology in Health Professions Education: Transforming Learning for a Hopeful Future**

If you missed the March 20, 2024 session, here is the recording - <https://youtu.be/obhErTd013M>

### **Call for papers: New Histories of Science and Science Education**

**Journal:** [Science & Education](#)

**Guest Editors:** Cristiano B. Moura (SFU, Canada), Andreia Guerra (CEFETRJ, Brazil), Peter Heering (EU Flensburg, Germany)

**Short Call:** We invite science education scholars (and also historians of science concerned by those themes) to reflect on the following questions and topics:

Submit your manuscript until **October 14, 2024!**

**See the full call on the link:** <https://link.springer.com/journal/11191/updates/26681004>

## Centre for Faculty Development (CFD) - <https://centreforfacdev.ca/>

### **BPÉR ROUNDS** - <https://centreforfacdev.ca/best-practices-in-education-rounds/>

Best Practices in Education Rounds (BPÉR) are co-hosted by Centre for Faculty Development, The Centre for Advancing Collaborative Healthcare & Education (CACHE) and The Wilson Centre. BPÉR links the theory and practice of health professions education with invited speakers from local, national, and international contexts. BPÉR is offered through Zoom and is open to anyone interested in attending. **Registration is required.** Zoom details will be provided after registration. BPÉR is recorded and past rounds are archived on this site. Info: [manpreet.saini@unityhealth.to](mailto:manpreet.saini@unityhealth.to)

**Registration is required for zoom details** <https://centreforfacdev.ca/events/?eventtemplate=432-what-is-at-the-root-of-racism-in-healthcare>

**Registration:** <https://register.centreforfacdev.ca/register?sgid=fa79f623a19b4344b0a1b964f49edccd>

**Tuesday, May 14, 2024 | 12:00-1:00 EDT**

### **Technology-enhanced medical education: Beyond hype and hopes**

Martin G. Tolsgaard PhD DMSc

Professor, CAMES, Copenhagen University Hospital Rigshospitalet, and University of Copenhagen

A review of some of the hypes and hopes associated with technology-enhanced medical education – from e-learning and simulation to AI-augmented learning. Dr. Tolsgaard will review some of the expectations and the evidence supporting the use of AI-augmented learning and performance.

**Bio:** <https://events.myconferencesuite.com/BrianHodgesSymposium2024/page/Speakers>

### **Stepping Stones Program: Foundations in Education**

<https://centreforfacdev.ca/stepping-stones/>

Application deadline: June 30, 2024

### **Magritte and the “Art” of Health Professions Education**

June 20, 2024 | In Person

<https://centreforfacdev.ca/workshop-catalogue/446-magritte-and-the-art-of-health-professions-education/>

### **CFD Access and Inclusion Bursary**

Application deadline: May 8, 2024 | <https://centreforfacdev.ca/bursary/>

### **New & Evolving Academic Leaders (NEAL)**

Register by April 16, 2024 for discount | Regular deadline: May 16, 2024

<https://centreforfacdev.ca/events/?eventtemplate=428-new-evolving-academic-leaders-program>



## Centre for Advancing Collaborative Healthcare & Education (CACHE)

*Learning together for a healthier world*

<https://ipe.utoronto.ca/>

CACHE collaboratively leads the [University of Toronto's Interprofessional Education \(IPE\) curriculum](#), partnering with 11 health sciences programs and a practice network including more than 15 Toronto hospitals. CACHE collaborates with local, national, and international partners to advance education, practice, research, systems, and policy toward better work and care for all, offering [professional development programs](#) and consultation to support this advancement. We keep learners and community, patient/client and family/caregiver partners at the heart of our work.

**CACHE Magazine website:** [https://ipe.utoronto.ca/Together\\_CACHEMagazine](https://ipe.utoronto.ca/Together_CACHEMagazine)

**Together: Stories of Collective Impact** an international magazine by CACHE. Volume 2, Issue 1 (Fall 2023) is NOW PUBLISHED! [https://issuu.com/cache\\_uoftuhn/docs/cache\\_magazine\\_vol2.1\\_fall2023\\_final\\_hyperlinked](https://issuu.com/cache_uoftuhn/docs/cache_magazine_vol2.1_fall2023_final_hyperlinked)

Or download it as a [PDF here](#).

