

# CURRICULUM VITAE

## GEORGES BORDAGE, MD, MSc, PhD

### PERSONAL DATA

Updated: December, 2018

DATE and PLACE of BIRTH May 30, 1947  
Chatham (St-Louis-de-Kent), New-Brunswick, Canada

CIVIL STATUS Married (1978), 2 children (Canadian & American citizens)

CITIZENSHIPS Dual: Canada and United States of America

LANGUAGES French and English (fully bilingual)

#### ADDRESSES

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Department of Medical Education  
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### EDUCATION

1969	B.A.	Science major	Collège de Bathurst, Bathurst, Canada Affiliated to Université de Moncton, Moncton, Canada
1973	M.D.	Medicine	Université Laval, Québec, Canada
1976	M.Sc.	Biometry – Med. Informatics	Case Western Reserve University, Cleveland, Ohio, USA
1982	Ph.D.	Educational Psychology	Michigan State University, East Lansing, Michigan, USA
1999	M.D.	<i>Honoris causa</i> Medicine	Université de Sherbrooke, Sherbrooke, Canada
2002	D.Sc.	<i>Honoris causa</i> Science	Université de Moncton, Moncton, Canada
2004	M.D.	<i>Honoris causa</i> Medicine	Université Catholique de Louvain, Bruxelles, Belgium
2007	D.Sc.	<i>Honoris causa</i> Science	Université Laval, Québec City, Canada

#### THESIS and DISSERTATION:

M.Sc. Computers and Medical Diagnostic Problem Solving.  
R.B. Lake, director. Case Western Reserve University, Cleveland

Ph.D. The Cognitive Structure of Medical Knowledge: Categories and Prototypes.  
L. Shulman, R. Zack, directors. Michigan State University, E. Lansing, Michigan  
(*Dissert. Abstracts Internat.*, 1982, 43(05), 1472A - 1473A. Univ. Microfilms no 82-84, 403)

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University of Bern, Switzerland	
Taif University, Taif, Saudi Arabia	
KAU University, Jeddah, Saudi Arabia	
KLE University, Belgaum, India	
Catholic University of Chile	
Université Laval: Faculté de Médecine	
University of Michigan	
Mercy College of Detroit: Physician Assistant Program	
Michigan State University: College of Osteopathic Medicine	
Case Western Reserve University	
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University of Illinois at Chicago	85
University of Bern	
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### APPOINTMENTS and FELLOWSHIPS

Professor Emeritus	Department of Medical Education College of Medicine University of Illinois at Chicago	2012-
Professor		1992-2012
Director of Graduate Studies	Master's of Health Profession Education	1992-2003
Visiting Professor	Internat. Center for Research in Medical Education, University of Tokyo School of Medicine, Tokyo, Japan	2004-
	Faculty of Medicine, University of Bern Bern, Switzerland	2000-
	Faculty of Medicine, CHES, University of British Columbia, Vancouver	2014
	College of Medicine. King Abdulaziz University, Jeddah, Saudi Arabia	2014-2015
	College of Medicine, Taif University Saudi Arabia	2015
Acting Associate Dean for Undergraduate Medical Education Acting Head	College of Medicine University of Illinois at Chicago Department of Medical Education	1993
Professor and Assistant Director	Bureau de pédagogie sciences de la santé Faculté de médecine, Université Laval, Québec	1989-92
Associate professor, Asst Director		1984-89
Founding director	Masters degree program in Health Professions Education	1984-92
Assistant professor, Asst Director		1978-84
Fellow and Honorary Consultant	Postgraduate Medical Centre, Greenwich District Hospital, University of London Commonwealth Medical Fellowship	1987-88
Research Fellow	Office of Medical Education Research and Development, Michigan State University R.S. McLaughlin Fellowship	1976-78
Research Fellow	Department of Biometry Case Western Reserve Univ., Cleveland National Health Fellowship, Health and Welfare - Canada	1974-76
Intern	Hôpital Hôtel-Dieu de Québec, Québec	1973-74

## LICENSURE

Collège des médecins du Québec (74-177), retired member

## HONORS

2014 Dr. Louis Levasseur Distinguished Service Award for Outstanding Contributions to the Vision and Mission of the Medical Council of Canada

2009 Fellow of the American Education Research Association

2008 Diplômé influent, Université Laval, Québec, Canada

2008 Citoyen d'Honneur, Ville d'Angoulême, Charente, France.

2007 Honorary Doctoral Degree in Science, Université Laval, Québec, Canada.

2005 Abraham Flexner Award for extraordinary contributions to the medical education community, Association of American Medical Colleges, Washington, USA. The award was first presented by the Association in 1958 and is the AAMC's most prestigious honor. The Flexner Award recognizes the highest standards in medical education.

2004 Honorary Doctoral Degree in Medicine, Université Catholique de Louvain, Belgium.

2002 American Education Research Association Lifetime Career Award

2002 Honorary Doctoral Degree in Science, Université de Moncton, Canada.

1999 Honorary Doctoral Degree in Medicine, Université de Sherbrooke, Canada.

1999 Merrel Flair Award from the Group on Educational Affairs of the Association of American Medical Colleges for outstanding contributions to the field of medical education and important, meaningful involvement with the Group on Educational Affairs over the past years.

1998 Jack Maatsch Visiting Scholar in Medical Education, established to stimulate and support interaction around innovative research and development in medical education through the insights and experience of nationally recognized leaders and scholars.

1994 John P. Hubbard Award from the National Board of Medical Examiners in recognition for significant contributions to the pursuit of excellence in the field of evaluation in medicine.

Who's Who in America, 61<sup>st</sup> Ed., 2007

Leading Health Professionals of the World 2005, IBC, Cambridge, England

International Educator of the Year 2004, IBC, Cambridge, England

Who's Who in Medical Sciences Education, 2004

Who's Who in American Education, 5th Edition  
Who's Who in Medicine and Healthcare, 2nd Edition  
Who's Who in the World, 14th Edition  
Dictionary of International Biography, 25th Edition

## RESEARCH TOPICS

- Knowledge organization and clinical reasoning
- Written assessment of clinical decision making, the “key features” approach
- Scientific writing

## GRANTS and CONTRACTS

- 2014-16 Contract (with M. Lineberry, PI); Critical Analysis of Scoring Panelists' Item Responses in a Script Concordance Test. Practicum Institute, Buenos Aires, Argentina.
- 2012-14 Grant (with L. Côté, PI, Université Laval): Réponses et cadres conceptuels de cliniciens enseignants junior et senior aux demandes éducatives de résidents lors de présentations de cas. Fonds Gilles Cormier, Université Laval, Québec.
- 2010-12 Grant (with R. Yudkowsky, PI): Use of discriminating items for scoring the Hypothesis-Driven Physical Exam: Studies of validity. EJ Stemmler Medical Education Research Fund, National Board of Medical Examiners.
- 2009-11 Grant (with R. Tamblyn, Co-PIs, McGill University) Matching critical medical practice indicators and errors with exam content: A content validation study of Medical Council of Canada QE-I & QE-II exams.
- 2009 Grant (with A. Schwartz, PI) A Systematic Review of Conceptual Frameworks used to Study the Effects of Residents Work Hours. Accreditation Council for Graduate Medical Education, Chicago.
- 2008-10 Grant (with L. Côté, PI, Université Laval). Preceptor responses to educational issues raised by residents during case presentations: An experimental study with qualitative data analysis. Fonds Gilles Cormier, Université Laval, Québec.
- 2008-10 Grant (T. McCarty & J. Parkes, PIs, University of New Mexico Health Sciences Center; G. Bordage, external consultant) A Web-based Program for the Deliberate Practice and Formative Assessment of Writing Patient Notes. EJ Stemmler Medical Education Research Fund, National Board of Medical Examiners.
- 2008-09 Grant (T. Wolpaw, PI, Case Western Reserve University). SNAPPS-trained preceptors' responses to uncertainties raised by clerks during case presentations. Case Western Reserve University School of Medicine.

- 2006-07 Grant (with S. Downing, PI) Optimum number of options for multiple-choice items and optimum number of items for case-based testlets. Commission on National Dental Examinations, American Dental Association, Chicago.
- 2005-07 Grant (with Kevin Eva, PI, University of British Columbia, Vancouver Tim Woods, CI, Medical Council of Canada) Further exploration of the influence of syntax and semantics on the psychometric characteristics of licensing examination question. Medical Council of Canada, Ottawa
- 2005-07 Grant (with R. Yudkowsky, PI) Validation of a hypothesis-driven physical exam assessment procedure. EJ Stemmler Medical Education Research Fund, National Board of Medical Examiners.
- 2005 Grant (with Gordon Page, University of British Columbia, Vancouver & Geoff Norman, McMaster University, CoPIs) Optimizing reliability in case-based tests with varying numbers of items per case. Medical Council of Canada, Ottawa
- 2004 Grant (with Julie Goldberg, PI) Estimating test characteristics and pre and post-test probabilities of coronary artery disease: an international (Japan-US) collaborative study. Pfizer Health Research Foundation. Kyoto, Japan.
- 2003-04 Grant (with G. Page, CIs, University of British Columbia, Vancouver) Key Features 10 Years Later. Medical Council of Canada. Ottawa, Canada.
- 2002-03 Grant (S. Downing, PI, G. Bordage, CI) Content Validity of USMLE Step-1 Examination. National Board of Medical Examiners, Philadelphia.
- 1999-02 Consultant (A. Olthoff, PI, Department of Family Medicine, University of Illinois at Chicago). Predoctoral training in family medicine. DHHS, Bureau of Health Professions (HRSA).
- 1995-98 Grant (G. Bordage, PI, K. Connell, University of Illinois at Chicago & R. Chang, Northwestern University) Semantic Competence of Students During Case Presentations: Studies of Reliability, Validity, and Feasibility. Spencer Foundation - Chicago
- 1994-95 Grant (G. Bordage, PI, K. Connell, University of Illinois at Chicago & R. Chang, Northwestern University, CIs) Case presentations and diagnostic competence. Upjohn Pharmaceutical Company.
- 1994-95 Consultant (E. Burns, PI) Predoctoral training in Family Medicine. DHHS, Bureau of Health Professions (HRSA).
- 1993-94 Operating grant - (A. Jacques & F. Miller, PIs) - Nature of the performance profile of general practitioners on the Structured Oral Interview and decision criteria for personalized CME. (A. Sindon & C. Brailovsky, collaborators). Research in Medical Education: Assoc. of Canadian Medical Colleges & Medical Research Council of Canada.

- 1990-92 Operating grant - (with G. Page, CoPIs, University of British Columbia, Vancouver). - Assessment of Clinical Decision-Making Skills on the Medical Council of Canada's Qualifying Examination: Q4-Project Pilot Test III. Medical Research Council of Canada.
- 1988-90 PI, Operating grant - Learning difficulties concerning clinical reasoning among beginning medical students. Medical Research Council of Canada.
- 1986-88 Operating grant - (with H. Leclère, PI) - General practitioners' difficulties concerning 24 clinical problems. Corporation des médecins du Québec.
- 1986-91 Operating grant - (with G. Page, CoPIs, University of British Columbia, Vancouver). - The Evaluation of Clinical Reasoning Skills in the Q4-Paper of the Medical Council of Canada Qualifying Examination: A 5-year Research and Development Project. Medical Research Council of Canada.
- 1986-87 Grant - (Summer students with H. Dumont.) - Comparison of two responses types (written and multiple choice) to questions related to the diagnostic interpretation of clinical data. Medical Research Council of Canada.
- 1986 Development grant - (with M. Normand). - Learning modules in micro-computing for medical students - IFT-17477: PC-File, Editexte and Lotus 1-2-3, Université Laval.
- 1985-88 Operating grant - Learning difficulties concerning clinical reasoning among beginning medical students. Med. Res. Council of Canada (M. Lemieux, Col).
- 1985-87 Operating grant - (with T. Allen, CI). - Continuing medical education needs concerning difficult cases. Association médicale du Québec.
- 1985 Grant - (Summer students with F. Morin.) - A comparison of the diagnostic performance of students from the new and old undergraduate program at Laval. Québec Health Res. Fund.
- 1985 Grant - (Summer students with F. Morin.) - Written appreciations of beginning clerks. Québec Health Research Fund.
- 1984-85 Development grant in medical education - Young researchers' program. Université Laval.
- 1984 Grant - (Summer students with S. Loczy-Carignan.) - Course content and students' long-term memory knowledge. Medical Research Council of Canada.
- 1984 Grant - (Summer students with A. Paradis.) - Diagnostic impressions of general practitioners from written cases in cardiology. Medical Research Council of Canada. (with Y. Marquis).
- 1983 Grant - (Summer students with M. Villeneuve.) - Diagnostic errors of beginning clerks. Medical Research Council of Canada. (with H. Leclère).

- 1982 Operating grant - (with Y. Marquis). - Continuing medical education in cardiology using PMPs. Canadian Heart Foundations.
- 1982 Grant - (Summer students with J.-F. Lemay.) - Diagnostic errors among clerks: an exploratory study. Québec Health Research Fund.
- 1979-80 Operating grant - Compucepteur project: Diagnostic errors and computerized medical information systems. Young researchers support program, Québec Health Research Fund

### PROFESSIONAL AFFILIATIONS

Association for the Study of Medical Education, England.  
 Association Francophone pour le Développement de l'Éducation Médicale (founding member)  
 Association of American Medical Colleges:  
     Committee on Research in Medical Education (1988-92; chair, 1990-91).  
     Group on Educational Affairs (National chair, 1995-96)  
 American Educational Research Ass. - Division I: Education in the professions (1986-2014).  
     Fellow of the American Education Research Association (2009)  
 Friend of the Osler Library, McGill University, Montréal, Québec.  
 Canadian Association for Medical Education (Member of the executive: 1989-92)  
 Club de pédagogie médicale du Québec (Executive secretary : 1989-92).

### EDITORIAL BOARD MEMBERSHIP and REVIEWER for SCHOLARLY JOURNALS

#### Editorial Board membership

- |  |           |
|--|-----------|
| - <i>International Journal of Advanced Nursing Practice</i>  | 2013      |
| - <i>Medical Education</i> – Chair emeritus, Editorial Board | 2010      |
| Chairman of the Editorial Board                              | 2002-2010 |
| - <i>Brazilian Journal of Medical Education</i>              | 2001-2007 |
| - <i>Pédagogie Médicale</i> – Founding member                | 2000      |
| - <i>The GEA Correspondent</i> – Assistant editor            | 1996-1997 |

#### External Reviewer:

- |   |   |
|---|---|
| - Medical Education                           | - Annals of Medicine                          |
| - Academic Medicine                           | - Archives of Pathology & Laboratory Medicine |
| - Teaching and Learning in Medicine           | - Canadian Medical Association Journal        |
| - The American Journal of Medicine            | - Archives of Pharmacology                    |
| - New England Journal of Medicine             | - L'Union Médicale du Canada                  |
| - Journal of the American Medical Association |   |

#### Recognition award:

- 2012 Choice Critics Award – *Medical Education*



### NATIONAL and INTERNATIONAL RESPONSIBILITIES

- Royal College of Physicians and Surgeons of Canada: Task Force on Research and Scholarship 2017-
- American College of Surgeons: Validity and Verification of Surgical Skills 2014-
- American College of Surgeons: Entering Resident Readiness Assessment project 2012-
- Medical Council of Canada: Selection Committee: MCC Outstanding Achievement Award, Ottawa, Canada 2001-
- MME Advisory Committee, University of Bern, Switzerland 2000-
- National Board of Medical Examiners: Metacognition Task Force 2015
- Medical Council of Canada: Medical Education Assessment Advisory Committee 2012
- National Board of Osteopathic Medicine: Clinical Decision-Making Project 2012-14
- Assoc. Francoph. pour le Développement de l'Éduc. Médicale (founding member) 1999-2013
- Clinical Decision-Making Test Committee, Medical Council of Canada 2010-2012
- American Education Research Association (AERA) Division I Awards Committee 2009-2010
- Medical Council of Canada, Education Development Advisory Committee, 2000-2011
- American College of Chest Physicians – Task Force on Cont. Medical Education 2007-08
- Carnegie Foundation: Preparation for the Professions–Medical Educ. Review Panel 2006
- AAMC-AMA LCME site visitor 2006, 2009
- Sunflower Clinical Scholar's Program External Advisory Group, Kansas University 2005-07
- ISIMER (Institute for Studies in Medical Education Research), founding member 2004
- Hubbard Award Committee, National Board of Medical Examiners 2001-04
- Société Internationale Francophone d'Éducation Médicale (comité provisoire) 2002-03
- National Board of Dental Examinations (Special Task Force) 2001
- Academic Medicine Research Advisory Committee (chair), AAMC, Washington 1999-01
- Member of the Board, National Board of Medical Examiners, Philadelphia 1994-02
- AAMC Flexner Award Selection Committee 1999
- Academic Medicine & GEA Research in Medical Education Task Force on review criteria (chair). 1999-00
- AAMC Group on Educational Affairs Steering Committee (chair, 1995-96) 1994-1997
- Research Review Panel, National Board of Medical Examiners, Philadelphia 1994-1997
- AAMC - Medical School Objectives Project 1996-1997
- AAMC Group on Educational Affairs Self Study Task Force (AAMC) 1995
- Project for a Society for Medical Education Research (co-chair with B. Anderson) 1993-1995
- AAMC-BHP Conference Planning Committee: Educating Physicians for the Future: Medical Education Research Informing Practice and Policy. 1994-1995
- Olive Branch Project, Group on Educational Affairs, Assoc. of American Colleges 1991-1992
- Ad hoc Committee to revise the Québec MD exam. 1991-1992
- Canadian Association of Medical Schools: Research in Medical Education. 1989-1992
- Canadian Association for Medical Education: Member of the executive (1988-92) 1988-1992
- Research in Medical Education Planning Committee,  
American Association of Medical Colleges, Washington: Chairman 1991. 1988-1992
- Québec Health Research Fund - Evaluative Research: Chairman. 1988-1992
- Club de Pédagogie Médicale du Québec: Executive Secretary. 1989-1992
- R.S. McLaughlin Scientific Advisory Committee, Ottawa. 1987-1989
- Research and Development Committee, R.S. McLaughlin Examination and Research Centre, Edmonton, Alberta. 1982-1986
- Special Resource Committee on Medical Education, Canadian Association of Medical Colleges:
  - Secretary 1979-1981
  - Vice-president (committee dissolved in 1982). 1981-1982
- Advisory committee, Physician's assistant program, Mercy College Detroit, Mich. 1976-1977

## SCHOLARSHIP

### Publications: 177

Peer-reviewed articles: 118

Other publications: 59

Books, monographs & chapters 28

Newletters 3

Reports 15

Educational materials 14

## PEER-REVIEWED ARTICLES

SULLIVAN, ME, PARK, YS, LISCUM, L, SACHDEVA, AK, BLAIR, PG, GESBECK, M, BORDAGE, G. The American College of Surgeons Entering Resident Readiness Assessment: Development and National Pilot Testing Results. Submitted to *Annals of Surgery*.

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118- LINEBERRY, M, PLEGUEZUELOS, E, BRAILOVSKY, C, MELLA, J, CAROLI, C, HORNOS, E, BORDAGE, G. Reconsidering expert input in script concordance tests: Toward assessment for learning. Accepted by *Medical Education*.

117- BORDAGE, G, CLAVET, D. La supervision du raisonnement clinique au chevet du malade : quoi et comment. Accepted by *Louvain Médical*.

116- LANG, VL, BERMAN, N, BRONANDER, K, HARRELL, H, HINGLE, S, HOLTHOUSE, A, LEIZMAN, D, PACKER, C, VU, R, MONTEIRO, S, BORDAGE, G. Validity Evidence for a Brief Online Key Features Examination in the Internal Medicine Clerkship. *Ac Med*. 2018; online. DOI: 10.1097/ACM.0000000000002506.

115- BORDAGE, G. & PAGE, G. The key-features approach to assess clinical decisions: validity evidence to date. *Adv in Health Sci Educ*. 2018; 23:1005-36. <https://doi.org/10.1007/s10459-018-9830-5>

114- OTT, M, LINGARD, L, GOLDSCHMIDT, M., BORDAGE, G. Resident Hesitations in the Operating Room: Uncertainty in the Context of the Principle of Progress. *Med Educ*. 2018; 52:851-860.

113- PARK, YS, HYDERI, A, HEINE, N, MAY, W, NEVINS, A, LEE, M, BORDAGE, G, and YUDKOWSKY, R. Validity Evidence and Scoring Guidelines for Standardized Patient Encounters and Patient Notes from a Multisite Study of Clinical Performance examinations in Seven Medical Schools. *Acad Med*. 2017; 92:S12-20.

