



**Medical Alumni Association**  
University of Toronto



*MEDICAL ALUMNI ASSOCIATION & CREMS SPONSORED*  
**RESEARCH AWARDS IN THE HUMANITIES & SOCIAL SCIENCES**  
*2019 SUPERVISOR INFORMATION FORM*

If you wish to act as a Supervisor for a first or second year University of Toronto medical student wishing to conduct a research project in the Humanities & Social Sciences between June and August 2018, please complete the form below with as much detail as possible.

**\*\*\*Submit this form to [crems.programs@utoronto.ca](mailto:crems.programs@utoronto.ca) by the deadline of **February 25, 2019**\*\*\***

**PART A: Supervisor and On-Site Supervisor Contact Information**

<b>Name</b>	<b>Tina Martimianakis</b>
<b>Email Address</b>	<b>Tina.martimianakis@utoronto.ca</b>
<b>Telephone</b>	416-813-7654 x 2-28390
<b>Department</b>	<b>Paediatrics and Wilson Centre for Research in Education</b>
<b>Selected Publications</b>	<ol style="list-style-type: none"> <li>1. Stergiopoulos, E., Fernando, O, <b>Martimianakis, MA</b>, "Being on both sides": Medical students' experiences with disability and professional identity construction. <i>Academic Medicine</i>, Volume 93(10), October 2018, p 1550–1559 <b>[Senior Responsible Author] R</b></li> <li>2. <b>Martimianakis MA</b>, Michalec B, Lam J, Cartmill C, Taylor JS, Hafferty FW. Humanism, the hidden curriculum, and educational reform: A scoping review and thematic analysis. <i>Academic Medicine</i>. 2015;90(11 Suppl): s5-s13. <b>[Principal Author]</b>.</li> <li>3. Jin J, <b>Martimianakis MA</b>, Kitto S, Moulton CA. Pressures to 'Measure Up' in Surgery: Managing Your Image and Managing Your Patient. <i>Annals of Surgery</i>. 2012;256(6):989-93. <b>[Co-Senior Responsible Author]</b>.</li> </ol>
<b>Area of Research Project (2 keywords)</b>	<b>interprofessional relations, power, hidden curriculum</b>



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Name	Lindsay Baker
Email Address	bakerl@smh.ca
Telephone	(416) 864-6060 x77417
Department	<b>Department of Psychiatry and the Centre for Research in Education</b>
Selected Publications	<ol style="list-style-type: none"> <li>1. <b>Baker,L</b>, Martimianakis, MA, Nazirnasdeh,Y., Northrop, E., Gold, K., Frieson, F., Bhatia, A.,NG, S. (2018) Discourses of compassionate care in the age of evidence-based practice: Implications for health professions education. <i>Academic Medicine</i> Dec; 93(12): 1841-1849</li> <li>2. <b>Baker L</b>, Egan-Lee E, Martimianakis MA, Reeves S. Relationships of power: implications for interprofessional education. <i>Journal of Interprofessional Care</i>. 2011;25(2):98-104. [Principle Author].</li> <li>3. <b>L Baker</b>, E Egan-Lee, K Leslie, I Silver, S Reeves. (2010) Exploring an IPE faculty development program using the 3-P model. <i>Journal of interprofessional care</i>. 24(5), 597-600</li> </ol>
Area of Research Project (2 keywords)	<b>interprofessional relations, power, hidden curriculum</b>

**PART B: Project Information**

*\*The option to consider student ideas and/or opt for a less detailed supervisor project description is also available. If this pertains to your project/situation, please indicate below in the space provided\**



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Project Title (this can be modified later, but we would like to have a working title from the start):

Boundary Work in the Health Professions – A Narrative Review

Provide background information on the project (max 500 words):

Inter-professional education (IPE) and collaboration (IPC) have been promoted around the world as enablers of timely, comprehensive patient focused clinical care. It is assumed that bringing together health professionals with different expertise, to learn and practice collaboratively, will a) improve communication between health professionals and thus reduce medical errors, b) increase collaborative problem solving and innovation in clinical settings and c) eliminate work duplication. Accounts documenting efforts to promote and support IPE and IPC models have focused largely on how to best integrate collaborative practices in clinical settings and the enablers and barriers associated with such efforts. But beyond the practical ‘how to’ of IPE and IPC, there is an increasing awareness that we must attend to numerous culturally, socially and economically entrenched practices - such as remuneration structures, liability policies, customs related to rounding, charting and communicating with patients - that reinforce hierarchy and medical dominance.. These practices are imbued with power relations and serve to compromise even the best planned IPE and IPC agendas. It is these practices that are the focus of our paper. First, we provide an overview of the role of power in the health professions and outline the unique contributions a critical lens can make to the planning, delivery and study of IPE and IPC interventions. A critical lens helps make visible the many intersecting factors – structural, organizational, institutional, historical - which impact interprofessional relations and the ability of individual professions to engage in IPE initiatives. In this project we focus specifically on issues of power as they manifest in IPE workplace practices by conducting a narrative review of studies in health professions education which have referenced or applied Witz's model of professional closure.

First, we conducted a series of targeted searches to see if Anne Witz’s model had been applied to the study of IPE. We searched Scopus using keywords Witz, “closure strategies”, and “professional project\*” paired with medicine, nursing and "health profession\*”. We also searched the top 6 health professions education journals: Academic Medicine, Medical Education, Medical teacher, Teaching and Learning in Medicine, Advances in Health Sciences Education and Journal of Interprofessional Education. After de-duplication, we found 186 unique citations for articles that cited Witz. Of these we excluded books, and articles that were not related to health professions, leaving us with 78 articles to review published between 1992 and 2016 that referenced Witz’s work on professional closure strategies.

Student’s roles and responsibilities in bullet form (please be as specific as possible):

- Under the supervision of Tina Martimianakis and Lindsay Baker, the student will participate in the analysis of literature already collected by the research team
- The student, under the direction of the supervisors will conduct supplementary literature searches as needed, and organize new literature for analysis
- The student will participate in all stages of analysis of the literature including the application of Witz’s model of closure strategies
- Analysis of texts will be conducted in Nvivo and/or Endnote and will be a primary responsibility of the student



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- The student will summarize findings and participate in the drafting of the manuscript for submission to the journal Academic Medicine

Is this project for a specific student, or will you interview and select an interested student who would contact you directly for this opportunity?

*Note: All supervisor/student applications will be adjudicated by a panel of faculty, given a score, and ranked based on the score given. Funding will be based on ranking.*

For a specific student. Name of student:

\_\_\_\_\_

For whichever student is chosen after interview

If human subjects are involved, has Ethics been obtained?

*Note: Written proof or an email indicating protocol approval may be requested prior to the student's arrival at on-site location*

Yes

No

N/A