If you have any questions, please connect with [eli.cadavid@uhn.ca](mailto:eli.cadavid@uhn.ca)

**Collaborative Change Leadership™(CCL) A Certificate Program for Leaders in Health and Health Education** | <https://collaborativechangeleadership.ca/application/>

## UHN Education & the Michener Institute of Education @ UHN

<http://www.uhn.ca/Education/>

## The Institute for Education Research at UHN (TIER)

[www.TIERatUHN.ca](http://www.TIERatUHN.ca); twitter [@TIER\\_UHN](https://twitter.com/TIER_UHN)

## Interested in easing the writing process?

Consider this workshop hosted by TIER member [Dr. Suzanne Fredericks](#):

### Writing for Publication Workshop

This interactive workshop will provide a safe and encouraging space for participants to work on the development of a scholarly manuscript under the support and mentorship of a TIER Affiliate Scientist. Throughout the workshop, brainstorming techniques and structured activities are used to promote writing productivity.

This workshop will provide peer support and constructive feedback to your writing process; observe a writing schedule; increase your productivity and output; and hopefully enhance your love of writing! Feel free to bring your dissertation, journal article, or other academic work that you are working on. This workshop will be offered over the course of three, 2-hour sessions. It is anticipated that at the end of the three workshops, each participant will produce a manuscript that they can then submit for peer review to an academic/scientific journal. **If interested, please reach out to [tier@uhn.ca](mailto:tier@uhn.ca).**

Register Here: <https://forms.office.com/r/2KRR4UfCxK>



## Building An Accessible Virtual Event: An Interactive Workshop

MAY 3, 2024

3:00-4:30 PM ET | ZOOM



An interactive workshop to apply the principles from the recent IDEA talk:

“Learn How to Host an Accessible and Inclusive Virtual Event”

Come hone your skills with us!



Hosted by the UHN Research IDEA Committee

Register Here: <https://forms.office.com/r/2KRR4UfCxK>

### AMS Healthcare Announces the History of Healthcare 2023 Award Recipients

<https://www.ams-inc.on.ca/ams-healthcare-announces-the-history-of-healthcare-2023-award-recipients/>

AMS is thrilled to announce our eleven 2023 research grant and fellowship award recipients joining the collective of over 55 historians that have been awarded since the program's inception in 2015. The AMS History of Healthcare Awards Program promotes scholarship, teaching, and public interest in the history of healthcare, disease, and medicine. It incorporates 3 types of awards: Post-Doctoral Fellowships of \$45,000, Doctoral Research Awards of \$25,000, and Project Grants of up to \$10,000. These outstanding individuals, chosen by an expert review panel, will certainly enhance the impact and value of History of Healthcare research in Canada and beyond, and act as a source of lessons that will help shape Canadian healthcare in the future.

Since the 1970s, and with the help of many partners, AMS Healthcare has worked to elevate the History of Healthcare's standing in the academic community and beyond. Today, the study is thriving across our country with AMS Healthcare as its main source of support. Our goal is to raise interest in the topic, ensure its relevance, broaden the scope of research, and shape how the subject is taught. Funding is available to researchers, healthcare professionals, and students. **The funding for the 2024 awards will open on January 8, 2024**, with over 250K available. More information is available here: <https://ossu.ca/resources/ams-healthcare/>

### Planning for Implementation Practice© (PIP) Workshop – May 9-10, 2024

Implementing evidence-based innovations in practice is a complex process. The PIP© workshop offers a practical approach to developing an implementation plan and is applicable to all innovations, practice settings, and sectors. Participants will be guided by The Implementation Roadmap© (TIR), a step-by-step planning tool for implementers in real-world practice settings. Offered by the [Knowledge Translation Program](#) within the Learning Institute, PIP will run **online** via Zoom May 9-10, 10:00am-4:00pm ET, and costs \$700. To register, please visit: [PIP Registration- May 2024](#). Questions? Contact: [knowledge.translation@sickkids.ca](mailto:knowledge.translation@sickkids.ca).

## Promoting Research in Medical Education (PRiME)

June 18 - 21, 2024 | Toronto, Canada | **Registration** <https://sacme-prime.org/>.