- 112- PARK, YS, LINEBERRY, M, HYDERI, A, BORDAGE, G, XING, K, YUDKOWSKY, R. Differential weighting for the composite measure of Integrated Clinical Encounter scores in the USMLE Step-2 CS Examination: Effects on reliability and pass-fail decisions. *Acad Med.* 2016; 91:S24-S30.
- 111- BORDAGE, G. Maximiser les apprentissages: trois leçons tirées de la psychopédagogie. *Péd. Méd.* 2016; 17(2):135–38. (DOI: 10.1051/pmed/2016032)
- 110- BORDAGE, G, LINEBERRY, M, YUDKOWSKY, R. Conceptual frameworks to guide research and development in health professions education. *Acad Med.* 2016; 91(12):e2. doi: 10.1097/ACM.0000000000001409
- 109- COTE, L, BORDAGE, G. Que répondent les cliniciens enseignants à des demandes pédagogiques de résidents lors de discussions de cas et pourquoi? *Ped Med.* 2016; 16(4):265-69.
- 108- COOK, DA, BORDAGE, G. Twelve Tips on Titles and Abstracts: How to Get People to Use and Cite Your Work. *Med Teach*, 2016; 38:1100-1104.
- 107- PARK, YS, HYDERI, A, BORDAGE, G, XING, K, YUDKOWSKY, R. Inter-Rater Reliability and Generalizability of Patient Note Scores Using a Scoring Rubric for Patient Notes Based on the USMLE Step-2 CS Format. *Adv in H Sc Educ.* October 2016; 21:761–73.
- 106- EVA, K, BORDAGE, G, CAMPBELL, C, GALBRAITH, R, GINSBURG, S, HOLMBOE, E, REGEHR, G. Towards A Program of Assessment for Health Professionals: from Training into Practice. *Adv Health Sci Educ.* 2016; 21:897–913.
- 105- YUDKOWSKY, R, PARK, YS, HYDERI A, BORDAGE, G. Characteristics and Implications of Diagnostic Justification Scores Based on the New Patient Note Format of the USMLE Step 2 CS Exam. *Acad Med.* 2015; 90:S56-62.
- 104- GOLDSZMIDT, M, DORNAN, T, MERRIENBOER, J, FADEN, L, BORDAGE, G, LINGARD, L. Attending Physician Variability: A Model of Four Supervisory Styles. *Acad Med.* 2015; 90:1541-6
- 103- COTE, L, GROMAIRE, P, BORDAGE, G. Content and Conceptual Frameworks of Junior and Senior Preceptors Revisited. *Teach Learn in Med.* 2015; 27(3):299-306.
- 102- PUGH, D, HAMSTRA, SJ, WOOD, TJ, HUMPHREY-MURTO, S, TOUCHIE, C, YUDKOWSKY, R, BORDAGE, G. A Procedural Skills OSCE: Assessing Technical and Non-Technical Skills of Internal Medicine Residents. *Adv H Sc Educ.* 2015; 20(1):85-100
- 101- SAWANYAWISUTH, K, SCHWARTZ, A, WOLPAW, T, BORDAGE, G. SNAPPS case presentations in a Thai internal medicine ambulatory care rotation. *Med Teach.* 2014; Aug:1-6.
- 100- SCHNEID, SD, ARMOUR, C, PARK, YS, YUDKOWSKY, R, BORDAGE, G. Reducing the Number of Options on MCQs: Response Time, Psychometrics, Standard Setting. *Med Educ.* 2014 Oct; 48:1020-7.

- 99- TOUCHIE, C, DECHAMPLAIN, A, PUGH, D, DOWNING, S, BORDAGE, G. Supervising Incoming First-Year Residents: A Case Study of Faculty Expectations vs. Residents' Perceptions. *Med Educ.* 2014; 48(9):921-9.
- 98- DANIELS, V, BORDAGE, G, GIERL, M, YUDKOWSKY, R. Effect of clinically discriminating, evidence-based checklist items on the reliability of scores from an Internal Medicine residency OSCE. *Adv Health Sci Educ.* 2014; 19:497-506.
- 97- NIXON LJ, WOLPAW TM, SCHWARTZ A, DUFFY BL, MENK J, BORDAGE G. SNAPPS-Plus: an Educational Prescription to Facilitate Formulating and Answering Clinical Questions. *Acad Med.* 2014; 89:1174-9.
- 96- YUDKOWSKY, R, PARK, YS, RIDDLE, J., PALLADINO, C., BORDAGE, G. Clinically Discriminating Checklists versus Thoroughness Checklists: Improving the Validity of Performance Test Scores. *Acad Med.* 2014; 89:1057-62.
- 95- NORMAN, GR, NORCINI, J, BORDAGE, G. Competency-Based Education: Milestones or Millstones. *J of Grad Med Educ.* 2014; 6:1-6.
- 94- LINEBERRY, M, KREITER, C, BORDAGE, G. Script concordance tests: Strong inferences about examinees require stronger evidence. *Med Educ.* 2014; 48: 451–453.
- 93- LINEBERRY, M, KREITER, CD, BORDAGE, G. Threats to Validity in the Use and Interpretation of Script Concordance Test Scores. *Med Educ.* 2013; 47:1175-83
- 92- PARK, YS, LINEBERRY, M, HYDERI, A, BORDAGE, G, RIDDLE, J, YUDKOWSKY, R. Validity evidence for a patient note scoring rubric based on the new patient note format of the United States Medical Licensing Examination. *Acad Med.* 2013; 88:1552-57.
- 91- BORDAGE, G, MEGUERDITCHIAN, AN, TAMBLYN, R. Avoidable Adverse Events: A Content Analysis of a National Qualifying Examination. *Academic Medicine* 2013; 88:1493-98.
- 90- GOLDSZMIDT M, MINDA, JP, BORDAGE, G. Developing a unified list of physicians' reasoning tasks during Clinical Encounters: Time to be More Explicit. *Acad Med.* 2013; 88(3):390-4.
- 89- WOLPAW, T, COTE, L, PAPP, K, BORDAGE, G. Student Uncertainties Drive the Quantity and Type of Teaching during Case Presentations: More so with SNAPPS. *Acad Med.* 2012;87(9):1210-1217.
- 88- COTE, L, BORDAGE, G. Content and conceptual frameworks of preceptor feedback in response to residents' educational needs. *Acad Med.* 2012; 87(9):1274-1281.
- 87- YUDKOWSKY, R. OTAKI, J., BORDAGE G, LOWENSTEIN T, RIDDLE J, NISHIGORI H. Hypothesis-driven Physical Examination Student Handbook. MedEdPORTAL; 2011. Available from: [www.mededportal.org/publication/8294](http://www.mededportal.org/publication/8294)

- 86- NISHIGORI, H., MASUDA, K, KIKUKAWA, M, KAWASHIMA, A, YUDKOWSKY, R, BORDAGE G. OTAKI, J. A model teaching session for the Hypothesis-driven Physical Examination. *Med Teach*. 2011; 33:410-7.
- 85- SCHWARTZ, A., PAPPAS, C., BASHOOK, P., BORDAGE, G., EDISON, M., PRASAD, B., SWIATKOWSKI, V. Conceptual frameworks in the study of duty hours changes in graduate medical education: A review. *Acad Med*. 2011; 86:18-29.
- 84- BORDAGE, G. & HARRIS, I. Making a Difference in Your Curriculum Reform and Decision-making Process. *Med Educ*. 2011; 45:87-94.
- 83- SUKOTJO, C., YUAN, JCC, BORDAGE, G. A Content Analysis of Dental Education Research as Reported in Two Journals. *J. Dental Educ*. 2010; 74:1106-1112.
- 82- EVA, KW, WOOD, TJ, RIDDLE, J, TOUCHIE, C, BORDAGE, G. How clinical features are presented matters to weaker diagnosticians. *Med Educ*. 2010; 44:775-85.
- 81- YUDKOWSKY, R, OTAKI, J, LOWENSTEIN, T, RIDDLE, J, NISHIGORI, H, BORDAGE, G. A Hypothesis-Driven Physical Exam for Medical Students: Initial Gathering of Validity Evidence. *Med Educ*, 2009; 43:729-40.
- 80- WOLPAW, T., PAPP, K., BORDAGE, G. Using SNAPPS to facilitate the expression of clinical reasoning and uncertainties: a randomized comparison group trial. *Acad Med*, 2009; 84:517-524.
- 79- DAVIS, D., BORDAGE, G., BENNETT, N., MOORES, L., MARINOPOULOUS, S., MAZMANIAN, P., DORMAN, T. The Science of Continuing Medical Education: Terms, Tools, and Gaps. Effectiveness of Continuing Medical Education: American College of Chest Physicians Evidence-Based Education Guidelines. *Chest*. 2009; 135:8S-16S.
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- 488- Promoting Clinical Reasoning through a Hypothesis-Driven Physical Exam. Anticipating, Eliciting & Interpreting Physical Findings. CHES, Faculty of medicine, University of British Columbia. May, 2012.
- 487- Content and Conceptual Frameworks of Preceptor Feedback Related to Residents’ Educational Needs (Côté, L (presenter). Canadian Conference on Medical Education, Banff, Canada. April 2012.
- 486- Les réponses et les cadres conceptuel des superviseurs junior et senior en lien avec les demandes éducatives des résidents lors de la discussion de cas. (L. Côté, presenter) Unité de recherche PRISM, Centre de santé et de services sociaux de la Vieille-Capitale, Québec, March 2012.

485- Les réponses et les cadres conceptuel des superviseurs junior et senior en lien avec les demandes éducatives des résidents lors de la discussion de cas. (L. Côté, presenter) Département de médecine familiale, Faculté de médecine, Université Laval, Québec, February 2012.

484- Les réponses et les cadres conceptuel des superviseurs junior et senior en lien avec les demandes éducatives des résidents lors de la discussion de cas. (L. Côté, presenter) Unité de recherche Transfert des connaissances et évaluation des technologies et des modes d'intervention en santé du CRCHUQ-(TC-ETMIS), Québec, February 2012.

483- Trois leçons tirées de la psychopédagogie. Faculté de médecine et des sciences de la santé, Université de Sherbrooke, Mars, 2012.

482- L'examen physique en fonction d'hypothèses diagnostiques. Faculté de médecine et des sciences de la santé, Université de Sherbrooke, Mars, 2012.

481- Promoting Clinical Reasoning through a Hypothesis-Driven Physical Exam. Baldwin Seminar Series. Accreditation Council for Graduate Medical Education. Chicago. March, 2012.

480- Three Lessons from Educational Psychology. Baldwin Seminar Series. Accreditation Council for Graduate Medical Education. Chicago. March, 2012.

479- Lessons from Educational Psychology. 1<sup>st</sup> International Conference on Research and Training in Health Professions Education. University Department of Education for Health Professionals, KLE University, Belgaum, India. February, 2012.

478- Cross-cutting Travels into Educational Psychology: Testing, Spacing & Mixed Practice. Conference on Innovations – Key to the Future. University of Bern, Bern, Switzerland. February, 2012.

477- An Action Research Approach to Develop a Prototypical Teaching Session for the Hypothesis-driven Physical Exam. (H. Nishigori (presenter), K. Masuda, M. Kikukawa, A. Kawashima, R. Yudkowsky, G. Bordage, J. Otaki). 9th Asia Pacific Medical Education Conference (APMEC). Singapore. January 2012.

476- Learning to Listen: A Guide to Simulator-Assisted Practice in Recognizing and Interpreting Abnormal Physical Exam Findings. (Yudkowsky R, Riddle J, Feinzimer B, Kondos G, Bordage G) Poster presented at the 12th Annual International Meeting on Simulation in Healthcare, San Diego CA, January 2012.

475- Distributed Content, Mixed Practice, and Testing. Journal Club. Department of Medical Education, College of Medicine, University of Illinois at Chicago. January, 2012.

474- Spacing, Testing & Interleaving. Doctoral Pro-seminar. Department of Medical Education, College of Medicine, University of Illinois at Chicago. January, 2012.

473- Preparing Leaders & Scholars with MHPE-Type Programs. (Discussant). Department of Medical Education, College of Medicine, University of Illinois at Chicago. December, 2011.

472- Towards Improved SP Authenticity & Score Reliability. Fellowship Program. Dr. Allan L. and Mary L. Graham Clinical Performance Center, College of Medicine, University of Illinois at Chicago. December, 2011.

471- Promoting Clinical Reasoning through a Hypothesis-Driven Physical Exam: Anticipating, Eliciting & Interpreting Physical Findings. Celebration of Educational Scholarship. Ohio State College of Medicine, Columbus, Ohio. November, 2011.

470- Teaching & Evaluating Clinical Reasoning Skills. Celebration of Educational Scholarship. Ohio State College of Medicine, Columbus, Ohio. November, 2011.

469- Research on Clinical Reasoning: Time for a New Agenda. (M. Goldszmidt (Poster presenter), P. Minda, G. Bordage.) 122st Annual Meeting of the Association of American Medical Colleges. Denver, Co., November, 2011.

468- Reducing Cognitive Errors by Capturing & Disseminating Expert Reasoning. (S. Tice, presenter, P Tice, R. Sruckey, A. Schwartz, G. Bordage, A. Elstein, R. Abrams, R. McNutt). Diagnostic Errors in Medicine Annual Meeting, Chicago. October, 2011.

467. Knowledge Organization & Diagnostic Reasoning: Some Practical Educational Advice. Medical Education Grajnd Rounds. College of Medicine, University of Kentucky, Lexington, KY. September, 2011.

466- Curriculum Reform: Challenges & Opportunities. 2011 Academic Convocation and Awards Day. College of Medicine, University of Kentucky. Lexington, KY. September, 2011.

465- A model teaching session for the hypothesis-driven physical examination, (H Nishigori, presenter, K Masuda, M Kikukawa, A Kawashima, R Yudkowsky, G Bordage, J Otaki.) AMEE, Vienna, Austria. August, 2011.

464- Research on Clinical Reasoning: More than Making a Diagnosis. (M. Goldszmidt, presenter, Minda, P., Bordage, G.) AMEE Conference. Vienna, Austria. August, 2011.

463- Content and conceptual frameworks of preceptor feedback in response to residents' educational needs. (L Côté, presenter). AMEE, Vienna, Austria. August, 2011.

462- Making it count twice. Discussant. 2011 MHP Conference. Department of Medical Education. College of Medicine, University of Illinois at Chicago. July, 2011.

461- Evaluation des enseignants – approche et instrument de mesure. Café pédagogique. Faculté de Médecine, Université de Lausanne, Suisse. June, 2011.

460- Preceptor feedback in response to residents' educational needs. (with L. Côté) DME Seminar Series. Department of Medical Education, College of Medicine, University of Illinois. June, 2011.

459- "Key Features" Approach to Assess Clinical Decision Making. Cognitive Testing Advisory Committee, National Board of Osteopathic Medicine, Chicago. June, 2011.

458- "Key Features" Approach to Assess Clinical Decision Making. Blue Ribbon Panel, National Board of Osteopathic Medicine, Chicago. June, 2011.

457- Knowledge Organization & Diagnostic Reasoning. Department of Family Medicine, University of Calgary. April, 2011.

456- Making it count twice – Being scholarly and Doing scholarship. 2011 Internal Medicine Residents Day. University of Calgary, April 2011.

455- Anticiper, obtenir & interpreter les données de l'examen physique en fonction d'hypothèses diagnostiques. Formation pédagogique. Université de Sherbrooke. March, 2011.

454- Knowledge Organization & Diagnostic Reasoning. University of Kentucky Continuing Education. April, 2011.

453- Hypothesis-Driven Physical Exam (HDPE) To Teach Physical Exam Along with Clinical Reasoning: Structure and Evaluation of a Model Teaching Session. (H. Nishigori, presenter) 7<sup>th</sup> Asia Pacific Medical Education Conference (APMEC), January, 2011.

452- Promoting Clinical Reasoning through a Hypothesis-Driven Physical Exam: Anticipating, Eliciting & Interpreting Physical Findings. Education Grand Rounds. Vanderbilt University, Nashville. December, 2010.

451- Anticiper, obtenir & interpréter les données de l'examen physique en fonction d'hypothèses diagnostiques. Formation pédagogique, Centre de Formation Médicale du Nouveau-Brunswick, Moncton. Novembre, 2010.

450- Promoting Improvement in Student Performance; The role of Conceptual Frameworks. (Discussant) 121<sup>st</sup> Annual Meeting of the Association of American Medical Colleges. Washington, November, 2010.

449- SNAPPS: Expression of Student Uncertainties Can Drive the Quantity and Type of Teaching during Case Presentations to Preceptors. (L. Côté, presenter) AAMC Poster session. 121<sup>st</sup> Annual Meeting of the Association of American Medical Colleges. Washington, November, 2010.

448- A Hypothesis-driven Physical Exam Approach for Medical Students. (Yudkowsky, Otaki, Lowenstein, Nishigori, Bordage) AAMC Poster session. 121<sup>st</sup> Annual Meeting of the Association of American Medical Colleges. Washington, November, 2010.

447- Knowledge Organization & Diagnostic Reasoning: Some Practical Educational Advice. SEMCEM: Southeast Michigan Center for Medical Education, Providence Hospital, Southfield, MI. October, 2010.

446- Promoting Clinical Reasoning through a Hypothesis-Driven Physical Exam: Anticipating, Eliciting & Interpreting Physical Findings. Education Grand Rounds. University of Ottawa. Ottawa. September, 2010.

445- Towards Improved SP Authenticity & Score Reliability – Some Practical Advice & Food for Thought. SPSIM Conference, Bern, Switzerland. September, 2010.

- 444- SNAPPS: Expression of Student Uncertainties Can Drive the Quantity and Type of Teaching during Case Presentations to Preceptors (Côté (presenter), AMEE Conference, Glasgow. September, 2010.
- 443- SNAPPS: Expression of Student Uncertainties Can Drive the Quantity and Type of Teaching during Case Presentations to Preceptors (Wolpaw (presenter). MHPE Summer Conference. Department of Medical Education. College of Medicine. University of Illinois at Chicago. July, 2010.
- 442- Conceptual frameworks in program evaluations. MHPE Summer Conference. Department of Medical Education. College of Medicine. University of Illinois at Chicago. July, 2010.
- 441- Critical practice indicators and errors and the MCC QE Part-II – Some observations. MCC Part-II Committee, Halifax, July, 2010.
- 440- Head-to-Toe Physical Exam to Hypothesis-Driven Physical Exam. Essentials of Clinical Medicine. College of Medicine, University of Illinois at Chicago. July, 2010.
- 439- Promoting Clinical Reasoning through a Hypothesis-Driven Physical Exam: Anticipating, Eliciting & Interpreting Physical Findings. Education Grand Rounds. University of New Mexico. June, 2010.
- 438- Habits of Productive Scholars - Moving the field forward. Paul L. Foster School of Medicine, El Paso, Tx, May, 2010.
- 437- From Teaching to Scholarly Teaching to Scholarship of Teaching - Making it count twice. Paul L. Foster School of Medicine, El Paso, Tx, May, 2010.
- 436- Anticiper, obtenir & interpréter les données de l'examen physique en fonction d'hypothèses diagnostiques. Faculté de médecine, Université Laval, Québec. Mai 2010.
- 435- Teaching – Scholarly Teaching – Scholarship of Teaching Making It Count Twice. Medical Education Grand Rounds. Massachusetts General Hospital, Boston. May, 2010.
- 434- Teaching – Scholarly Teaching – Scholarship of Teaching Making It Count Twice. Brigham and Women's Hospital, Boston. May, 2101.
- 433- Scientific Writing of Novice Researchers: What Difficulties and Encouragements Do They Encounter (by Shah, J., Shah, A., Pietrobon, R.). DME Journal Club (with I. Harris), UIC, Chicago. April, 2010
- 432- Knowledge organization & diagnostic reasoning. Educational Rounds, University of Minnesota Medical School. April, 2010.
- 431- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. Department of Medicine Education Rounds, University of Minnesota Medical School. April, 2010.
- 430- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. Essentials of Clinical Medicine Committee, David Geffen School of Medicine, University of California at Los Angeles. April, 2010.

429- Hypothesis-driven Physical Examination (HDPE) – to Teach Physical Examination Along with Clinical Reasoning: Structure and Evaluation of a Model Teaching Session. (H. Nishigori, presenter) 7<sup>th</sup> Asia Pacific Medical Education Conference, Singapore, February, 2010.

428- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. ECM, University of Illinois at Chicago. February, 2010.

427- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. Department of Medical Education, University of Illinois at Chicago. November, 2009.

426- Teaching – Scholarly Teaching – Scholarship of Teaching Making It Count Twice. Annual Meeting of the German Society for Medical Education. Freiburg, Germany. Oct. 2009.

425- Key Features to Test Clinical Decision Making. (G. Bordage & G. Page) CDM Test Committee, Medical Council of Canada. Sept., 2009

424- Hypothesis-Driven Physical Exam – Teaching PE along with clinical reasoning (H. Nishigori, presenter) Japanese Society for Medical Education, Osaka, Japan. July, 2009.

423- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. EDAC, Medical Council of Canada, Ottawa. July, 2009.

422- SNAPPS – To Facilitate the Expression of Clinical Reasoning & uncertainties during Case Presentations. Education Grand Rounds. University of New Mexico. June, 2009.

421- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. University of Pittsburg Medical Education Grand Rounds. April, 2009.

420- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. University of California – San Francisco (UCSF) Academy of Medical Education. January, 2009.

419- Knowledge Organization and diagnostic reasoning – Some advice about reading. Case Western Reserve University School of Medicine. December, 2008.

418- Editor's Forum: Ethics in medical education publishing. (G. Norman, convener, S. Kanter, K. Eva, J. Colliver, J. Bligh, G. Bordage, D. Cook, J. Brice). Research in Medical Education Conference, Association of American Medical Colleges. San Antonio, November, 2008.

417- Knowledge organization and diagnostic reasoning: Teaching and learning from students' chief complaints. American Academy of Child and Adolescent Psychiatry. 55<sup>th</sup> Annual Meeting, Chicago, October, 2008.

416- Organisation des connaissances et raisonnement diagnostique – Quelques conseils pratiques. Première rencontre Poitou-Charentes – Québec, Faculté de Médecine et de Pharmacie. Université de Poitiers, Octobre, 2008.

415- Pourquoi j'ai raté le Dx - Révéler sans être blâmé. Première rencontre Poitou-Charentes – Québec, Faculté de Médecine et de Pharmacie. Université de Poitiers, Octobre, 2008.

- 414- Organisation des connaissances et raisonnement diagnostique – Quelques conseils pratiques. Faculté de médecine. Université Bordeaux-2, France, Octobre 2008.
- 413- Scientific Writing – Reporting Good Science to Move the Field Forward. The Academy, Southern Illinois University School of Medicine. September, 2008.
- 412- Teaching physical examination with clinical reasoning: A trial of hypothesis-driven approach. (H. Nishogori, presenter, K. Masuda, M. Kikukawa, A. Kawashima, J. Otaki, R. Yudkowsky, G. Bordage) AIMEE Conference, Prague, September, 2008.
- 411- Teaching Clinical Reasoning via a Hypothesis-driven Physical Exam. (R. Yudkowsky, R. Kiser, T. Lowenstein, J. Riddle & G. Bordage) Annual Clinical Skills Assessment, Chicago, July, 2008.
- 410- Why Did I Miss the Diagnosis? Disclosure Without Blame. Children’s Hospital, Kansas City, June 2008.
- 409- The MHPE in DME. Leaders and Scholars. UIC College of Dentistry Faculty Conference. May, 2008.
- 408- Education Research: “Small is Beautiful.” 5<sup>th</sup> International Conference on PBL, The Harvard School of Dental Education. Newport, RI, April 2008.
- 407- Curriculum... Students Take Center Stage. 5<sup>th</sup> International Conference on PBL, The Harvard School of Dental Education. Newport, RI, April 2008.
- 406- Using Hybrid SP-Simulator Stations to Assess Students and Residents’ Ability to Identify, Interpret, and Document Abnormal Physical Findings. (R. Yudkowsky, J. Riddle, T. Lowenstein & G. Bordage) International Meeting on Simulation in Healthcare, January, 2008.
- 405- Anticipating, Eliciting, & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. Medical Education Grand Rounds. Michael G. DeGroot School of Medicine at McMaster University. Hamilton, Canada. November, 2007.
- 404- Description, Justification, and Clarification: A Framework for Classifying the Purposes of Research in Medical Education (D. Cook, G. Bordage, H. Schmidt) Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC, November, 2007.
- 403- Anticipating, Eliciting, & Interpreting Physical Findings. Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC, November, 2007.
- 402- SNAPPS: Expressing Clinical Reasoning During Case Presentations. (T. Wolpaw & G. Bordage) Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC, November, 2007.
- 401- Knowledge Organization & Diagnostic Reasoning: Implications for Teaching & Learning. University of Bern Master’s in Medical Education, Department of Medical Education, University of Illinois at Chicago, October, 2007.

400- Knowledge Organization & Diagnostic Reasoning: Implications for Teaching & Learning. Tufts University School of Medicine. October, 2007.

399- Deux Raisons de Consultation : Celle du malade et celle de l'étudiant. Collation des Grades, Université Laval, Québec, Canada, June, 2007.

398- Pourquoi j'ai raté le diagnostic ? Révéler sans être blâmé. Faculté de Médecine, Université Laval, Québec, Canada, June, 2007.

397- La Recherche en Education : Elements de Succès. Faire Avancer le Domaine. Symposium Micher Weber, Centre Hospitalier Ste-Justine, Montréal, Canada, May, 2007.

396- Hypothesis-driven physical exam. Beyond checklists to context and meaning. 7<sup>th</sup> Alberta Meeting on Medical Education, Jasper, Canada, May, 2007.

395- The Summative Assessment of Clinical Performance in the Workplace. (with T. McGuire) Medical Council of Canada and Medical Council of Australia. Whistler, Canada, April, 2007

394- My resident is struggling with her diagnoses? Fostering disclosure without blame. Association of Program Directors in Internal Medicine. San Diego, April, 2007.

393- Prototypes, and semantic networks – Moving the field forward. American Education Research Association. Chicago, April, 2007.

392- Improving the quality of reporting: Editors' perspectives. American Education Research Association. Chicago, April, 2007.

391- Abstracts and titles of research reports in medical education omit essential information: A systematic review. (D. Cook, presenter) Annual Meeting of the Society for General Internal Medicine, Toronto, April 2007.

390- Can 4<sup>th</sup>-year medical students anticipate, elicit, and interpret physical findings in a hypothesis-driven exam? (J. Riddle, presenter) Central Group on Educational Affairs, AAMC, Bloomington, Indiana, March, 2007

389- Assessing Clinical Decision Making: Focusing only on the critical, challenging decisions, the Key Features. School of Medicine Chiba University, March 2007

388- Hypothesis-driven Physical Examination. Anticipating, Eliciting & Interpreting Clinical Findings. Tokyo Medical University, Tokyo, March, 2006.

387- The Teaching Moment. University of Tokyo Graduate School of Medicine. March, 2007

386- Assessing Clinical Decision Making: the Key Features Approach. Congreso Nacional de Educacion Medica, Puebla, Mexico, January, 2007.

385- Quantitative – Qualitative: Theory building and testing. Research in Medical Education Conference, Association of American Medical Colleges. Seattle, WA, November, 2006.



- 384- Validity evidence for undergraduate internal medicine OSCE. (N. Kassam, presenter) Research in Medical Education Conference, Association of American Medical Colleges. Seattle, WA, November, 2006.
- 383- Quality of abstracts in reports of experimental studies in medical education: A systematic review. Research in Medical Education Conference, Association of American Medical Colleges. Seattle, WA, November, 2006.
- 382- Medical Education Research. Moving the Field Forward. Medical Education Research Consortium, American Medical Association. Chicago, October, 2006.
- 381- Getting Started in Education Research. Moving the Field Forward. First GAMES Education Symposium, University of Western Ontario, London, Ontario. October, 2006.
- 380- Why Did I Miss the Diagnosis? Disclosure Without Blame. Larry Greenberg Lecture - Grand Rounds. Children's National Medical Center, Washington, DC, September, 2006.
- 379- Evaluer les activités d'enseignement pour le recrutement ou la promotion. Maryse Fiche & Georges Bordage. Société Internationale Francophone d'Education Médicale, Beyrouth, June 2006.
- 378- Curriculum Reform: Student and Society at Center Stage. UIC College of Dentistry Annual Retreat. Hamburger University, Oakbrook, May 2006.
- 377- Quality of reporting of medical education experiments. (D. Cook, presenter) Society for General Internal Medicine Annual Meeting, Los Angeles, April, 2006.
- 376- Why did I miss the diagnosis? Some implications for teaching and learning – Disclosure without blame. Department of Medicine Annual Retreat, Rosalind Franklin University of Medicine and Science, Chicago Medical School, North Chicago, March, 2006.
- 375- Curriculum reform. Curriculum Committee, College of Dentistry, University of Illinois at Chicago. March, 2006
- 374- Doctor, Latin meaning *to teach*. Some lessons from medical education research. Lambda Chapter of AOA Society, Mount Sinai School of Medicine, New York, NY, February, 2006.
- 373- Why did I miss the diagnosis? Some implications for teaching and learning – Disclosure without blame. Medical Education Grand rounds, Mount Sinai School of Medicine, New York, NY, February, 2006.
- 372- Why did I miss the diagnosis? Some implications for teaching and learning. Grand rounds, Department of Pediatrics, School of Medicine, University of Puerto Rico, January, 2006.
- 371- Scientific Writing. Getting started and increasing your chances of being published. Grand rounds, Department of Pediatrics, School of Medicine, University of Puerto Rico, January, 2006.
- 370- Ed. J. Stemmler Medical Education Research Fund of the NBME: A Tribute. Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC (November, 2005).

- 369- Comparison of literature-based conceptual models versus the practical approach of experienced clinicians in solving clinical problems. (with K. Blondon (presenter) & M. Nendaz) Research in Medical Education Conference, Association of American Medical Colleges. Washinton, DC (November, 2005).
- 368- Reliability and validity of Key Feature cases for the self-assessment of colorectal surgeons. (with J. Trudel (presenter) & S. Downing) Research in Medical Education Conference, Association of American Medical Colleges. Washinton, DC (November, 2005).
- 367- Knowledge organization, diagnostic reasoning, and educational advice about reading. Medicine Grand Rounds, Faculty of Medicine, University of Alberta, Edmonton, Canada, October, 2005.
- 366- Why did I miss the diagnosis? Some Implications for teaching and learning. A.M. Edwards Lectureship, Faculty of Medicine, University of Alberta, Edmonton, Canada, October, 2005.
- 365- Découvrir les incertitudes et difficultés des étudiants lors des présentations de cas. Journée de la pédagogie médicale, Faculté de Médecine de Marseille, Juin, 2005
- 364- Les unités de pédagogie médicale : buts et organisation. Comité des études, Faculté de Médecine de Marseille, Juin, 2005
- 363- Prise de décision médicale : mécanismes mentaux et conseils pratiques. 52<sup>e</sup> Congrès Français de médecine interne. Nantes, Juin, 2005.
- 362- Comparison of literature-based conceptual models versus the practical approach of experienced clinicians in solving clinical problems: a case of chronic diarrhea. (with K. Blondon (presenter) & M. Nendaz), Société Suisse de médecine interne. May, 2005.
- 361- Learning from and sharing our diagnostic errors. Education Grand Rounds, Sunflower Clinical Scholars Program, University of Kansas Medical Center, Kansas, May, 2005
- 360- Why manuscripts get accepted and rejected. Increasing your chances of being published. Curriculum Research Group. University of Louisville School of Medicine. Louisville, April, 2005.
- 359- Learning from and sharing our diagnostic errors. Education Grand Rounds, University of Louisville School of Medicine, Louisville, April, 2005
- 358- Why Reviewers Accept & Reject Manuscripts. Asian Pacific Medical Education Conference, Singapore, December, 2004.
- 357- Key Features, assessing critical clinical decisions. Asian Pacific Medical Education Conference, Singapore, December, 2004.
- 356- Better Test Score Reliability with Multi-Question Key Feature Cases: Refining our View of Case Specificity. (G. Page, presenter) Asian Pacific Medical Education Conference, Singapore, December, 2004.
- 355- Key Features, assessing critical clinical decisions. Faculty Retreat, Faculty of Medicine, National University of Singapore. December, 2004

- 354- Standardized versus Hospitalized Patients to Teach History Taking and Physical Examination Skills. (Gilliland, W., presenter, Bordage, G & Pangaro, L.) AAMC, RIME Conference Boston, 2004.
- 353- Le raisonnement clinique en médecine. Comment l'investiguer et quels aspects en retenir. Cérémonie de promotion au titre de Docteur honoris causa de la Faculté de médecine, Université catholique de Louvain. Bruxelles, Belgique, Octobre, 2004.
- 352- Raisonnement clinique : conseils pratiques. Midis du Centre Universitaire de Médecine Générale, Faculté de médecine, Université catholique de Louvain. Bruxelles, Belgique, Octobre, 2004.
- 351- Compétence sémantique : innée ou acquise ? Faculté de psychologie et des sciences de l'éducation. Université catholique de Louvain. Louvain-la-Neuve, Belgique, Octobre, 2004.
- 350- Individual and Collective Feedback to Teachers in Outpatient Clinics Using the SETOC Instrument. (Zuberi, R., presenter, Bordage, G. & Norman, G.) AMEE Conference, Edinburgh, 2004.
- 349- Developing Leaders in Medical Education: Role of the Medical Educator. Japan Society of medical Education. Kochi, Japan, July 2004.
- 348- Learning from and Sharing our Diagnostic Errors: Disclosure Without Blame. Yokohama Municipal Citizen's Hospital, Yokohama, Japan, July, 2004.
- 347- Analyzing Exam Content & Test Scores: Assessing Factual Recall & Application of Knowledge. University of Tokyo Graduate School of Medicine, Tokyo, Japan. July, 2004.
- 346- Correlation between global evaluations of residents and their performance on a Script Concordance Test in Pediatric Emergency Medicine (B. Carriere, presenter, Charlin, Gagnon, Downing & Bordage) Fifth MHPE Summer Conference, DME, UIC, July, 2004.
- 345- Analyzing Exam Content and Test Scores: Assessing Factual Recall and Application of Knowledge. Curriculum Committee, University of Tokyo, Japan, July, 2004.
- 344- How Knowledge Organization Influences Diagnostic Reasoning: A Case of Numbness and Clonus. Department of Medicine, University of Tokyo, Japan, July, 2004.
- 343- Validation of the SETOC Instrument – Student Evaluation of Teaching in Outpatient Clinics. (Zuberi, R., presenter, Bordage, G. & Norman, G.) Ottawa Conference, Barcelona, July, 2004.
- 342- Focussing Assessment on Critical Decisions: the “Key Features” Approach. Department of General Medicine, Nagoya University Graduate School of Medicine, Nagoya, Japan. June, 2004
- 341- Corrélation entre l'évaluation globale de résidents en stage clinique en Urgence Pédiatrique et leur performance au Test de Concordance de Scripts (TCS). 3e Forum Internationale Francophone de Pédagogie Médicale, Société Internationale Francophone d'Éducation Médicale. Sherbrooke, Juin, 2004.

- 340- Preparing a Manuscript and Submitting it to a Journal. International Research Center for Medical Education, University of Tokyo, Tokyo, Japan, May, 2004.
- 339- Overcoming some English Difficulties in Writing Scientific Manuscripts. International Research Center for Medical Education, University of Tokyo, Tokyo, Japan, May, 2004.
- 338- Getting your Abstract Accepted: A Matter of Structure. International Research Center for Medical Education, University of Tokyo, Tokyo, Japan, May, 2004.
- 337- Learning from and Sharing our Diagnostic Errors: Disclosure Without Blame, Grand Rounds, Department of Pediatrics, Kurume University School of Medicine, Kurume, Japan, March, 2004.
- 336- Focusing Assessment on Critical Decisions: the “Key Features” Approach. MINCS lecture: Medical Information Network by Communications Satellite for University Hospitals, International Research Center for Medical Education, University of Tokyo, Tokyo, Japan, March, 2004.
- 335- Focusing Assessment on Critical Decisions: the “Key Features” Approach. Advanced OSCE Symposium, Jikei University School of Medicine, Tokyo, Japan, March, 2004.
- 334- Learning from and Sharing our Diagnostic Errors: Disclosure Without Blame. Medical Education Grand Rounds, University of Miami School of Medicine, Miami, January, 2004.
- 333- An Evaluative Study of the CRS Exam: Key Features 11 Years later, Medical Council of Canada, Ottawa, Canada, January, 2004.
- 332- Are semantically competent clinicians born or made? Graduate Seminar, Faculty of Social Sciences, Department of Psychology, McMaster University, Hamilton, Canada, January, 2004
- 331- Learning from and Sharing our Diagnostic Errors. Graduate Seminar, Department of Clinical Psychology, University of Illinois at Chicago, November, 2003.
- 330- Some Validation Evidence for an OSCE in Internal Medicine at the University of Alberta. (N. Kassam, G. Bordage presenter) AAMC, Washington, November, 2003
- 329- Knowledge Organization and Diagnostic Reasoning. Caterpillar Fellowship, University of Illinois at Peoria. October, 2003.
- 328- Learning issues raised by students during PBL tutorials compared to curriculum objectives and tutor guide topics at Marilia. (V. Lima, A. Tekian & G Bordage) The Network, Newcastle, Australia, October, 2003.
- 327- Patient outcomes for colon resection according to training and certification. Association for Medical Education in Europe, Bern, Switzerland, August 2003.
- 326- Feedback to faculty using the SETOC instrument – student evaluation of teaching in outpatient clinics. (R. Zuberi, G. Bordage & G. Norman) Association for Medical Education in Europe, Bern, Switzerland, August 2003.

- 325- Learning from and Sharing our Diagnostic Errors. Japan Society for Medical Education, Saga, Japan, July, 2003.
- 324- Curriculum Overload and Representation of Medical Knowledge. University of Medicine and Dentistry of New Jersey, New Brunswick, NJ, May, 2003.
- 323- Encouraging Physicians to Express & Learn from Their Diagnostic Errors. Pediatrics Grand Rounds, University of Medicine and Dentistry of New Jersey, New Brunswick, NJ, May, 2003.
- 322- Promouvoir la représentation sémantique de problèmes diagnostiques chez les étudiants en formation pré-clinique. (G. Bordage, M. Nendaz) XVe Journées Universitaires Francophones de Pédagogie Médicale, Conférence Internationale des Doyens des Facultés de Médecine d'Expression Française (CIDMEF), Nancy, France, April, 2003
- 321- STEP : Situation et tests d'évaluation et de performance adaptation en France et en médecine générale d'une méthode Nord-américaine pour apprécier les besoins de formation individuels (B. Ortolan, P. Levy, P. Perez, G. Schenovitz, C. Amoudry, J.M. Chabot, G. Bordage) XVe Journées Universitaires Francophones de Pédagogie Médicale, Conférence Internationale des Doyens des Facultés de Médecine d'Expression Française (CIDMEF), Nancy, France, April, 2003
- 320- Validation d'un instrument d'évaluation des cliniciens enseignant en milieu de soins ambulatoires. (G. Bordage & R. Zuberi) XVe Journées Universitaires Francophones de Pédagogie Médicale, Conférence Internationale des Doyens des Facultés de Médecine d'Expression Française (CIDMEF), Nancy, France, April, 2003
- 319- Integrating basic and clinical sciences... a matter of transfer and practice. Academy for Excellence in Teaching. College of Medicine, University of Illinois at Chicago, April, 2004.
- 318- Why Reviewers Accept and Reject Manuscripts – Getting Started in 5 Easy Steps. COMSEP: Council on Medical Student Education in Pediatrics. Broomfield, CO, April, 2003.
- 317- Encouraging Medical Students to Express and Learn from Their Diagnostic Errors. COMSEP: Council on Medical Student Education in Pediatrics. Broomfield, CO, April, 2003.
- 316- Encouraging Medical Students to Express and Learn from Their Diagnostic Errors. Department of Pediatrics, University of Colorado Health Sciences Center, The Children's Hospital. Denver, CO, April, 2003.
- 315- Evaluer la compétence professionnelle. Ordres professionnels de la santé du Québec, Québec, March, 2003.
- 314- The Way We Teach... Two Case Studies. Council of Academic Societies, Association of American Medical Colleges, Spring Meeting, Tampa, March, 2003.
- 313- Are Semantically Competent Physicians Born or Made. Department of Psychology, University of Plymouth, Plymouth, UK, March, 2003.
- 312- Why Did I Miss the Diagnosis. Disclosure Without Blame. Derriford Hospital, Plymouth, UK, March, 2003.