### CONFERENCES

ICAM <https://icam-cimu.ca/> AFMC <https://www.afmc.ca>

AAMC <https://www.aamc.org>

OTTAWA Conf <https://www.ottawaconference.org/>

IAMSE <http://www.iamseabstract.org/> <https://iamse.site-ym.com/page/geninfo>

Asia Pacific Medical Education Conf (APMEC) 2024 <https://medicine.nus.edu.sg/cenmed/apmec2024/>

ICAM <https://icam-cimu.ca/>; [icam@afmc.ca](mailto:icam@afmc.ca) - Halifax from April 3-6 2025

ICRE International Conference on Residency Education, September 19-21, 2024, Ottawa

<https://icre.royalcollege.ca/>

AMEE <https://amee.org> August 24-28, 2024, Basel, Switzerland

### CAMH – Research Opportunity

Help Develop Best Practice Guidelines | [Engagement.Research@camh.ca](mailto:Engagement.Research@camh.ca)

CAMH is looking for people with lived experience, family members, and research professionals to build **best practice guidelines** for lived experience engagement research.

**CAMH is inviting:**

- Individuals aged 16+ living in Canada
- **Personal or family lived experience** and experience engaging in at least 1 research study.

**AND/OR**

- **Researcher, research professional/trainee, or research engagement staff** who have been involved in at least 1 lived experience engaged mental health study.

Contact Wura at 416-518-4658, or email [Engagement.Research@camh.ca](mailto:Engagement.Research@camh.ca)

People with lived experience, families, and research staff will be compensated for their time!

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#### Postdoctoral Fellowship in Health Sciences Education Research

##### Institute of Health Sciences Education

##### Faculty of Medicine and Health Sciences, McGill University

The Institute of Health Sciences Education (IHSE) at McGill University invites applications for a Postdoctoral Fellowship in Health Sciences Education Research. This competition is open to permanent residents of Canada, Canadian citizens, or international scholars. This is a one-year funded position, with the possibility of renewal, to begin in September 2024.

The Institute of Health Sciences Education: The Institute of Health Sciences Education at McGill University promotes excellence and scholarship across the continuum of health sciences education. Over 50 Faculty and Associate Members aim to: advance the field of health sciences education through scholarship; stimulate interest in educational research and development; serve as a resource for curriculum development and innovation; and ensure that research informs educational practice.

##### Postdoctoral Fellowship

##### *Educational Opportunities:*

The goal of this Postdoctoral Fellowship is to foster interest and expertise in health sciences education research that is aligned with the Cruess Chair in Medical Education at McGill. Accordingly, areas of scholarship include the following: Faculty Development, Professional Identity Formation, Teaching and Learning in the Clinical Environment, the Culture of Medical Education, and Educational Leadership.

The Postdoctoral Fellow will work on site at the Institute of Health Sciences Education under the supervision of Dr. Yvonne Steinert, the Richard and Sylvia Cruess Chair in Medical Education. They will also have opportunities to participate in ongoing research at the Institute, exploring new areas of inquiry and shaping future research interests. They will participate in educational events at the Institute and will be encouraged to disseminate research findings as appropriate.



**Educational Background and Experience:** Suitable candidates must hold a PhD in a social science or humanities discipline (e.g., medical anthropology, psychology, education) with demonstrated experience in qualitative research methodologies, an excellent knowledge of the theories and approaches that underlie these methods, and an ability to translate ideas into research questions. Previous success with grant applications, publications, and scientific presentations is strongly recommended, as is the ability to work collaboratively in an interdisciplinary team environment.

**Duration:** A one-year full-time appointment, with the possibility of renewal. | **Start date:** September 2024

**Stipend:** \$55,000 (plus benefits) as well as travel to a national or international meeting in Health Sciences Education

**Application Process:** For further information please contact Dr. Yvonne Steinert at [yvonne.steinert@mcgill.ca](mailto:yvonne.steinert@mcgill.ca). Letters of application, which should be accompanied by a curriculum vitae and three letters of reference, must be uploaded to Workday by June 1, 2024.

Internal applicants: [https://wd3.myworkday.com/mcgill/d/inst/1\\$9925/9925\\$82451.html](https://wd3.myworkday.com/mcgill/d/inst/1$9925/9925$82451.html)

External applicants: [https://mcgill.wd3.myworkdayjobs.com/McGill\\_Careers/job/Meredith-LadyHouse/Post-Doctoral-Researcher\\_JR0000052374](https://mcgill.wd3.myworkdayjobs.com/McGill_Careers/job/Meredith-LadyHouse/Post-Doctoral-Researcher_JR0000052374)

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As of April 1, when **UHN and West Park Healthcare Centre** came together to form Canada's most comprehensive and specialized rehabilitation and complex continuing care centre, all West Park employees are considered UHN employees. This means that no matter which UHN site – which now includes West Park – you work at, you have an even wider range of opportunities to grow your career at UHN. You can apply as an internal candidate for roles posted on the [UHN careers page https://www.uhn.ca/corporate/Careers/pages/default.aspx](https://www.uhn.ca/corporate/Careers/pages/default.aspx) or the [West Park careers page https://www.westpark.org/CareersatWestPark/Careers](https://www.westpark.org/CareersatWestPark/Careers)

**How to apply as an internal candidate for roles posted on [www.westpark.org/CareersatWestPark/Careers](https://www.westpark.org/CareersatWestPark/Careers)**

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## **Invitation to participate in research on point-of-care ultrasound and continuous electronic fetal monitoring.**

My name is Grecia Alaniz, and I am inviting you to participate in my doctoral research study on maternity care providers' experiences using point-of-care ultrasound (PoCUS) and/or continuous electronic fetal monitoring (cEFM) in their care of pregnancy and childbirth. This study is funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) and is being conducted under the supervision of Dr. Jessica Polzer and Dr. Samantha Doralp, Faculty of Health Sciences, Western University.

**Study goals:** The goal of this study is to better understand maternity care providers' (present or past) experiences using PoCUS and/or cEFM. By gaining insights into your experiences with one or both of these technologies, my aim is to gain a more in-depth understanding of the contexts that inform and influence maternity care providers' use of these technologies.

**What does participation involve?** Participation involves one interview, which may be conducted in-person, by Zoom, or by telephone. Each interview will last approximately 60-90 minutes and will be conducted at a time and location that is convenient for you. Interviews will involve open-ended questions about your experiences with PoCUS and/or cEFM, which will allow you to respond from your own perspective. Participants may be contacted for a second interview should further clarification of responses be needed.

**Who can participate?** To capture a broad range of experiences and perspectives, I would like to speak with a variety of maternity care providers. You are eligible to participate in this study if you are:

- a registered obstetrician, family physician, midwife, or practicing midwifery under the Exception for Aboriginal Midwives in Ontario;
- have at least 5 years of experience as a maternity care provider;
- and have (present or past) experience using PoCUS and/or cEFM in your practice.

**What compensation will be provided?** Participants will receive a \$15 e-gift card from either Starbucks, Tim Hortons, Indigo, or Well.ca as a token of appreciation for their participation in the study. Minor travel costs (e.g., parking costs) up to \$20

will also be reimbursed with presentation of receipt(s). Reimbursement of travel costs will be included in the e-gift card amount. Participants will receive their e-gift card within 2-3 business days of completing their interview.

If you have any questions about this study or are interested in participating, please contact me at 289-775-8074 or at email: [galaniz@uwo.ca](mailto:galaniz@uwo.ca)

Thank you for your consideration.

Grecia Alaniz, PT PhD Candidate  
Health Professional Education Program  
Faculty of Health Sciences, Western University  
Tel: 289-775-8074 | Email: [galaniz@uwo.ca](mailto:galaniz@uwo.ca)

**Research Supervisors**

Jessica Polzer, PhD, Associate Professor  
School of Health Studies and Department of Gender, Sexuality & Women's Studies  
Faculty of Health Sciences, Western University  
Tel: 519-661-2111 ext. 81576 | Email: [jpolzer@uwo.ca](mailto:jpolzer@uwo.ca)

Samantha Doralp, PT PhD, Assistant Professor  
School of Physical Therapy  
Faculty of Health Sciences, Western University  
Tel: 519-661-3368 | Email: [sdoralp2@uwo.ca](mailto:sdoralp2@uwo.ca)

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Our mailing address: University Health Network,  
200 Elizabeth Street, 1E5S59, Toronto, ON M5G 2C4  
[www.thewilsoncentre.ca](http://www.thewilsoncentre.ca)  
TO SUBSCRIBE, please send email to [thewilsoncentre@uhn.ca](mailto:thewilsoncentre@uhn.ca)