- 311- Why Did I Miss the Diagnosis. Disclosure Without Blame. Royal Cornwall Hospital, Truro, UK, March, 2003.
- 310- Why Did I Miss the Diagnosis. Disclosure Without Blame. Hospital Grand Rounds, Royal Devon and Exeter Hospital, Exeter, UK, March, 2003.
- 309- Encouraging Students to Learn from Their Diagnostic Errors. University of Bern Kolloquium, School of Medicine, University of Bern, February, 2003.
- 308- Encouraging House Staff to Learn from Their Mistakes. Department of Obstetrics and Gynecology, University of Ottawa, Ottawa, February, 2003.
- 307- Promoting Clinical Problem Representation and Reasoning. (Nendaz, M. & Bordage, G.) Société Suisse de Médecine Interne, Genève, Suisse, 2002.
- 306- Developing Leaders in Medical Education. Canadian Association of Professors of Obstetrics and Gynecology, Toronto, December, 2002.
- 305- Encouraging House Staff to Learn from Their Mistakes. Canadian Association of Professors of Obstetrics and Gynecology, Toronto, December, 2002.
- 304- Encouraging House Staff to Learn from Their Mistakes. Medical Education Grand Rounds, Georgetown University School of Medicine, November, 2002.
- 303- Encouraging House Staff to Learn from Their Mistakes. Grand Rounds, Department of Medicine, University of Texas at Houston, September, 2002.
- 302- Encouraging House Staff to Learn from Their Mistakes. Medical Errors Group, Rush Medical School, Chicago, September, 2002.
- 301- Encouraging House Staff to Learn from Their Mistakes. 3<sup>rd</sup> Annual MHPE Conference, Department of Medical Education, College of Medicine, University of Illinois at Chicago, July, 2002.
- 300- Effects of Clinical Experience on the Type and Distribution of Diagnostic Errors. (Onishi, H, Elstein, A, & Bordage, G.) Ottawa Conference, Ottawa, Canada, July 2002.
- 299- Developing Leaders in Medical Education: The MHPE at UIC-DME. Ottawa Conference, Ottawa, Canada, July 2002.
- 298- An RCT of an Educational Intervention to Promote Students Asking Effective Questions (Egan, M, Sharp, L. & Bordage, G.) Ottawa Conference, Ottawa, Canada, July 2002.
- 297- Are semantically competent clinicians born or made? Ottawa Conference, Ottawa, Canada, July 2002.
- 296- Trois biopsies éducatives : prototypes, réseaux sémantiques et éléments clés. Faculté des Sciences et Faculté des Sciences de la santé, Université de Moncton, Moncton, Canada, May, 2002.

295- Encouraging House Staff to Learn from Their Mistakes. University of Nebraska Medical Center, Omaha, April, 2002.

294- Encouraging House Staff to Learn from Their Mistakes. Association of Program Directors in Internal Medicine, Philadelphia, April, 2002.

293- Soliciting Feedback: Teaching Students to Ask Questions That Promote Thinking. (M. Egan, presenter, with L. Sharp, G. Bordage & M. Lipsky) STFM Annual Spring Conference. 2002.

292- Problem solving – Decision making. Old trends, New trends. What about the basics? American Dental Association, Chicago, December, 2001.

291- Guidelines for Review of Manuscripts. Research in Medical Education Special Topics Session. Association of American Medical Colleges, Washington, October 2001.

290- Teaching Students to Ask Questions. (Egan, M, Sharp, L. & Bordage, G.). Poster, Research in Medical Education (RIME) Conference, Association of American Medical Colleges, Washington, November 2001.

289- History-taking Behaviors Associated with Diagnostic Competence of Clerks: An Exploratory Study (Hasnain, M. Bordage, G., Connell, K. & Sinacore, J.) Research in Medical Education (RIME) Conference, Association of American Medical Colleges, Washington, November 2001.

288- Developing Review Criteria for Research Manuscripts (McGaghie, Bordage & Caelleigh) IAMSE, July, 2001.

287- Feedback to Presenters in 14 Points. Second MHPE Summer Conference, Department of Medical Education, University of Illinois at Chicago, July, 2001.

286- Promoting problem representation in 2<sup>nd</sup>-yr medical students: A Potential step toward improved Dx performance. (Nendaz & Bordage) Second MHPE Summer Conference, Department of Medical Education, University of Illinois at Chicago, July, 2001.

285- Why Did I Miss the Diagnosis. Expressing Errors During Case Presentations. Society for Education in Anesthesiology. Cleveland, May 2001.

284- Expressing Diagnostic Errors During Case Presentations. West Virginia Chapter of the American College of Physicians and the American Society of Internal Medicine. Charleston, West Virginia, May, 2001.

283- Patient Outcomes for Colon Resection According to Surgeon's Training (Prystowsky, JB, Bordage, G. & Feinglass, JM). SUS, May, 2001.

282- Les examens en faut-il plus ou moins? Retraite de la Commission de l'Enseignement Pregradue. Faculté de Médecine, Université de Lausanne, February, 2001.

281- The Roles of the Medical Educator. University of Bern Kolloquium, School of Medicine, University of Bern, February, 2001.

280- Old Trends, New Trends: What about the Basics. Second GCC Conference of Faculties of Medicine, Al-Khobar, Saudi Arabia, November, 2000.

279- Review Criteria for Research Manuscripts. Research in Medical Education (RIME) Conference, Association of American Medical Colleges, Chicago, October 2000.

278- RIME 2000... an Outcomes Research Picture. Research in Medical Education (RIME) Conference, Association of American Medical Colleges, Chicago, October 2000.

277- Morning Report: Focus and Methods over the Past Three Decades. (with Amin, Z. (main author), Guajardo, J., Wisniewski, M., Bordage, G., Tekian, A., & Niederman, J.) Research in Medical Education (RIME) Conference, Association of American Medical Colleges, Chicago, October 2000.

276- Promoting Problem Representation in Second-year Medical Students: A Potential Step Toward Improved Diagnostic Performance. (M. Nendaz & G. Bordage) Poster session, Research in Medical Education (RIME) Conference, Association of American Medical Colleges, Chicago, October 2000.

275- Changing Teachers' Behavior: The Before and After Evidence. Generalists in Medical Education Conference, Chicago, October, 2000.

274- Changing Teachers' Behavior: What is the Evidence? Lord Cohen Lecture, Association for the Study of Medical Education (ASME), Cardiff, September, 2000.

273- Why Did I Miss the Diagnosis? Department of Pediatrics, University of Michigan, June, 2000.

272- What is your Student Thinking? Anderson Teaching Awards, Faculty of Medicine, University of Toronto, June, 2000.

271- Diagnosing the Patient and the Learner: Problem Representation. Robert Stone Lecture, Department of Surgery, Faculty of Medicine, University of Toronto, June, 2000.

270- Pourquoi j'ai râté mon diagnostic ? Forum international francophone de pédagogie médicale. Québec. Mai, 2000.

269- An Outcomes Research Perspective on Medical Education: The Predominance of Trainee Assessment and Satisfaction. (J. Prystowsky, presenter) Central Group on Educational Affairs of the Association of American Medical Colleges, Rockford, March, 2000.

268- Reflections on MHPE 494: Research Design and Grant Writing. (with A. Schwartz) Department of Medical Education, College of Medicine, University of Illinois at Chicago. March, 2000.

267- Reflections on MHPE 501: Issues in HPE. (with A. Elstein) Department of Medical Education, College of Medicine, University of Illinois at Chicago. March, 2000.

266- You see what you are looking for! Recognizing patterns, analyzing clinical features, and activating networks of medical knowledge. Grand Rounds, Department of Internal Medicine, Iowa University, Iowa City, February, 2000.



265- Assessing Clinical Problem Solving. Brown University, January, 2000.

264- Designing Studies and Writing Scientific Papers. Scientific Communication Seminar. Tokyo, November, 1999.

263- Recognizing patterns, analyzing clinical features, and activating networks of medical knowledge: You see what you are looking for! Implications for ICM (Introduction to clinical medicine). Medicine Grand Rounds, University of California at Irvine, October, 1999.

262- Why did I miss the diagnosis? Medical Education Rounds, College of Osteopathic Medicine, University of North Texas Health Sciences Center, Fort Worth, May, 1999.

261- La recherche en pédagogie médicale. XIIIe Journées Universitaires Francophones de Pédagogie Médicale, Université de Nantes (France), Nantes, Avril, 1999.

260- Why did I miss the diagnosis? Annual Student Lecture, co-sponsored by the Academy of Medicine of New Jersey and the University of Medicine and Dentistry of New Jersey, March, 1999.

259- How Young Doctors Learn. Department of Medicine, Case Western Reserve University, Cleveland, March, 1999.

258- Cognitive Theories of Clinical Reasoning. Grand Rounds, Department of Medicine, Case Western Reserve University, Cleveland, March, 1999.

257- How Young Doctors Learn. Center for Innovation in Teaching and Education, Case Western Reserve University, Cleveland, March, 1999.

256- The marginal resident. American Board of Internal Medicine, Santa Barbara, CA, February, 1999.

255- Pourquoi ai-je manqué le diagnostic ? Grand Rounds, Université de Sherbrooke, Sherbrooke, November, 1998.

254- Why did I miss the diagnosis? Keynote Address. Research in Medical Education (RIME) Conference, Association of American Medical Colleges, New Orleans, November 1998.

253- Medical Student Errors in making a Diagnosis. (Friedman, presenter, with Connell, Olthoff, Sinacore & Bordage) Research in Medical Education (RIME) Conference, Association of American Medical Colleges, New Orleans, November 1998.

252- Eliciting and Displaying Reasoning during Educational Rounds in Internal Medicine: Who Learns from Whom? (Nendaz, presenter with Junod, Vu, & Bordage) Research in Medical Education (RIME) Conference, Association of American Medical Colleges, New Orleans, November 1998.

251- The Importance of Thorough and Early Problem Representation During Case Presentation. (Chang, presenter, with Bordage & Connell) Research in Medical Education (RIME) Conference, Association of American Medical Colleges, New Orleans, November 1998.

- 250- Rifling Through the Physician's Mind: Good Knowledge Organization -- Good Diagnostic Reasoning. Medical Grand Rounds, Department of Medicine, University of Mass Memorial Health Care University Campus, October, 1998.
- 249- Study Design: Avoiding the Pitfalls. Osaka City University, Osaka, Japan, September, 1998.
- 248- Study Design: Avoiding the Pitfalls. Chiba University, Tokyo, Japan, September, 1998.
- 247- Study Design: Avoiding the Pitfalls. Ehime University, Ehime, Japan, September, 1998.
- 246- Study Design: Avoiding the Pitfalls. Oita University, Oita, Japan, September, 1998.
- 245- Study Design: Avoiding the Pitfalls. Kiyose University, Tokyo, Japan, September, 1998.
- 244- Medical Student Reasoning Errors: Unanticipated Findings from a Randomized Controlled Study. (Friedman, presenter, with Connell, Olthoff, Sinacore & Bordage). Eight International Ottawa Conference on Medical Education and Assessment. Philadelphia, July, 1998.
- 243- Generalizability of Clinical Decision-making Skills Tested on a National Qualifying Exam. (Brailovsky, presenter, with Bordage & Page). Eight International Ottawa Conference on Medical Education and Assessment. Philadelphia, July, 1998.
- 242- Key Clinical Findings and Explanations Given by Medical Students After Three Standardized Patient Encounters. (Bordage, presenter, with Williams & Beaumont). Eight International Ottawa Conference on Medical Education and Assessment. Philadelphia, July, 1998.
- 241- Knowledge Organization and Diagnostic Reasoning. Medical Education Interest Group, University of Ottawa, Ottawa, June, 1998.
- 240- Assessment Drives the Curriculum: Promoting "Good" Knowledge Organization and "Good" Clinical Reasoning, Curriculum Reform Group, Faculty of Medicine, Humboldt University, Berlin, Germany, May, 1998
- 239- Knowledge Organization and Diagnostic Reasoning: Importance of Early Problem Representation. Surgical Grand Rounds, Abington Memorial Hospital, Abington, PA, May, 1998.
- 238- Direct Observation of Students and House Staff: Diagnostic Errors. Department of Surgery, Abington Memorial Hospital, Abington, PA, May, 1998.
- 237- Medical Students' Errors in Making Diagnoses. (M. Friedman, presenter, K. Connell, A. Olthoff, J. Sinacore, & G. Bordage) Department of Medical Education Seminar Series, College of Medicine, University of Illinois at Chicago, April, 1998
- 236- Organization of Knowledge for Expert Reasoning: Current Theories and Research. Medical Education Grand Rounds, Baylor College of Medicine, Houston, Texas, March, 1998

- 235- How Medical Students Learn and Know Clinical Medicine: A Valuable Insight for the Effective Community Teacher. Downstate Chapter of the American College of Physicians, Peoria, Ill., February, 1998
- 234- Rifling Through Memory for a Diagnosis: Good Knowledge Organization, Good Diagnostic Thinking. Department of Psychiatry, University of New Mexico, Albuquerque, NM, February, 1998.
- 233- Clinical Reasoning and Knowledge Organization: Implications for Learning and Assessment. Office of Medical Education, Research, and Development, Michigan State University, February, 1998.
- 232- Designing Studies & Writing Scientific Papers (with B. Dawson). Department of Pediatrics, College of Medicine, Dakkyo University, Japan.
- 231- Designing Studies & Writing Scientific Papers (with B. Dawson). Department of Pediatrics, College of Medicine, Keio University, Tokyo, Japan.
- 230- Effects of Instructional Modality on Learning Using a Computer-Assisted Module. (D. Poenaru, W. Peterson, D. Mercer, A. Elstein & G. Bordage) Association of American Medical Colleges, Research in Medical Education Conference, Washington, November 1997.
- 229- Standardized Setting for Undergraduate Objective Structured Clinical Examinations: A Comparison of Case-Author and Modified Borderline-Group Methods. (J. MacFadyen, D. Blackmore, G. Bordage & R. Williams) Association of American Medical Colleges, Research in Medical Education Conference, Washington, November 1997.
- 228- Diagnostic Reasoning During Case Presentations. Clerkship Directors in Internal Medicine, Eight National Meeting, Washington, September, 1997.
- 227- Organisation des Connaissances Medical et Raisonnement Clinique. Grande Tournée, Département de Médecine, Centre Medical Universitaire, Université de Geneve, Septembre, 1997.
- 226- Assessment Drives the Curriculum: What-Why-How to Assess Student Learning. 4th Europaischer Kongress - Qualitat der Lehre in der Medizin, University of Bern, September, 1997.
- 225- Understanding Learning Problems. Chief Resident Conference, American College of Physicians, Chicago, June, 1997.
- 224- Knowledge Orgainization in Memory and Good Diagnostitc Reasoning: Educational Diagnosis and Advice. Medical Grand Rounds, Loyola University Medical Center, Chicago, June, 1997.
- 223- Direct Observation of Students and Residents: A Framework to Describe Practices. (D. Saucier, presenter) CAME Annual Meeting, Halifax, May, 1997.
- 222- Clinical Case Presentations: Assessing Diagnostic and Semantic Competence. Department of Medical Education, University of Illinois at Chicago. May, 1997.

221- Case Presentations and Diagnostic Competence. Society of Teachers in Family Practice, Boston, May, 1997.

220- Knowledge organization and clinical reasoning. Keynote speaker at Annual Meeting of the Association of Program Directors in Surgery. San Diego, April, 1997.

219- Case Presentations and Diagnostic Competence. Society of Teachers in Family Practice, Orlando, February 1997.

218- Good Knowledge Organization, Good Diagnostic Reasoning. Curriculum Committee, University of New Mexico, Albuquerque NM, January 1997.

217- Good Knowledge Organization, Good Diagnostic Reasoning. Grand Rounds, Department of Medicine, University of New Mexico, Albuquerque NM, January 1997.

216- Scientific writing in English for Japanese Researchers. Department of Pediatrics, Faculty of Medicine, Kagoshima University, Kagoshima, Japan, December 1996.

215- Scientific writing in English for Japanese researchers. Niigata Medical School, Niigata, Japan, December, 1996.

214- Mental Representation of Medical Diagnostic Knowledge. Panel discussant. Association of American Medical Colleges, Research in Medical Education Conference, San Francisco, November 1995.

213- How Young Doctors Learn: Supervision of Residents. Association of Program Directors in Internal Medicine, Washington, DC, October, 1996.

212- Key Features Approach to Assessing Clinical Decision Making. College of Nurses of Ontario, Toronto, August, 1996.

211- Assessing the Semantic Content of Clinical Case Presentations: A Study of Inter-Coder Agreement. (with Connell, Chang, Gecht & Sinacore) Division-I (Professions Education) for the 1997 AERA Conference.

210- Scientific writing in English for Japanese Researchers. Department of Pediatrics, Faculty of Medicine, Kagoshima University, Kagoshima, Japan, July, 1996.

209- Scientific writing in English for Japanese Researchers. School of Medicine, Kitasato University, Kitasato, Japan, July, 1996.

208- Organization of Medical Knowledge in Clinician's Memory: Diagnostic Reasoning. Grand rounds. Department of Pediatrics, Keio University, Tokyo, Japan, June, 1996.

207- Maintaining and enhancing key decision-making skills from graduation to practice. (Bordage, Brailovsky, Cohen & Page (presenter)) Seventh Ottawa Conference on Medical Education and Assessment. Maastricht, June, 1996.

206- Deciding on a compulsory enhancement program. (Poster, Jacques, Miller, Brailovsky, Sindon & Bordage) Seventh Ottawa Conference on Medical Education and Assessment. Maastricht, June, 1996.

- 205- What to observe and how to advise on reading. Illinois Chief Resident Training, American College of Physicians, Chicago, May, 1996.
- 204- Semantic structure of knowledge and implications for assessment. First Alberta Meeting on Medical Education, Jasper, April, 1996.
- 203- Semantic competence during clinical case presentations. Regional meeting of the Central Group on Educational Affairs of the American Association of Medical Colleges, Rush Medical School, Chicago, April, 1996.
- 202- Structural semantics and prototypes as means of representing medical knowledge. American Education Research Association. New York, April, 1996.
- 201- Medical knowledge and reasoning while making a diagnosis: How one influences the other. Department of Obstetrics and Gynecology. Northwestern University, Chicago, February, 1996.
- 200- Problem-oriented medical record. Grand rounds. Department of Pediatrics, Keio University, Tokyo, Japan, December, 1996.
- 199- Scientific writing in English for Japanese researchers. Niigata Medical School, Niigata, Japan, December, 1995.
- 198- Qualitative Investigations of Clinical Teaching. (Symposium organizer & moderator; D. Irby, D. Saucier & F. Hekelman) Association of American Medical Colleges, Research in Medical Education, Washington, November 1995.
- 197- Deciding on Compulsory Enhancement Programs. (Bordage, G., Miller, F., Brailovsky, C., Jacques, A. & Sindon, A.) Association of American Medical Colleges, Research in Medical Education, Washington, November 1995.
- 196- Integrating Basic and Clinical Sciences. Association of American Medical Colleges, Research in Medical Education, Washington, November 1995.
- 195- Where are the H&P? Grand Rounds, Department of Surgery, College of Medicine, Southern Illinois University, September 1995.
- 194- Scientific Writing. Eli Lilly Asia, Hong Kong. July 1995.
- 193- Scientific Writing in English for Japanese Researchers. Asahikawa Medical School, Asahikawa, Japan. June 1995.
- 192- Scientific Writing in English for Japanese Researchers. Saitama Medical School, Saitama, Japan. June 1995.
- 191- Critères décisionnelles en vue d'une prescription personnalisée d'éducation médicale continue. (A. Jacques, presentor) Club de pédagogie médicale du Québec, St-Sauveur, Juin, 1995.

190- Etude qualitative de quatre pratiques de supervision directe de residents en medecine familiale. (D. Saucier, G. Bordage & M. Stewart) Poster session. Association Canadienne pour l'Education medicale. Québec, Mai, 1995.

189- Knowledge Driving the Clinical Reasoning. How could I help my Students? Illinois Chief Resident Training, American College of Physicians, Chicago, May, 1995.

188- Critères décisionnelles en vue d'une prescription personnalisée d'éducation médicale continue. (A. Jacques, presenter) Assemblée Scientifique Annuelle du Collège des médecins de famille du Canada, Québec, May, 1995.

187- Direct Observation of Family Medicine Residents: A Qualitative Study of Four Practices. (D. Saucier, presenter) Canadian Association for Medical Education, Québec, April, 1995

186- Direct Observation. Liaison Committee on Medical Education, Washington, DC, March 1995.

185- Structured Oral Interview (SOI). Department of Medical Education, University of Illinois at Chicago. February 1995.

184- Good Knowledge Organization, Good Diagnostic Thinking: Educational Diagnosis and Advice to Improve Knowledge Structures and Diagnostic Reasoning. Assoc. of Professors of Gynecology and Obstetrics (APGO), Palm Springs, January 1995.

183- Measures of Semantic Competence. Department of Medicine, University of Michigan, Ann Arbor, January 1995.

182- Assessment of Clinical Competence: The Last Fifty Years. Japan Medical Association, Tokyo, Japan. December 1994.

181- Considerations in Preparing a Paper for Publication, Kanazawa University of Medicine, Kanazawa, Japan, December 1994.

180- Considerations in Preparing a Paper for Publication, Kobe University of Medicine, Kobe, Japan, December 1994.

179- Structured Oral Interview. Symposium (G. Page, organizer), Association of American medical Colleges, Research in Medical Education, Boston, November 1994.

178- Structure of Medical Knowledge. Discussant, Association of American medical Colleges, Research in Medical Education, Boston, November 1994.

177- Semantic Competence of Students' Case Presentation (with K. Connell, presenter). North American Primary Care Research Group, Toronto, October 1994.

176- Good knowledge organization, good diagnostic thinking: Grand Rounds, University of Texas Medical Branch at Galveston, September 1994.

175- Structured Oral Interview for the Identification of Educational Needs of family Physicians: Development and Pilot Test (with A. Jacques & A. Sindon). Sixth Ottawa Conference, Toronto, June 1994.

174- How medical knowledge drives diagnostic reasoning: Implications for ICM students. 1994 ICM Review Meeting, University of Illinois at Chicago, June, 1994.

173- Exemple d'utilisation de méthodes qualitatives en pédagogie médicale : la supervision directe en médecine familiale (D. Saucier, presenter). Sixième journée de la recherche en médecine familiale. Québec, Mai 1994.

172- Knowledge organization, diagnostic reasoning and educational implications. Education Grand Rounds, Southern Illinois University, Springfield, May, 1994.

171- Good knowledge organization, good diagnostic reasoning: Educational diagnosis and advice to students and residents. Reitman Lecture, University of Missouri Kansas City, May, 1994.

170- Semantic competence of student's case presentations. Submitted for presentation at the North American Primary Care Research Group (NAPCRG) (with K. Connell), Toronto, October, 1994.

169- Exemple d'utilisation de méthodes qualitatives en pédagogie médicale : la supervision directe. Submitted for presentation at the 6e Journée de la recherche en médecine familiale (with D. Saucier, M. Stewart). Québec, Mai, 1994.

168- Structured oral interview for CME. Sixth Ottawa Conference on Medical Education (with A. Jacques & A. Sindon). Toronto, June, 1994.

167- Cognitive knowledge structures and reasoning processes. American Educational Research Association (AERA), New Orleans, April, 1994.

166- French-English differences on a national exam: detecting differential item functioning (DIF) using a Mantel-Haenszel Chi-Square technique. Department of Medical Education, College of Medicine, University of Illinois at Chicago, March, 1994.

165- Knowledge organization and diagnostic reasoning: Educational diagnosis and advice. Medical School, University of Michigan, Ann Arbor, February, 1994.

164- Knowledge organization and diagnostic reasoning: Educational diagnosis and advice for residents. Department of Family Medicine, Mt Sinai Hospital, Toronto, January, 1994.

163- Semantic Competence of Intensive Care Personnel, Abstract Session, AAMC Research in Medical Education Conference, Washington, November, 1993.

162- What Should Medical Education Software Look Like Five Years from Now? (R. Stevens, organizer) Symposium, AAMC Research in Medical Education Conference, Washington, November, 1993.

161- Students and Residents' Knowledge Organization and Use in Diagnostic Reasoning, Guest Speaker, Clerkship Directors in Internal Medicine, Raleigh, NC, October, 1993.

160- Graduate Degree Programs in Medical Education, Society of Directors of Research in Medical Education. N. Hatley, Québec, June, 1993.

- 159- Le raisonnement clinique, les connaissances en mémoire et la supervision directe. Assemblée annuelle du Département de Médecine Familiale, Université de Montréal, Montréal, May, 1993.
- 158- Promoting effective learning strategies for medical students & residents, AAMC - Northeast Group on Educational Affairs (NEGEA) Annual Regional Meeting, Québec, April, 1993.
- 157- Thinking, Learning & Problem Solving by Medical Students & Residents, Conference organizer, AAMC - Northeast Group on Educational Affairs (NEGEA) Annual Regional Meeting, Québec, April, 1993.
- 156- Q4 Project - Key features approach: Concepts and results, Scientific presentation series, Department of Medical Education, College of Medicine, University of Illinois at Chicago, March, 1993.
- 155- Prototypes and semantic networks for medical knowledge: theory and practice. Roll Conference on Medical Cognition. Captiva, February, 1993.
- 154- Projet Diagnostique (with A. Jacques). Clinical Competence Program of British Columbia, Invitational meeting on Physician Review and Enhancement Programs in Canada. University of British Columbia, Vancouver, November, 1992.
- 153- Content Validity of Key Features of the Medical Council of Canada's Exam. (with C. Brailovsky, H. Carretier & G. Page). Association of American Medical Colleges - Research in Medical Education, New Orleans, November 1992.
- 152- French-English Differences in Time and Performance on a National Exam. (with H. Carretier & G. Page) Association of American Medical Colleges - Research in Medical Education, New Orleans, November 1992.
- 151- Generalisability of Skills and Formats on a Medical Council of Canada's Exam. (with C. Brailovsky & G. Page). Association of American Medical Colleges - Research in Medical Education, New Orleans, November 1992.
- 150- Use of Short-answer Questions on a National Qualifying Examination in Medicine. (with G. Page, M. Broudo, & D. Vincent). Association of American Medical Colleges - Research in Medical Education, New Orleans, November 1992.
- 149- Knowledge Organization in the Memory of Students and Physicians: Effect on Clinical Reasoning and Some Practical Tips. Professional Lecture Series, St-Francis Hospital of Evanston, Evanston, September, 1992.
- 148- The Q4-Project (1986-1992): Final Report to the Medical Council of Canada, (with Gordon Page) Medical Council of Canada Annual Meeting, Ottawa, September, 1992.
- 147- Content Validity of the Key Features' Approach of the Medical Council of Canada's Exam. (with C. Brailovsky, H. Carretier & G. Page). Fifth Ottawa International Conference on Assessment of Clinical Competence, Dundee, Scotland, September, 1992.



- 146- Key Features: An Effective Guide for the Assessment of Patient Management Skills. (with T. Allen & G. Page). Fifth Ottawa International Conference on Assessment of Clinical Competence, Dundee, Scotland, September, 1992.
- 145- Generalizability of Clinical Skills Tested and Formats used on a Medical Council of Canada's Exam. (with C. Brailovsky & G. Page). Fifth Ottawa International Conference on Assessment of Clinical Competence, Dundee, Scotland, September 1992.
- 144- La formation pédagogique des nouveaux médecins au département de médecine de l'Université Laval. (with G. Guay). Club de pédagogie médicale du Québec, Québec, Mai 1992.
- 143- Organisation des connaissances médicales en mémoire : Effets sur le raisonnement clinique et quelques conseils pratiques. Réunion départementale de médecine, Hôpital St-Luc, Montréal, Mai, 1992.
- 142- Toward a Taxonomy of Residents' Clinical Difficulties. (with A. Beaumier, D. Saucier & J. Turgeon), WONCA, Vancouver, May 1992.
- 141- Relationship between Theory and Practice. (with Reed Williams), American Educational and Research Association, Division-I Invited Speaker, San Francisco, April 1992.
- 140- Assessing Decision-making Skills on the Medical Council of Canada's Exam: "Key features" Approach. Association for Surgery Education, Keynote speaker, Québec, April 1992.
- 139- From PMPs to Q4-Cases on the Medical Council of Canada: "Key features" Concept. Association of Professors of Gynecology and Obstetrics, Keynote speaker, Orlando, March 1992.
- 138- La recherche en pédagogie médicale : une démarche à la portée de tous. Club de pédagogie médicale. Montréal, Décembre 1991.
- 137- Semantic Structures and Diagnostic Thinking of Experts and Novices. Research on Medical Education, Association of American Medical Colleges, Washington, November 1991.
- 136- Problem-based learning and traditional curriculum. Group on Educational Affairs Plenary Session, Association of American Medical Colleges, Washington, November, 1991.
- 135- Toward a Taxonomy of Residents' Clinical Difficulties. (D. Saucier, presenter). 1991 Research Day in Family Medicine, University of Western Ontario, London, October 1991.
- 134- Journées de la Faculté, Faculté de Médecine, Université Laval, Octobre 1991.
- 133- Difficultés cliniques du R-I en médecine familiale observées en supervision directe et retenues pour le feedback. Journées scientifiques de l'Hôpital Laval (with A. Beaumier, D. Saucier et J. Turgeon), Québec, Mai 1991.
- 132- Effets favorables et pervers des méthodes d'évaluation sur le développement de l'autonomie des étudiants. Modérateur : Association Internationale de Pédagogie Universitaire, Québec, Mai 1991.

- 131- Taxonomie des difficultés cliniques des résidents juniors en médecine familiale. North American Primary Care Research Group, Québec, Mai 1991.
- 130- Rôle de l'association dans l'enseignement de nos spécialités. Association des Internistes et Rhumatologues Généraux du Québec, Québec, Mai 1991.
- 129- Les difficultés cliniques du résident notées en supervision directe (with J. Turgeon), Réunions scientifiques du Bureau de pédagogie des sciences de la santé, Faculté de médecine, Université Laval, Avril 1991.
- 128- Faculty Promotion: Rewarding Involvement in Medical Education. Canadian Association for Medical Education, Saskatoon, April 1991.
- 127- Observation directe : Organisation et difficultés observées chez les résidents, Réunion départementale, Département de pédiatrie, Centre Hospitalier de l'Université Laval, Ste-Foy, Février 1991.
- 126- Written assessment of clinical problem solving / decision making on MCC Exam. Association of Professors of Obstetrics & Gynaecology, Toronto, December 1990.
- 125- Un groupe d'étudiants, plusieurs niveaux d'organisation des connaissances, Club de Pédagogie médicale du Québec, Sherbrooke, Décembre 1990.
- 124- Which textbook to read? Emphasizing semantic structures. Twenty-Ninth Annual Conference of the American Association of Medical Colleges - Research in Medical Education, San Francisco, October 1990.
- 123- Why are clinical problems difficult? A survey of GPs' perceptions re 24 clinical problems. Association of Canadian Medical Colleges, Ottawa, October 1990.
- 122- Évaluation du résident junior par observation directe, Département de médecine, Université Laval. Octobre 1990.
- 121- Cuing as a factor in written examinations of decision-making skills. G. Page (M. Broudo, D. Blackmore, M. Schulzer & G. Bordage), Fourth International Conference on Teaching and Assessing Clinical Competence, Ottawa, July 1990.
- 120- Trainees' difficulties during direct observation. Poster session (with A. Beaumier, D. Saucier & J. Turgeon), St-Catherine College, Oxford, England, Juin 1990.
- 119- Nature des difficultés du RI en supervision directe : Episode II - Découverte d'une variable confondante et quelques oublis! Club de Pédagogie médicale du Québec, Ottawa, Juin 1990.
- 118- Structural Semantics, Protocol Analyses and the Study of Diagnostic Thinking. Clinical Decision-Making Research Group, Department of Medical Education, University of Illinois at Chicago, Chicago, May 1990.
- 117- The Good and Not-So-Good Diagnostician. How Semantic Knowledge Structures make the Difference? Departmental Seminar Series, Department of Medical Education, University of Illinois at Chicago, Chicago, May 1990.

116- The Good and Not-So-Good Diagnostician. What Makes the Difference? University of Calgary CAME Local Chapter, Calgary, May 1990

115- Le Club de Pédagogie Médicale du Québec: Debate, Exchange and Friendship, University of Calgary CAME Local Chapter, Calgary, May 1990

114- Why are Clinical Problems Difficult? GP's and Faculty's Perceptions. Annual Meeting of the Research in Continuing Medical Education, San Antonio, April 1990.

113- A Structural Semantic Approach to the study of Medical Diagnostic Thinking, AERA panel: Research Approaches in Medical Problem Solving (C. Friedman, organiser & A. Lesgold, discussant), American Educational Research Association Annual Meeting, Boston, April 1990.

112- Nature des difficultés du RI en supervision directe. G. Bordage et D. Saucier, Club de Pédagogie médicale du Québec, Mont Ste-Anne, Décembre 1989.

111- Les difficultés de l'évaluation formative en enseignement clinique. Organisateur et animateur de la session thématique de la réunion du Club de Pédagogie médicale du Québec, Mont Ste-Anne, Décembre 1989.

110- Perception par les omnipraticiens de la nature des difficultés posées par 24 problèmes cliniques. H. Leclère, M.-D. Beaulieu et G. Bordage, Corporation Professionnelle des Médecins du Québec, Montréal, Octobre 1989.

109- Difficultés cliniques du R-I en supervision directe : résultats préliminaires. Colloque conjoint des enseignants en médecine familiale (with A. Beaumier, D. Saucier et J. Turgeon), Montréal, Octobre 1989.

108- Out with PMPs... in with Q4-Cases. Annual Meeting of the Medical Council of Canada, Ottawa, September 1989.

107- Perception par les omnipraticiens de la nature des difficultés posées par 24 problèmes cliniques. H. Leclère, M.-D. Beaulieu et G. Bordage, Corporation Professionnelle des Médecins du Québec, Montréal, Septembre 1989.

106- Structure du raisonnement diagnostique en médecine : performance sémantique d'apprentis-médecins. M. Lemieux (presenter) et G. Bordage, Association Canadienne de Sémiotique, Québec, Juin 1989.

105- A Revision of the Medical Council of Canada's Qualifying Examination: Pilot Test Results. G. Page (presenter), G. Bordage, P. Harasym, I. Bowmer, D. Swanson. Third International Conference on Teaching and Assessing Clinical Competence (TIC TAC) Groningen, The Netherlands, May 1989.

104- La semaine d'accueil des résidents-II en médecine familiale à l'Unité de médecine familiale de l'Hôpital Laval. G. Bordage et J. Frenette. Club de Pédagogie médicale du Québec, Auberge Handfield, Mai 1989.

103- Les résultats problème par problème du rapport "Perception par les omnipraticiens de la nature des difficultés posées par 24 problèmes cliniques" : comment les utiliser sur le plan pédagogique. Club de pédagogie médicale du Québec, Auberge Handfield, Mai 1989.

102- Comment se servir des résultats du rapport " Perception par les omnipraticiens de la nature des difficultés posées par 24 problèmes cliniques" en EMC. Corporation Professionnelle des Médecins du Québec, Montréal, Mai 1989.

101- Types d'organisations des connaissances médicales en mémoire : implications pratiques pour l'enseignement. Réunion scientifique du Bureau de pédagogie des sciences de la santé, Université Laval, Québec, Mai 1989.

100- Away with PMPs, In with Key Features and Q4-Cases. Another Fad or Tackling the Issues. President's seminars, National Board of Medical Examiners, Philadelphia, April 1989.

99- Bonne organisation des connaissances en mémoire, bon raisonnement diagnostique. Colloque des enseignants en médecine familiale, Mont-Ste-Anne, Avril 1989.

98- What makes clinical problems difficult? A survey of general practitioners' opinions concerning 24 clinical problems. Beaulieu, M-D. (presenter), Leclère, H., Sindon, A., Bordage, G. & Couillard, M., 17e Conférence du North American Primary Care Research Group, San Antonio, Texas, Avril 1989.

97- Développement d'un inventaire du raisonnement diagnostique. Club de pédagogie médicale du Québec, Sherbrooke, Décembre 1988.

96- The Q4-Project of the Medical Council of Canada: Preliminary Results from Phase-1 Pilot Testing. Symposium organized by G. Page, with G. Bordage, P. Harasym & D. Swanson, Twenty-Seventh Annual Conference of the American Association of Medical Colleges - Research in Medical Education, Chicago, Novembre 1988.

95- Writing vs Coding Diagnostic Impressions on an Examination: Short-answer vs Long-menu Responses. C. Brailovsky, G. Bordage, T. Allen & H. Dumont, Twenty-Seventh Annual Conference of the American Association of Medical Colleges - Research in Medical Education, Chicago, Novembre 1988.

94- The "New" Curriculum at Laval. Interurban Orthopaedic Society, Québec, Octobre 1988.

93- The Development of a Diagnostic Thinking Inventory, with J. Grant and P. Marsden, Annual Meeting of the Association for the Study of Medical Education, University of Bristol, Bristol, September 1988.

92- Assessment of Clinical Competence - A Canadian Experience. Staff Meeting, Brook General Hospital, London, July 1988.

91- Q4-Project: Key features and back to basics. Department of Education Research and Development, Ryksuniversitiet Limburg, Maastricht, Netherlands, June 1988.

90- Ways of Looking at Clinical Reasoning and Recent Shifts in Research Paradigms. Mini-symposium on Clinical Competence and Medical Problem Solving, Department of Education Research and Development, Ryksuniversitiet Limburg, Maastricht, June 1988.

- 89- The Good and Not-so-good Diagnostician: Prototypes and Semantic Networks. Mini-symposium on Clinical Competence and Medical Problem Solving, Department of Education Research and Development, Ryksuniversitiet Limburg, Maastricht, June 1988.
- 88- The Québec Experience in Assessment and Evaluation in Postgraduate Education: Pie in the Sky! Hospital Staff Meeting, Greenwich District Hospital, London, June 1988.
- 87- The Assessment of Clinical Competence: A Canadian Experience. Frognaal Centre for Educational Studies, Queen Mary's Hospital, Sidcup, London, May 1988.
- 86- Les nouvelles modalités d'évaluation des apprentissages : La charrue devant les bœufs ! Les Premières Journées Marocaines de Pédagogie, Casablanca, Avril 1988.
- 85- Le programme de maîtrise en pédagogie universitaire des sciences de la santé à l'Université Laval de Québec : orientations et modalités. Les Premières Journées Marocaines de Pédagogie, Casablanca, Avril 1988.
- 84- The Literature's view of Clinical Reasoning and Diagnostic Thinking. Greenwich Symposium on Diagnostic Thinking, Greenwich District Hospital, London, March 1988.
- 83- Knowledge Organisation in Memory and its Educational Implications. Greenwich Symposium on Diagnostic Thinking, Greenwich District Hospital, London, March 1988.
- 82- The "Diagnostic Thinking Inventory." Greenwich Symposium on Diagnostic Thinking, Greenwich District Hospital, London, March 1988.
- 81- The Good and Not-So-Good Diagnostician. What Makes the Difference? 11th Annual Paul Cudmore Memorial Lecturer on Medical Education, Faculty of Medicine, Dalhousie University, Halifax, January 1988.
- 80- Ways of Looking at Medical Diagnosis and the Organisation of Medical Knowledge in Memory. Decision-making Workshop, Department of General Practice, St. Bartholemew's Hospital, London, December 1987.
- 79- From PMPs to Q4-Cases. Annual Meeting of the Association for the Study of Medical Education, University of Birmingham, Birmingham, September 1987.
- 78- An Alternative Approach to Patient Management Problems: The "Key features " Concept. The Second Ottawa Conference on Assessing Clinical Competence, Ottawa, June 1987.
- 77- Assessing Clinical Reasoning Skills: Back to Basics (avec G. Page, University of British Columbia, Vancouver). The International Symposium on Evaluation in Medical Education, Beer Sheva, Israël, May 1987.
- 76- Evaluation du raisonnement clinique selon le concept d'"éléments-clés". Réunion scientifique du Bureau de pédagogie médicale, Faculté de médecine, Université Laval, Québec, Avril 1987.
- 75- Evaluation du raisonnement clinique selon le concept d'"éléments-clés". Club de pédagogie médicale du Québec, St-Hyacinthe, Décembre 1986.

74- Implications pédagogiques de recherches sur le raisonnement clinique. Conférence magistrale au corps professoral de la Faculté de médecine de l'Université de Sherbrooke, Novembre 1986.

73- Some cognitive characteristics of medical students with and without diagnostic reasoning difficulties, Twenty-Fifth Annual Conference of the American Association of Medical Colleges - Research in Medical Education, New-Orleans, October 1986.

72- Clinical Decision Making, F. Burg, moderator, G. Bordage, discussant, Twenty-Fifth Annual Conference of the American Association of Medical Colleges - Research in Medical Education, New-Orleans, October 1986.

71- Progress in cognitive science - practical implications for current medical educators. D. Dauphinee, moderator, Twenty-Fifth Annual Conference of the American Association of Medical Colleges - Generalists in Medical Education, New-Orleans, October 1986.

70- Evaluating clinical reasoning using the "key features" concept. Medical Education Rounds, University of Toronto, Toronto, October 1986.

69- From "Cambridge Cases" to "Q-4 Cases". A 5-year R&D Project of the Medical Council of Canada. Cambridge Conference, Vancouver, June 1986.

68- Grille d'évaluation du stagiaire : rétrospective de la session 1984. Département de médecine, Faculté de médecine, Université Laval, Juin 1986.

67- Validation préliminaire d'une méthode d'évaluation des cours par animation de groupe. 21e réunion du Club de pédagogie médicale du Québec, Sherbrooke, Juin 1986.

66- Cour d'introduction à la micro-informatique pour les étudiants en médecine. Kiosque d'information à la 21e réunion du Club de pédagogie médicale du Québec, Sherbrooke, Juin 1986.

65- Les cas diagnostiques difficiles en éducation médicale continue : étude de besoins. Association médicale du Québec, Trois-Rivières, Mai 1986

64- Case-centered, descriptive techniques in continuing medical education. Second Conference on Research in Continuing Medical Education, Montréal, May 1986.

63- A new approach to needs assessment. Society of Medical Colleges Directors of Continuing Medical Education, Montréal, May 1986.

62- Quatre exemples d'analyse stratégique et sémantique de la résolution d'un cas d'engourdissement. (with M. Lemieux) 20e réunion du Club de pédagogie médicale du Québec, St-Marc-sur-le- Richelieu, Janvier 1986.

61- Factors in Medical Decision Making. Membre d'un panel, 24th Annual conference on research in medical education of the American Association of Medical Colleges, Washington, October 1985.

60- La fiche d'évaluation de fin de stage en pré-externat. 19e réunion du Club de pédagogie médicale du Québec, Québec, Juin 1985.

59- Réactions des membres du Club de pédagogie au rapport GPEP : résultats de la réunion thématique de décembre 1984. 15e réunion du Club de pédagogie médicale du Québec, Québec, Juin 1985.

58- Effet des contenus des cours sur la qualité de la rétention dans la mémoire des étudiants en médecine. Les contenus sont-ils trop considérables ou trop généraux ? Réunion scientifique du Bureau de pédagogie médicale, Faculté de médecine, Université Laval, Québec, Janvier 1985.

57- Le curriculum : trop chargé, trop général? 14e réunion du Club de pédagogie médicale du Québec, Montréal, Décembre 1984.

56- Text comprehension among medical students and experienced physicians. A preliminary study. 23rd Annual conference on research in medical education of the American Association of Medical Colleges, Chicago, November 1984.

55- Selection of priority health problems in curriculum development (with J. Chong & H. Barrows), 23rd Annual conference on research in medical education of the American Association of Medical Colleges, Chicago, November 1984.

54- Le cas clinique simulé : moyen d'acquérir les notions essentielles sur l'angine et l'hypertension (with Y. Marquis and H. Leclère), Société canadienne de cardiologie, Québec, Octobre, 1984.

53- L'aide au diagnostic par ordinateur (with B. Mulsant and D. Servan-Schreiber), Conférence hebdomadaire, Département de médecine, Hôtel-Dieu de Québec, Québec, Novembre 1983.

52- The essence of clinical competence - psychological studies of expert reasoning in medicine. 22nd Annual conference on research in medical education of the American Association of Medical Colleges, Washington, D.C., November 1983.

51- The influence of case structure and knowledge structure on diagnostic reasoning in medicine. 22nd Annual conference on research in medical education of the American Association of Medical Colleges, Washington, D.C., November 1983.

50- Le processus de réforme des études médicales à l'Université Laval. Conférence-débat, Faculté de médecine, Université catholique de Louvain, Bruxelles, Juin 1983.

49- L'évaluation de l'étudiant en médecine. Unité de pédagogie médicale, Faculté de médecine, Université catholique de Louvain, Bruxelles, Juin 1983.

48- Diagnostic errors: poor reasoning habits or ill-structured knowledge. Symposium on problem-based learning, Rijksuniversiteit Limburg, Maastricht, Hollande, May 1983.

47- L'effet de souligner les données cliniques importantes sur la performance diagnostique : une étude exploratoire menée auprès d'externes et d'internes, (with J.F. Lemay). Club de pédagogie médicale du Québec, Mai 1983.

46- Les composantes cognitives de la résolution de problèmes chez des étudiants de deuxième année de médecine. Club de pédagogie médicale du Québec, Québec, Mai 1983.

- 45- La cause des erreurs diagnostiques, (with T. Allen). Réunions scientifiques du Bureau de pédagogie médicale, Faculté de médecine, Université Laval, Québec, Janvier 1983.
- 44- L'éducation médicale continue à l'aide de cas cliniques simulés, (with Y. Marquis et J. Chaoulli). Réunions scientifiques du Bureau de pédagogie médicale, Faculté de médecine, Université Laval, Québec, Janvier 1983
- 43- Diagnostic proficiency: from novice to expert. Special interest group on problem-based learning, Washington D.C., November 1982.
- 42- The etiology of diagnostic errors: process or content? 21st Annual conference on research in medical education of the American Association of Medical Colleges, Washington D.C., November 1982.
- 41- The psychology of clinical reasoning: medical problem solving. Kellogg center for advanced studies in primary care, Montreal General Hospital, Montréal, October 1982.
- 40- Long-term memory for medical disorders: general practitioners and medical students. Cognitive sciences workshop on scientific reasoning and problem solving, Cognitive sciences group, McGill University, Montréal, October 1982.
- 39- Le processus de résolution de problèmes en médecine et l'étiologie des erreurs diagnostiques. Résidents en médecine familiale, l'Hôpital du St-Sacrement, Québec, Octobre 1982.
- 38- L'évaluation clinique par l'observation directe. Réunion des maîtres de stages, Faculté de médecine, Université catholique de Louvain, Bruxelles, Septembre 1982.
- 37- Le raisonnement clinique et l'organisation des connaissances médicales en mémoire. Département de santé publique, Faculté de médecine, Université catholique de Louvain, Bruxelles, Septembre 1982.
- 36- Le raisonnement clinique en médecine et l'étiologie des erreurs diagnostiques. Département de médecine de famille. Faculté de médecine, Université Laval, Juillet 1982.
- 35- Etude comparative des PMPs et des jeux de patients simulés (with J. DesMarchais), 49e congrès de l'Association canadienne française pour l'avancement des sciences, Montréal, Mai 1982.
- 34- L'organisation des connaissances médicales dans la mémoire d'étudiants en médecine et d'omnipraticiens. 49e Congrès de l'Association canadienne française pour l'avancement des sciences, Montréal, Mai 1982.
- 33- L'organisation des connaissances médicales dans la mémoire d'étudiants en médecine et d'omnipraticiens. Réunions scientifiques du Bureau de pédagogie médicale, Faculté de médecine, Université Laval, Québec, Mai 1982.
- 32- The organization of medical disorders in the memories of medical students and general practitioners. American Educational Research Association, New-York, Mars 1982.



- 31- Le raisonnement clinique : du flair ou une stratégie ? Conférence hebdomadaire, Département de médecine, Hôtel-Dieu de Québec, Québec, Février 1982.
- 30- L'approche par problèmes, une forme d'apprentissage de la médecine, (with P. Delorme). Groupe de pédagogie médicale, Faculté de médecine, Université de Montréal, Février 1982.
- 29- Le raisonnement clinique. Groupe de pédagogie médicale, Faculté de médecine, Université de Montréal, Montréal, Janvier 1982.
- 28- La formation médicale continue à l'aide de cas cliniques simulés. Club de pédagogie médicale du Québec, Montréal, Décembre 1981.
- 27- The organization of knowledge in the physician's memory. Medical education rounds, McMaster University, Hamilton, Octobre 1981.
- 26- Medical knowledge: Its organization in the physician's memory. Association des facultés de médecine du Canada, Ottawa, Octobre 1981.
- 25- Riffling through the physician's mind, Medical grand rounds, Royal Victoria Hospital, Montréal, August 1981.
- 24- Etiologie des erreurs diagnostiques. 48e congrès de l'Association canadienne française pour l'avancement des sciences, Sherbrooke, Mai 1981.
- 23- Etiologie des erreurs diagnostiques, 24e Congrès du Collège des médecins de famille du Canada, Québec, Mai 1981.
- 22- How is medical knowledge represented in memory? Rule-defined structures versus prototypes. Department of Biometry, School of Medicine, Case Western Reserve University, Cleveland, April 1981.
- 21- Le dossier médical par problèmes - moyen d'apprentissage et d'évaluation. Carrefour sur la pédagogie universitaire, Université Laval, Québec, Mars 1981.
- 20- C.A.I. in medical education : where from and where to? Association des facultés de médecine du Canada, Winnipeg, October 1980.
- 19- Alternative approaches to research on clinical reasoning. 19th Annual conference on research in medical education of the American Association of Medical Colleges, Washington D.C., October 1980.
- 18- Cognitive representation of medical knowledge: categories and prototypes. 19th Annual conference on research in medical education of the American Association of Medical Colleges, Washington D.C., October 1980.
- 17- Le raisonnement clinique en médecine : solution de problèmes, jugement et prise de décision. Colloque sur la décision : ses disciplines, ses acteurs, Centre culturel international de Cerisy-La-Salle, France, Septembre 1980.

- 16- Clinical reasoning, clinical judgment, clinical problem solving, clinical decision making... what's what? Johnson Foundation Clinical Scholar Program, McGill University, Montréal, March 1980.
- 15- Le raisonnement clinique en médecine : un mode d'apprentissage par simulation pour les étudiants sous-gradués. Club de pédagogie médicale du Québec, Sherbrooke, Novembre 1979.
- 14- Clinical reasoning: current research approaches. Conference on the role of problem solving in medicine, University of Vermont, Smuggler's Notch, Vt., October 1979.
- 13- Le raisonnement clinique : tentatives de définition et de mesure. Comité québécois de l'examen de synthèse en médecine, Montréal, Septembre 1979.
- 12- Le raisonnement clinique en médecine : un cadre de recherche. 46e congrès de l'Association canadienne française pour l'avancement des sciences, Montréal, Mai 1979.
- 11- Clinical problem solving exercises for pre-clinical medical education: a design, implementation and preliminary evaluation, American Educational Research Association, San Francisco, April 1979.
- 10- Un cadre conceptuel de recherche dans le domaine du raisonnement clinique en médecine. Etat des recherches. Séminaire organisé conjointement par la Faculté de médecine et la Faculté des sciences de l'administration de l'Université Laval, Québec, Novembre 1978.
- 9- A psychological model of clinical reasoning. Implications for computer-assisted diagnosis. (with A.S. Elstein), 8th Annual Conference of the Society for computer medicine, Minn., Minn., October 1978.
- 8- Curricular implementation of clinical problem solving capabilities: a pilot projet with junior physician assistant students, (with H. Gales) 6th Annual conference on health practitioners sponsored by the American Association of Physician Assistants, Las Vegas, April 1978.
- 7- Computer-aided and computer-simulated medical diagnosis. First I.E.E.E. Symposium on computer application in medical care, Washington, October 1977.
- 6- Computers and medical diagnostic problem solving. Medinfo-77, Toronto, August 1977.
- 5- An introductory course in the application of computer technology in the health sciences. Association for Computer Machinery, Williamsburg, Va., August 1976.
- 4- Health care organisation network: Québec's experience. Departement of Biometry, School of Medicine, Case Western Reserve University, April 1975.
- 3- Medical audit and a computerized primary care information system. Ashland Medical Association, Ashland, Ohio, November 1974.
- 2- Peut-on rendre de meilleures décisions en médecine ? 47e congrès de l'Association des médecins de langue française du Canada, Québec, Octobre 1974.

1- Enquête sur l'usage des psychodysléptiques (hallucinogènes) chez les étudiants de la province de Québec entre 1968 et 1971. 39e congrès de l'Association canadienne française pour l'avancement des sciences, Sherbrooke, Octobre 1971.

## KEYNOTE SPEAKER

- Inaugural Education Rounds, College of Medicine at Peoria, Univ. of Illinois July, 2018
- 2<sup>nd</sup> Singhealth Duke-NUS Education Conference, Singapore. Sept., 2015
- 11th Conf. of Internat. Soc. for Scholarship of Teaching & Learning. Québec. October, 2014
- Forum Internat. Francophone de Pédagogie des Sc. de la Santé, Montréal May, 2013
- Conference on Innovations – Key to the Future. Univ. of Bern, Switzerland. February, 2012
- 1<sup>st</sup> Internat. Conf. on Research and Training in HPE. Belgaum, India. February, 2012
- University of Kentucky, 2011 Academic Convocation Sept., 2011
- University of Kentucky Annual CME Meeting April, 2011
- SPSIM Conference, Bern, Switzerland. Sept., 2010
- Ann. Meeting of the German Soc. for Medical Education. Freiburg, Germany. October, 2009
- Am. Acad. of Child and Adolescent Psychiatry. 55<sup>th</sup> Annual Meeting, Chicago October, 2008
- 5<sup>th</sup> International Conference on PBL, The Harvard School of Dental Education April, 2008
- Symposium Michel Weber, Centre Hospitalier Ste-Justine, Montréal, Canada May, 2007
- 7<sup>th</sup> Alberta Conference on medical Education, Jasper, Canada May, 2007
- Association of Program Directors in Internal Medicine. San Diego April, 2007
- Congreso Nacional de Educacion Medica, Puebla, Mexico January, 2007
- First GAMES Educ. Symposium, Univ. of Western Ontario, London, Ontario. October, 2006
- Annual Retreat, College of Dentistry, University of Illinois at Chicago May, 2006
- A.M. Edwards Lectureship, Faculty of Medicine, Univ. of Alberta, Edmonton October, 2005
- Société Française de Médecine Interne, Nantes, France Juin, 2005
- Sunflower Clinical Scholars Program, University of Kansas, Kansas May, 2005
- Asian Pacific Medical Education Conference, Singapore Dec., 2004
- Japan Society for Medical Education, Saga, Japan July, 2003
- XVe Journées Universitaires Fr. de Pédagogie Médicale, Nancy, France April, 2003
- COMSEP: Council on Medical Student Education in Pediatrics. Denver, CO April, 2003
- Ordres professionnels de la santé du Québec, Québec March, 2003
- Council of Academic Societies, Ass. of American Medical Colleges, Tampa March, 2003
- Canadian Association of Professors of Obstetrics and Gynecology, Toronto December, 2002
- Third Annual MHPE Summer Conference July, 2002
- Association of Program Directors in Internal Medicine April, 2002
- Society for Education in Anesthesiology. Cleveland May, 2001
- Am. Coll. of Physicians & the Am. Soc. of Int. Med., Charleston, West Virginia May, 2001
- Forum internationale francophone de pédagogie médicale, Québec May, 2000
- XIIIe Journées Universitaires Fr. de Pédagogie Médicale, Nantes, France April, 1999
- Association of American Medical Colleges, New Orleans Nov., 1998
- University of Bern Medical School, Bern, Switzerland Sept., 1997
- Association of Program Directors in Surgery. San Diego April, 1997
- Association of Program Directors in Internal Medicine, Washington October, 1997
- Association of Professors of Obstetrics and Gynecology, Palm Springs January, 1995
- Reitman Lecturer, UMKC Medical School, Kansas City May 1994
- Clerkship Directors in Internal Medicine, Raleigh October 1993
- Northeast Group on Educational Affairs (NEGEA), Québec April 1993
- American Education and Research Association: Div.- I Vice-pres. symposium April 1992
- Association of Surgical Education, Québec April 1992
- Association of Professors of Gynecology and Obstetrics, Orlando March 1992

- First University of Calgary CAME Local Chapter meeting, Calgary May 1990
- Clinical Competence & Med. Problem Solving, Univ. Limburg, Maastricht June 1988
- Cudmore Lecturer in Medical Educ., Fac. of Med., Dalhousie Univ., Halifax January 1988
- Les Premières Journées Marocaines de Pédagogie, Casablanca, April 1988

## EDUCATIONAL WORKSHOPS

184- The American College of Surgeons Entering Resident Readiness Assessment (ACS-ERRA): Gaining Insights into the Decision-Making Skills of your Entering Residents. (with K. Liscum & Yoon Soo Park) Association of Program Directors in Surgery. Auston, Texas, May, 2018.

183- Conceptual Frameworks to Guide our R&D in Medical Education. CENTILE, Georgetown University Medical Center. Washington, DC. April, 2016

182- La supervision du raisonnement clinique au chevet du malade. Faculté de médecine et des sciences de la sante. Université de Sherbrooke. Avril, 2016.

181- Clinical Reasoning at the Bedside. Department of Pediatrics, KAU University, Jeddah, Saudi Arabia. October 2015.

180- Key Feature Problems. Faculty of Medical Sciences, University of West Indies. Port of Spain, Trinidad, March, 2014.

179- Clinical Decision Making: Assessing only the Unique Challenges, the Key Features. National Board of Osteopathic Medicine. Chicago. October, 2012.

178- Clinical Decision Making: Assessing only the Unique Challenges, the Key Features. Faculty of Medicine, Queen's University, Kinston, Ont. (Medical Council of Canada Centennial Lectureship) September, 2012.

177- Clinical Decision Making: Assessing only the Unique Challenges, the Key Features: Key Feature Development. American College of Surgeons, Chicago. July, 2012.

176- La Prise de Décisions Cliniques: N'Evaluer que les Eléments-clés. Faculté de Médecine, Université de Sherbrooke. (Medical Council of Canada Centennial Lectureship) Juin, 2012.

175- Scholarship: Clear Goals & Adequate Preparation. Scholars for Teaching Excellence. College of Medicine, University of Illinois at Chicago. December, 2011.

174- Habits of Successful Scholars. (T. Scott (organizer), A. Donato, C. Touchie, G. Bordage) 122st Annual Meeting of the Association of American Medical Colleges. Denver, Co., November, 2011.

173- Using SNAPPS to facilitate the expression of clinical reasoning and uncertainties during case presentations to preceptors. (with T. Wolpaw) Hofstra NSLIJ School of Medicine, Great Neck, NY. June, 2011.

172- Promoting Clinical Reasoning through a Hypothesis-driven Physical Exam. Hofstra NSLIJ School of Medicine, Great Neck, NY. June, 2011.

171- Developing Key Feature Test Cases. The Institute for Innovative Technology In Medical Education (“iInTIME”). Chicago, May, 2011.

170- What are journal reviewers looking for in a manuscript? 11 Tips to improve your chances. Department of Family Medicine. University of Calgary. April, 2011.

169- Eliciting diagnostic reasoning & uncertainties during case presentations, tutorials... Caterpillar Fellowship, University of Illinois at Chicago – Peoria campus. Peoria, Illinois, April, 2011.

168- Developing Key Feature Test Cases. The Institute for Innovative Technology In Medical Education (“iInTIME”). Salt Lake City, January, 2011.

167- Conceptual Frameworks. Scholars for Teaching Excellence. College of Medicine, University of Illinois at Chicago. December, 2010.

166- SNAPPS & une prescription pédagogique lors de presentation de cas. Formation pédagogique, Centre de Formation Médicale du Nouveau-Brunswick, Moncton. Novembre, 2010.

165- Revising Key Features problems. MCC Clinical Decision Making Test Committee. MCC, Ottawa, September. 2010.

164- Preparing more authentic & discriminating SP scenarios and checklists. SPSIM Conference, Bern, Switzerland, September, 2010.

163- D'un problème pédagogique à une question de recherche qui fait avancer le domaine des sciences de la santé. Faculté de médecine, Québec, Mai, 2010.

162- Trouble-shooting in the design and conduct of medical education research. Brigham and Women's Hospital, Boston, May, 2010.

161- What are journal reviewers looking for in a manuscript? Massachusetts General Hospital & Brigham and Women's Hospital, Boston. May, 2010.

160- Anticipating, Eliciting & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. David Geffen School of Medicine, University of California at Los Angeles. April, 2010.

159- Conceptual Frameworks. Scholars for Teaching Excellence. College of Medicine, University of Illinois at Chicago. December, 2009.

158- Using SNAPPS to facilitate the expression of clinical reasoning and uncertainties during case presentations to preceptors. (T. Wolpaw, convener, G. Bordage, D. Wolpaw, J. Nixon, L. Wilkerson) Research in Medical Education Conference, Association of American Medical Colleges. Boston, November, 2009.

157- Conditions individuelles et institutionnelles favorisant la recherche. Faculté de Médecine, Université Laval. Sept., 2009.

156- Key Features to test Clinical Decision Making. Clinical Decision Making Test Committee, Medical Council of Canada, Ottawa. Sept., 2009.

155- Using SNAPPS to facilitate the expression of clinical reasoning and uncertainties during case presentations to preceptors. (T. Wolpaw, convener, G. Bordage, D. Wolpaw, R. Deterding) 10<sup>th</sup> Annual MHPE Conference, UIC, Chicago, July, 2009.

154- Eliciting diagnostic reasoning & uncertainties during case presentations, tutorials... Caterpillar Fellowship, University of Illinois at Chicago – Peoria campus. Peoria, Illinois, April, 2009.

153- Seven easy steps to getting started in scientific writing. University of California – San Francisco (UCSF) College of Medicine. January, 2009.

152- Conceptual Frameworks. Scholars for Teaching Excellence. College of Medicine, University of Illinois at Chicago. December, 2008.

151- Seven easy steps to getting started in scientific writing. Case Western Reserve University School of Medicine. December, 2008.

151- Promoting the development of clinical reasoning through the hypothesis-driven physical examination. (R. Yudkowsky, convener, G. Bordage, J. Riddle) Research in Medical Education Conference, Association of American Medical Colleges. San Antonio, November, 2008.

150- Using SNAPPS to facilitate the expression of clinical reasoning and uncertainties during case presentations to preceptors. (T. Wolpaw, convener, G. Bordage, D. Wolpaw, R. Deterding, J. Nixon) Research in Medical Education Conference, Association of American Medical Colleges. San Antonio, November, 2008.

149- Eliciting Uncertainties During Case Presentations. Children's Hospital, Kansas City, June, 2008.

148- Scientific Writing: Getting Started in 7 Steps... The Harvard Macy Institute for Educators and Leaders in the Health Science Professions, Boston, May, 2008.

147- Scientific Writing: Getting Started in 7 Steps... College of Family Physicians of Canada, Toronto. January, 2008.

146- Conceptual Frameworks. Scholars for Teaching Excellence. College of Medicine, University of Illinois at Chicago. December, 2007.

145- The "Key Features" Approach to Assess Clinical Decision Making. Michael G. DeGroot School of Medicine at McMaster University. Hamilton, Canada. November 2007.

144- Improving the Quality of Your Manuscript (D. Cook, T. Beckman, G. Bordage) Association of American Medical Colleges. Washington. November, 2007.

143- Assessing Clinical Decision Making: The "Key Features" Approach. University of Bern Master's in Medical Education, Department of Medical Education, University of Illinois at Chicago, October, 2007.

142- Bonne Organisation des Connaissances, bon raisonnement. Implications Pédagogiques. Faculté de Médecine, Université Laval. Québec, Canada, Juin, 2007.

141- Le Raisonnement Clinique : "Meet the expert". Symposium Michel Weber. Centre Hospitalier Ste-Justine, Montréal, Canada, Mai, 2007.

140- Eliciting diagnostic reasoning and uncertainties during case presentations & tutorials. Caterpillar Fellowship, University of Illinois at Chicago – Peoria campus. Peoria, Illinois, March, 2007.

139- How to Assess Clinical Decision Making: the Key Features Approach. Congreso Nacional de Educacion Medica, Puebla, Mexico, January, 2007.

138- Eliciting diagnostic reasoning and case-related uncertainties during case presentations. Children's National Medical Center, Washington, DC, September, 2006

137- Key Features Problems and Exams: Conceptual Basis, Development, Research and Evaluation Results. 12<sup>th</sup> Ottawa Conference, New York, May, 2006.

136- Scientific Writing. Getting Started in 7 Easy Steps. Teaching Excellence Program, College of Medicine, University of Illinois at Chicago, May 2006.

135- Eliciting diagnostic reasoning and case-related uncertainties during case presentations. Lambda Chapter of AOA Society, Mount Sinai School of Medicine, New York, NY, February, 2006.

134- Eliciting case-related uncertainties during case presentations and tutorials. Department of Pediatrics, School of Medicine, University of Puerto Rico, January, 2006.

133- Scientific Writing. Increasing your chances of being published. Department of Pediatrics, School of Medicine, University of Puerto Rico, January, 2006.

132- Scientific Writing. Increasing your chances of being published. Medical Education Day, Faculty of Medicine, University of Alberta, Edmonton, Canada, October, 2005.

131- Eliciting case-based uncertainties during case presentations. Resident Academic Day, Faculty of medicine, University of Alberta, October, 2005.

130- Knowledge organization and diagnostic reasoning. Caterpillar Fellowship, University of Illinois at Chicago – Peoria campus. Peoria, Illinois, October, 2005.

129- Eliciting case-related uncertainties and offering educational advice. Harvard Medical School, Boston, May, 2005.

128- Assessing critical clinical decisions: developing "key feature" cases and examinations. FAIMER Fellows, DME, UIC, April, 2005.



- 127- Eliciting case-related uncertainties and offering educational advice. Mayo Medical School, Rochester, March, 2005.
- 126- Developing Key Feature Cases and Examinations. National University of Singapore, Singapore, March, 2005.
- 125- Research Design and Grant Writing for Education Projects. Faculty of Medicine, Siriraj Hospital, Mahidol University, Bangkok, Thailand, February, 2005.
- 124- Eleven Steps to Successful Writing. Asian Pacific Medical Education Conference, Singapore, December, 2004.
- 123- Preparing a Scientific Manuscript. Getting started in 5 easy steps... plus more. University of Illinois at Chicago Faculty Fellowship, October, 2004.
- 122- La Recherche en Pédagogie Médicale en 8 Etapes, 28 Questions. XVe Journées Universitaires Francophones de Pédagogie Médicale, Conférence Internationale des Doyens des Facultés de Médecine d'Expression Française (CIDMEF), Nancy, France, April, 2003
- 121- Incorporating Diagnostic Reasoning into Your Teaching: Using Evidence-Based Techniques. COMSEP: Council on Medical Student Education in Pediatrics. Broomfield, CO, April, 2003.
- 120- Why Did I Miss the Diagnosis. Disclosure Without Blame. Royal Cornwall Hospital, Truro, UK, March, 2003.
- 119- Why Did I Miss the Diagnosis. Disclosure Without Blame. ICE Staff Development Workshop. Plymouth Medical School. March, 2003.
- 118- Educational Research Design. Masterclass Workshop. Plymouth Medical School, Truro, UK. March, 2003
- 117- Medical Decision Making, Focusing on the Key Features. Royal College of general Practice. Staunton Sands, UK, February, 2003.
- 116- Good Knowledge Organization – Good Diagnostic Reasoning. Implications for Learning and Assessment. Department of Obstetrics and Gynecology, University of Ottawa, Ottawa, February, 2003.
- 115- Why Did I Miss the Diagnosis? Some Explanations and Implications for Curriculum. Cognitive Psychology and Its Application in Health Professions Education. University of Nebraska Educational Development Institute, Omaha, April, 2002.
- 114- Why Reviewers Accept & Reject Manuscripts. Would Yours Pass? Central Group on Educational Affairs, Association of American Medical Colleges, Chicago, March, 2002.
- 113- Focusing Assessment on Critical Clinical Decisions. American Dental Education Association, San Diego, March, 2002.

- 112- Getting Your Abstract Accepted: A Matter of Structure. (Bordage, Caelleigh, Steinecke & Anderson). Group on Educational Affairs. Association of American Medical Colleges. Washington, November, 2001.
- 111- Twelve Steps to Successful Scientific Writing. Society for Education in Anesthesiology, Cleveland, May, 2001.
- 110- Développement d'éléments clés en formation continue pour médecins généralistes – Projet STEP. Association Nationale de Coordination des Actions de Formation Continue et d'Evaluation pour Médecins Spécialistes. Paris, May, 2001.
- 109- Scientific Communication Workshop. Tokyo, Japan, March, 2001.
- 108- Assessment Reform. (with H. Hamdy & T. Bakhsh) Second GCC Conference of Faculties of Medicine, Al-Khobar, Saudi Arabia, November, 2000.
- 107- Roles and Needs of Health Professions Educators. University of Bern Master's in Medical Education, Department of Medical Education, University of Illinois at Chicago, September, 2000.
- 106- The Key Features Approach. University of Bern Master's in Medical Education, Department of Medical Education, University of Illinois at Chicago, September, 2000.
- 105- The "Well-made" and "Well-filled" Mind: Implications for Learning and Assessment. Association for the Study of Medical Education. (ASME), Cardiff, September, 2000.
- 104- Case Presentations as a Window into Clinicians' Mind. Medical Education Scholars Program, University of Michigan, June, 2000.
- 103- La rédaction scientifique. Démarrage et réalisation en 12 étapes. Forum international francophone de pédagogie médicale. Québec. Mai, 2000.
- 102- Making it Count Twice: Turning Your Educational Work into Scholarship. (with S. Babbott, J. Bowen, & D. Stern). Association of Program Directors in Internal Medicine, Philadelphia, April, 2000.
- 101- Développement d'éléments clés en formation continue pour médecins généralistes – Projet STEP. Association Nationale de Coordination des Actions de Formation Continue et d'Evaluation pour médecins spécialistes. Paris, Mars, 2000.
- 100- Développement d'éléments clés en formation continue pour médecins généralistes – Projet STEP. Association Nationale de Coordination des Actions de Formation Continue et d'Evaluation en médecine générale. Paris, Mars, 2000.
- 99- Initiation a la recherche en education des sciences de la santé. Faculté de médecine, Université de Montréal, Montréal, January, 2000.
- 98- Habiletés d'écriture d'articles scientifiques : résumé, structure et style. Faculté de médecine, Université de Montréal, Montréal, January, 2000.
- 97- La rédaction scientifique en anglais. Université de Montréal, Montréal, January, 2000.

96- Good Knowledge Organization – Good Diagnostic Reasoning. Implications for Learning and Assessment. Brown University, January, 2000.

95- Master Class on Writing Scientific Papers in English. Fukuoka University, Fukuoka, Japan, November, 1999.

94- Master Class on Writing Scientific Papers in English. Keio University, Tokyo, Japan, November, 1999.

93- Recherche en pédagogie médicale. XIIIe Journées Universitaires Francophones de Pédagogie Médicale, Université de Nantes (France), Nantes, Avril, 1999.

92- Case Presentations as a Window into Clinicians' Mind. Medical Education Scholars Program, University of Michigan, March, 1999.

91- Good Knowledge Organization – Good Diagnostic Reasoning. Implications for Learning and Assessment. Faculty Development Workshop, UCSF School of Medicine, San Francisco, February, 1999

90- Good Knowledge Organization – Good Diagnostic Reasoning. Implications for Learning and Assessment. Faculty Development Workshop, UCSF School of Medicine, Fresno, February, 1999

89- De la question de recherche au protocole d'investigation. Université de Sherbrooke, Ripple Cove, November, 1998.

88- Master class on Scientific Writing. Osaka City University, Osaka, Japan, September, 1998.

87- Master class on Scientific Writing. Chiba University, Tokyo, Japan, September, 1998.

86- Master class on Scientific Writing. Ehime University, Ehime, Japan, September, 1998.

85- Master class on Scientific Writing. Oita University, Oita, Japan, September, 1998.

84- Master class on Scientific Writing. Kiyosae University, Tokyo, Japan, September, 1998.

83- Diagnostic Reasoning and Case Presentations. Michigan State Faculty Development Fellowship Program, September, 1998.

82- Understanding Learning Problems. Eight Annual Chief Resident Training Program, Illinois Chapter of the American College of Physicians, Chicago, June, 1998.

81- De la question de recherche au protocole d'investigation. Conseil d'éducation médicale continue du Québec et Centre de pédagogie en sciences de la santé de la Faculté de médecine de l'Université de Sherbrooke, St-Marc-sur Richelieu, Avril, 1998.

80- What sense did the student (the clinician) make of the patient's symptoms and signs? Medical Scholars Program, University of Michigan, Ann Arbor, Michigan, March, 1998

79- Scientific Communication Seminar: Study Design: Avoiding the Pitfalls. (with B. Dawson) Kobe, Japan, December 1996.

78- How Young Doctors Learn. (with D. Irby & J. Bowan) Annual Fall Education Precourse. The Association of Program Directors in Internal Medicine, Washington, October, 1997.

77- Organisation des Connaissances et Raisonnement Clinique : Implications pour l'Apprentissage, l'Enseignement et l'Evaluation des Apprentissages. Unité de Développement et Recherche en Médecine, Centre Medical Universitaire, Université de Genève, Genève, Septembre, 1997.

76- Scientific Communication Seminar: Reviewing and preparing a structured abstract for publication. Kobe, Japan, December 1996.

75- Scientific Communication Seminar: Research Design and Statistics: "Statistics without numbers." Kobe, Japan, June 1996.

74- Knowledge organization and diagnostic reasoning: Educational diagnosis and advice. College of Veterinary Medicine, Washington State University, Pullman, May, 1996.

73- Formative assessment of clerks: Direct observation. First Alberta Meeting on Medical Education, Jasper, April, 1996.

72- Key Features: Preparing cases and examinations. American Society of Colon & Rectal Surgeons. Chicago, February, 1996.

71- Knowledge organization and diagnostic reasoning: Educational diagnosis and advice. Alliance for Continuing Medical Education, Orlando, January, 1996.

70- Scientific Communication Seminar: Preparing and delivering a 10-minute scientific presentation. Tokyo, Japan, December 1995.

69- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, Department of Surgery, College of Medicine, Southern Illinois University, September 1995.

68- Scientific Communication Seminar: Reviewing and preparing a structured abstract for publication. Hakone, Japan, June 1995.

67- Students and residents as learners. Western Group on Educational Affairs, Association of American Medical Colleges, Asilomar, CA. April 1995.

66- Critical Appraisal of a Medical Education Research Paper. Central Group on Educational Affairs, Association of American Medical Colleges, Columbus, Ohio. March 1995.

65- Key Features: Preparing cases and examinations. American Society of Colon & Rectal Surgeons. Chicago, February, 1995.

64- Scientific Communication Seminar: Reviewing and preparing a paper for publication. Hakone, Japan, December 1994.

62- Getting started in educational research (with D. Simpson & J. Woolliscroft). Invited AAMC-Research in Medical Education Workshop. Boston, November 1994.

- 62- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, University of Illinois at Chicago - Rockford Campus, Rockford, October 1994.
- 61- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, Mayo Medical School, Rochester, Minn., October 1994.
- 60- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, University of Texas Medical Branch at Galveston, September 1994.
- 59- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, UMKC Medical School, Kansas City, May, 1994.
- 58- Analysis of student-preceptor case descriptions to identify the semantic competence of medical students (with K. Connell). American Educational Research Association (AERA). New Orleans, April, 1994.
- 57- Scientific Communication Seminar: Reviewing and preparing a paper for publication. Awashima, Japan, March, 1994.
- 56- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, Northwestern University Medical School, Chicago, February, 1994.
- 55- Key Features: Preparing cases and examinations. American Society of Colon & Rectal Surgeons. Chicago, February, 1994.
- 54- Ingredients to consider when initiating an educational research project in medicine. Department of Family Medicine, University of Toronto, Toronto, January, 1994.
- 53- Knowledge organization and diagnostic reasoning: Educational Diagnosis and Advice, Department of Family Medicine, University of Toronto, Toronto, January, 1994.
- 52- Residents' knowledge and clinical reasoning, National Fellowship in Family Medicine, University of Toronto, Toronto, January, 1994.
- 51- Knowledge organization and diagnostic reasoning: educational diagnosis and advice, Division of Education Support and Development, University of British Columbia, Vancouver, January, 1994.
- 50- Knowledge and reasoning of medical students and residents: Implications for teaching and learning. Department of Medical Education, University of Washington, Seattle, January, 1994.
- 49- Medical Knowledge and Use in Diagnostic Reasoning: Educational Diagnosis and Advice, The George Washington University, Washington, December, 1993.
- 48- Medical Knowledge and Use in Diagnostic Reasoning: Educational Diagnosis and Advice, Cook County Hospital, Chicago, November, 1993.
- 47- Getting started in educational research, (with D. Simpson & J. Woolliscroft) Invited AAMC-Research in Medical Education Workshop, Washington, November, 1993.

- 46- Residents' Medical Knowledge and Clinical Reasoning. Section of Teachers in Family Medicine, Canadian College of Family Physicians, Fredericton, October, 1993.
- 45- Students and residents' organization of knowledge for use in diagnostic thinking: Identifying organization types and giving educational advice. Clerkship Directors in Internal Medicine, Raleigh, NC, October, 1993.
- 44- Organisation des Connaissances, Raisonnement Clinique et Implications pour l'Evaluation et la Remédiation, Corporation Professionnelle des Médecins du Québec, Montréal, Octobre, 1993.
- 43- Knowledge Organization, Learning, and Problem Solving in Medicine, VA Western Region ACE Faculty Development Program, Center for Educational Development & Research, UCLA School of Medicine, September, 1993.
- 42- Students and residents' organization of knowledge for use in diagnostic thinking. Annual retreat, Department of Family Practice, University of Illinois at Chicago, June, 1993.
- 41- La recherche en pédagogie médicale : les ingrédients. Département de Médecine Familiale, Université de Montréal, Montréal, May, 1993.
- 40- Students' organization of knowledge for use in diagnostic thinking, Center for Educational Development & Research, UCLA School of Medicine, May, 1993.
- 39- The research question. Meet senior researchers, AAMC North-East Group on Educational Affairs Annual Meeting, Québec, April, 1993.
- 38- Assessment of Clinical Competence, 6-day workshop, College of Physicians and Surgeons of Pakistan, Karachi, February, 1993.
- 37- Les Connaissances et le Raisonnement Clinique du Résident, Section of Teachers, College of Family Physicians of Canada, Québec, October, 1992
- 36- Residents' Medical Knowledge and Clinical Reasoning. Section of Teachers, College of Family Physicians of Canada, Québec, October, 1992
- 35- Critique d'un article de recherche en pédagogie médicale. Club de pédagogie médicale, Québec, Juin 1992.
- 34- Reconnaître et intervenir auprès de résidents ayant des problèmes d'organisation de connaissances, Département de médecine familiale, Lac Etchemin, Mai 1992.
- 33- La prescription pédagogique. Département de médecine, Université Laval, Mai 1992.
- 32- Résolution de problèmes et prise de décisions : évaluer les "éléments clé" lors de l'examen du Conseil Médical du Canada. Comité d'évaluation, Faculté de médecine, Université de Sherbrooke, Février 1992.
- 31- Reconnaître et intervenir auprès de résidents ayant des problèmes d'organisation de connaissances, Département de médecine familiale, Rimouski, Juin 1991.

- 30- Les connaissances et le raisonnement clinique du résident. Département de médecine familiale, Rimouski, Juin 1991.
- 29- Critique d'un article de recherche en pédagogie médicale, Club de pédagogie médicale du Québec, St-Marc sur le Richelieu, Juin 1991.
- 28- Bonne organisation des connaissances, Bonne résolution de problèmes, Association Internationale de Pédagogie Universitaire, Québec, Mai, 1991.
- 27- Assessing "key features" on MCC Exam. G. Bordage & G. Page, Canadian Association for Medical Education, Saskatoon, Avril 1991.
- 26- La formation et les difficultés de l'exercice. H. Leclère, M.-D. Beaulieu, G. Bordage, J. Lescop & A. Sindon, Corporation professionnelle des médecins du Québec, Mont Ste-Anne, Avril, 1991.
- 25- Bonne organisation des connaissances, Bon raisonnement diagnostique - Étudiants en médecine. Formation pédagogique, Faculté de médecine, Université de Sherbrooke, Mars, 1991.
- 24- Bonne organisation des connaissances, Bon raisonnement diagnostique - Professeurs. Formation pédagogique, Faculté de médecine, Université de Sherbrooke, Mars, 1991.
- 23- Q4 Case Development. Association of Professors of Obstetrics & Gynaecology, Toronto, December, 1990.
- 22- Good Knowledge Organisation, Good Diagnostic Thinking. Mini-Workshop, Twenty-Ninth Annual Conference of the American Association of Medical Colleges - Group on Educational Affairs, San Francisco, October 1990.
- 21- A survey of GPs' difficulties in practice. Using the results to plan CME. CAME Workshop, Ottawa, October, 1990.
- 20- The Organisation of Medical Knowledge in Memory and Diagnostic Advice to Students, Medical Education Research Group, Faculty of Medicine, University of Calgary, Calgary, May 1990.
- 19- Les connaissances médicales et le raisonnement clinique du résident : implications pour la supervision. Département de médecine familiale, Université Laval, Hôpital St-Sacrement, Mai, 1990
- 18- Elaboration d'une grille d'évaluation du résident junior par observation directe, Département de médecine, Université Laval. Trois ateliers : janvier-avril 1990.
- 17- Les connaissances médicales et le raisonnement clinique du résident : implications pour la supervision. Département de médecine familiale, Université Laval, Hotel Chateau Mont Ste-Anne, Février, 1990
- 16- Les connaissances et le raisonnement clinique du résident : implications pour la supervision indirecte. Département de médecine familiale, Faculté de médecine, Université Laval, Hôpital St-François d'Assise, Québec, Novembre 1989.

- 15- The Organisation of Medical Knowledge in Memory and Diagnostic Advice to Students, Canadian Association for Medical Education, Winnipeg, Octobre 1989.
- 14- Well-organized Medical Knowledge in Memory, Good Diagnostic Thinking, Generalists in Medical Education Conference, Washington, 1989.
- 13- Bonne organisation des connaissances médicales en mémoire, bon raisonnement diagnostique, Session de formation des enseignants en médecine familiale à l'externat, Carleton, Juin 1989.
- 12- Bonne organisation des connaissances médicales en mémoire, bon raisonnement diagnostique, Club de pédagogie médicale du Québec, Auberge Handfield, Mai 1989.
- 11- Elaboration d'une grille d'évaluation du résident junior par observation directe, Département de médecine, Université Laval. Mars 1989.
- 10- Elaboration d'une grille d'évaluation du résident junior par observation directe, Département de médecine, Université Laval. Mars 1989.
- 9- Le diagnostic en médecine : un processus aux multiples visages. Département de médecine, Université Laval. Janvier 1989.
- 8- Le diagnostic en médecine : un processus aux multiples visages. Département de médecine, Université Laval. Février 1989.
- 7- The research question. Second Conference on Research in Continuing Medical Education, Montréal, Mai, 1986.
- 6- L'observation directe du stagiaire à l'aide de la grille d'évaluation du stagiaire. (with H. Leclère) Session clinique, Faculté de médecine, Université Laval. Septembre, 1986 et Septembre, 1985.
- 5- De quel type d'angine s'agit-il ? (with Y. Marquis & H. Leclère) Congrès annuel de l'Association des médecins d'urgence du Québec, Québec, Novembre, 1985.
- 4- Utilisation des "PMP's" lors de l'examen de qualification du Conseil Médical du Canada. (with G. Page, Vancouver) Centre docimologique R.S. McLaughlin, Edmonton, Alb., Novembre, 1984 et Septembre, 1985.
- 3- La planification d'un projet de recherche en pédagogie médicale. Réalisé dans le cadre des activités du Club de pédagogie médicale du Québec en collaboration with L. Tétrault de l'Université de Sherbrooke. Septembre 1984 et Juin 1982.
- 2- L'observation directe en médecine familiale (with J. Frenette). Unité de médecine familiale, Hôpital Georges Dumont, Moncton, N.B. Décembre, 1983.
- 1- Issues in Research on Clinical Reasoning (with P. Feltovich, G. Norman, V. Patel & H. Schmidt), Bureau de pédagogie médicale, Faculté de médecine, Université Laval. Avril, 1982



## EXTERNAL EVALUATOR AND EDUCATIONAL EXPERTISE

- External expert, Swiss Agency of Accreditation and Quality Assurance (AAQ) 2014
- CHES Fellowship Program, University of British Columbia 2014
- American College of Surgeons, ASPIRES Project 2012-
- Medical Council of Canada, Medical Education Assessment Advisory Comm. 2012-
- National Board of Osteopathic Examiners: Clinical Decision-Making Project 2012-13
- Curriculum Reform Committee, Faculty of medicine, Université de Sherbrooke 2012
- CDM Committee, Medical Council of Canada 2010-12
- Groupe de travail sur l'élaboration du programme MAPUSS, Université Laval 2011-12
- External expert, Organe d'accréditation et d'assurance qualité des hautes 2011  
écoles suisses (OAQ)
- 2011 Internal Medicine Residents Day. University of Calgary (Judge) 2011
- Accreditation site visit, Faculté de Médecine, Univ. de Lausanne, Switzerland 2011
- Recherche au sein de la SIFEM 2010
- Clinical Decision-Making Test Committee, Medical Council of Canada 2009, 2010
- LCME, Université de Montréal 2009
- Participation et collaboration de l'Université de Moncton dans le Centre de 2008  
formation médicale du Nouveau-Brunswick (Canada)
- American Dental Association 2007
- LCME, Université de Montréal 2006
- United Arab Emirate University 2002
- Ben-Gurion University of the Negev 2002
- Association Nationale de Coordination des Actions de Formation Continue 1999-02  
et d'Evaluation en Médecine Spécialisée, Paris.
- Université de Sherbrooke, Sherbrooke. Enseignement et encadrement durant 1999  
continuum de la formation clinique pré et postdoctorale
- Case Western Reserve University, Cleveland. Clinician Scholar Educator - 1999  
Rheumatology Outpatient Setting
- Undergraduate medical program, Université de Sherbrooke 1998
- University of Ottawa, Ottawa, Canada. Scientific writing in medical education 1998
- Undergraduate medical program, Université de Montréal (with J. DesMarchais) 1998
- Arabian Gulf University College of Medicine and Medical Sciences 1998
- Student Progress Assessment, University of New Mexico, Albuquerque NM 1997, 1998
- Fence Creek Publishing. Clerkship book series 1997
- The Spencer Foundation 1997
- National Board of Medical Examiners' Research Review Panel 1995-97
- M2 Study Panel, College of Medicine at Rockford 1995  
- Physician's Services Incorporated Foundation, Toronto 1990-92
- Medical Council of Canada Post-Ottawa Conference on Standard-setting for 1994  
Multi-station Criterion Reference Examinations.
- Undergraduate medical program, Université de Sherbrooke (with 1994  
J.J. Guibert, G. Norman and C. van der Vleuten)
- WHO Educational consultant to the College of Physicians and Surgeons of 1993  
Pakistan, Karachi, Pakistan
- USPHS Task Force: Software to document and evaluate students' problem 1992-93  
solving approaches. R. Stevens, director, UCLA School of Medicine.
- Needs for Change in Medical Education, R. W. J. Foundation, Chicago 1992

- Comité de l'examen de synthèse du Québec. 1992
- Collège des médecins du Québec : Entrevue orale structurée et prescription pédagogique en éducation médicale continue. 1992-
- Undergraduate medical program, Université de Sherbrooke (with H. Barrows, C. Boellen, L. Kettle and H. Schmidt) 1991
- Projet Diagnostique, Corporation Professionnelle des Médecins du Québec. 1990
- Royal College of Physicians and Surgeons of Canada & Canadian Society for Clinical Investigation - Research in Medical Education, Ottawa. 1989-92
- Conseil de Recherche en Sciences Humaines du Canada, Ottawa. 1988-92
- R.S. McLaughlin Evaluation Centre, Ottawa 1985-87
- Program for Educational Development (with C. Friedman) McMaster University Health Sciences Centre, Hamilton, Ontario. 1985
- Trial of two hospital ward computer info. systems, (with D. Fryback). McMaster Univ. 1985
- Medical Research Council of Canada, Ottawa. 1985-92
- The Arthritis Society, Toronto. 1984
- Society for medical decision making 1983 program committee, Toronto. 1983
- Royal Victoria Hospital Dept. of Medicine Res. and Education Fund, Montréal 1983
- WHO Educational consultant in the Département de santé publique, Faculté de médecine, Université Catholique de Louvain, Bruxelles, Belgique. 1982, 1983
- Fonds-formation de chercheurs et d'action concertée (FCAC), Québec. 1982, 85, 87
- Learning Style Instrument Development Advisory Committee, Association of Canadian Medical Colleges, Ottawa. 1981
- Conseil de l'éducation médicale continue du Québec, Montréal. 1980, 1984

## TEACHING

- Topics:**
- Scholarship and current issues in health professions education
  - Study design and grant writing for education research
  - Scientific writing

**University of Illinois at Chicago**

- Director of graduate studies: Masters in Health Professions Education (MHPE) 1992-2003
- Courses taught annually (alternatively face-to-face and on-line):
- MHPE 501 Scholarship in Health Professions Education (with R. Yudkowsky) 2007-
- MHPE 505 Introduction to Health Professions Education (one session) 2007-
- MHPE 494 Writing for Scientific Publication (with S. Poirier; Ilene Harris) 2000-
- MHPE-HPA 534 Research Design and Grant Writing for Educational Research (with J. Goldberg) 1994-
- Faculty Development Online: Module 8: Seven easy steps to getting started in scientific writing. King Abdulaziz University Fac. of Med., Jeddah, Saudi Arabia 2008-09
- MHPE 596 Independent Studies 1992-2003
- MHPE 494 Test Construction: Key Features Approach (one session) 2003

- MHPE 494 Assessment: Key Features Approach (one session)		2002
- MHPE 501 Current Issues in Health Prof. Education (with A Elstein; J Goldberg)		1993-2006
- PRCL 638 Introduction to Clinical Medicine: Clinical Reasoning		1995
- CLER 606 Family Practice Clerkship: Introduction to Clinical Reasoning		1995-97
- BMS 663 Realities of Medicine		1994, 95
- PRCL-631 Law and Ethics (faculty)		1992, 93
- Thesis advisor:		
- K. Ali	Content validity of key features	1994
- D. Williams	Residency selection in emergency medicine	1995
- D. Soglin	Event Report Cards	1996
- J. MacFadyen	Modified borderline groups standard setting method	1996
- E. Pedicini	Can a teaching skills program for anesthesiologists improve their teaching skills	1996
- J. Glenn	Learning disabilities among medical students	1997
- P. Willoughby	Paramedic program admission criteria	1997
- C. Maponga	Perceptions, attitudes and motivations of stakeholders in the rural attachment program in Zimbabwe	1997
- E. Baker	Semantic analysis of medical records	1998
- R. Arnold	Evaluation of radiologists' practice change following hands-on CME workshops	1998
- M. Nendaz	Teaching problem representation	1999
- G. Kovacs	Airway management skills maintenance	1999
- D. Agard	Students' perceptions of and attitudes towards academic advising	1999
- J. Guajardo	Clinical Diagnosis of Otitis Media using CAI	2000
- M. Hasnain	Are Medical Students' History-taking Behaviors an Indicator of Their Diagnostic Competence	2000
- J. Prystowsky	Patient Outcomes for Segmental Colon Resection According to Surgeon's Certification and Training	2000
- E. Jacobson	Oral Exam Preparation Course in Anesthesiology	2000
- M. Egan	Soliciting Feedback by Asking Questions That Promote Think Among Medical Students	2001
- L. Manchul	Interprofessional education and the radiation oncology team: benefits, needs, organizational challenges	2002
- V. Lima	Learning Issues Raised by Students During PBL Tutorials Compared to Curriculum Objectives and Tutor Guide Topics at Marillia	2002
- C. Mazzoni	Predicting OSCE Scores Based on a Mid-term Formative Assessment at Marilia Medical School	2002
- S. Hirozawa	Improving health professional faculty's ability to construct objective tests	2002
- M. Mintz	Self-perceived competencies of internal medicine residents in the ambulatory care setting	2002
- R. Zuberi	Validation of the SETOC instrument – Student evaluation of teaching in outpatient clinics	2002
- H. Onishi	Effects of clinical experience and case difficulty on the type and distribution of diagnostic errors	2002
- K. Fung Kee Fung	Evaluation of the Interactive Voice Response Tool for Assessment of Residents' Laparoscopic Skills	2002
- L. Manchul	Interprofessional Education and the Radiation Oncology	2002

- A. DeRossis	Team: Benefits, needs, organizational challenges Study Habits of Surgery Residents and Performance on American Board of Surgery In-training Examinations	2003
- N. Kassam	Some Validity Evidence for an Undergraduate Internal Medicine Objective Structured Clinical Examination	2003
- T. John	Is Holistic Pharmacology Missing from North American Doctoral Programs in Pharmacology	2003
- D. Rogers	Sources of Conflict and Strategies for Conflict Resolution in Medical Learning Groups	2003
- M. Edwards	Needs assessment for a graduate program in Orthotics and Prosthetics	2003
- J. Trudel	Reliability and validity of Key Feature cases for the self- assessment of colon and rectal surgeons.	2003
- B. Malas	The Effects of a Standardized Patient's Presence on a Practitioner's Clinical Performance	2003
- W. Gilliland	Standardized versus hospitalized patients to teach history and physical examination skills.	2004
- M. Richards	Clinical Encounter Cards (CEC) during a Third-Year Surgical Clerkship: Reliability and Usefulness.	2005
- B. Carrière	Do Clinical Reasoning Evaluations of Residents Correlate with Their Script Concordance Test (SCT) Performance During a Pediatric Emergency Rotation?	2005
- F. Watkins	The Factors Influencing Image Quality on the Canadian Qualifying Examination in Plastic Surgery.	2006
- T. Wolpaw	SNAPPS, A Learner-Centered Method for Case Presentations to Preceptors	2008
- E. Hayden	Measuring Problem Representation Among Preclinical Medical Students Following Mannequin Simulations	2011
- D. Pugh	A Procedural Skills OSCE to Assess Multiple Related Competencies for Internal Medicine Residents	2012
- J. Nixon	SNAPPS-Plus: An Educational Prescription to Facilitate Formulating and Answering Clinical Questions	2013
- S. Schneid	Effects of Reducing the Number of Options on Multiple-Choice Exam Questions	2014
- K. Sawanyawisuth	SNAPPS case presentations in a Thai internal medicine ambulatory care rotation	2014
- C. Touchie	Supervising Incoming First-year Residents: Faculty Expectations vs. Residents' Experiences	2014
- V. Lang	Validity Evidence for a Key Features Examination in the Internal Medicine Clerkship	2015
- M. Ott	At the Edge of Competence: Teaching and Learning in the Moment of Hesitation	2016

**University of Bern, Switzerland**

- MME-06	Scholarship in Health Professions Education	2008-
- MME-07	Thesis seminar	2005-
- MME-09	Research Design and Grant Writing	2000-
- MME-09	Medical Education: Trends in DME	2000-03

**Taif University College of Medicine, Taif, Saudi Arabia**

- Research Design and Grant Writing 2015

**King Abdul Aziz University Faculty of Medicine, Jeddah, Saudi Arabia**

- Scholarship in Health Professions Education 2014-15

**KLE University, Belgaum, India**

- Scholarship in Health Professions Education 2011-13

- Program Evaluation and Teaching Effectiveness 2011

**Catholic University of Chile**

- MHPE494 Research Design and Grant Writing 2001

**Université Laval: Faculté de Médecine**

Founding director: Masters in Health Sciences Education 1984-92

- PUN-63500 Introduction to research in health sciences education. 1986-92

- PUN-63498-502-503 Issues in medical education - I,II and III. 1983-92

- Residency in family medicine (8-402-27): direct observation of residents. 1983-92

- MED-11252 Introduction to clinical medicine: diagnostic exercises. 1980-92

- PUN-63501 From theory to practice in health sciences education. 1985-87

- IFT-17477 Medical informatics (with M. Normand). 1984-90

- PHI-15048 Medical ethics: decision analysis. 1981-82

- Master's advisor:

- Saucier, D. Direct Observation of Family Practice Residents 1995

- Gangbo, F. A guide for writing essay questions 1993

- Nguyen, Q. Direct observation on an internal medicine ward. 1992

- Clavet, D. Faculty development in Family Medicine. 1992

- Carretier, H. French-English diff. on a National Medicine Exam. 1992

- F. Goulet CME activities and fam. phys.' expressed needs 1992

- Roberge, R. Evaluating geriatrics rotations for family medicine. 1990

- Desjardins, M. Autobiographical letter for admissions. 1989

- Kantabaze, P. Learning module: high risk pregnancy in Burundi. 1988

- Brailovsky, C. Writing versus coding diagnostic impressions. 1987

**University of Michigan**

Lyle C. Roll Visiting Professor 1995

**Mercy College of Detroit: Physician Assistant Program**

Clinical problem-solving sessions 1978

**Michigan State University: College of Osteopathic Medicine**

Clinical problem-solving sessions (CPSS with B. Ward) 1977-78  
 OST-532 Introduction to clinical medicine; OST-554 Cardiovascular system  
 OST-556 Genito-urinary system; OST-557 Gastro-intestinal system

**Case Western Reserve University**

Biometry 414: Computers in the health sciences (with RB Lake) 1975

**Doctoral examiner**

- Mark Goldszmidt      Communication and Reasoning on Clinical Teaching Teams      2015  
    The Genres that Shape Care and Education: The Influence of  
    case review and documentation.
- Leblanc, V.              The Influence of a Provisional Diagnosis on the                              2000  
    Identification of Features from Patient Appearance  
    McMaster University
- Cholowski, K.          Prior Knowledge and Diagnostic Reasoning Processes                      1998  
    in Clinical Problem Solving by Experienced and  
    Student Nurses. The University of Newcastle, NSW,  
    Australia.

**MENTORING**

Professor Luc Côté from the Faculty of Medicine, Université Laval, during his      2007-08  
 Sabbatical year in the Department of Medical Education at UIC  
 Topic: Research program on educational issues raised during case presentations

**UNIVERSITY COMMITTEES**

**University of Illinois at Chicago**

- DME Task Force on education programs    2013-14
- Internal Advisory Comm., CCTS Res. Educ., Training & Career Develop. Progr. 2008-12
- Department of Medical Education 50th Anniversary Planning Committee      2008-12
- UIC Senate member    2007-11
- Department of Medical Education Monthly Seminars (organizer)                2007-11
- DME International Affairs Committee    2005-12
- DME Graduate Education Committee    2005-12
- Introduction to Clinical Medicine: Curriculum Advisory Committee              1992-12
- Promotions & Tenure, Dept. of Medical Education (Chair, 1996-98, 2004-12)      1992-12
- DME Search Committee for a Faculty Position, chair                                2011
- DME Search Committee for a Faculty Position, chair                                2008

- 10<sup>th</sup> Annual MHPE Conference, organizer 2009
- DME 50th Anniversary Planning Committee, member 2009
- Secretary of the Faculty, College of Medicine 2006-11
- College of Medicine Executive Committee 2008-09
- 50<sup>th</sup> Anniversary of the Department of Medical Education at UIC 2008-09
- College of Medicine Executive Committee (ex officio) 2007
- Vice-chancellor Committee on Multi-Institutional Degree Programs 2008-09
- College of Medicine, Chicago Committee on Committees 2007-08
- Secretary, Department of Medical Education 2006-08
- DME Election Committee 2004-07
- Search Committee, Faculty position in the Department of Medical Education 2007-08
- College of Medicine Executive Committee 2003-06
- Search Committee, Assistant University Librarian for the Health Sciences 2007
- DME Development Committee 2002-04
- Head of Pathology Review Committee, chair 2006-07
- Committee on committees, College of Medicine 2006
- MHPE Task Force on On-line Course Guidelines 2004
- MHPE Task Force on Student Issues 2004-05
- MHPE Task Force on Mission Statement 2004
- Search Committee for the MHPE program 2002-03
- International Educational Partnership in Pediatrics, Dept. of Medical Education 1992-03
- MHPE Admissions committee, chair, Department of Medical Education 1992-03
- Graduate College Directors of Graduate Studies 1992-03
- MHPE Advisory Committee 1997-03
- MHPE Self-study Committee (chair) 2002
- Program Area Heads, Department of Medical Education 1992-01
- Biochemistry Search Committee, College of Medicine 1999
- Human Subjects Committee, Department of Medical Education 1995-98
- Internal Review Board, University of Illinois at Chicago 1997-99
- Education Policy, Educational Programs, Department of Medical Education 1992-97
- College of Medicine Task Force on the Generalist Curriculum 1994-95
- MHPE Block Coordination, chair, Department of Medical Education 1992-95
- Promotions & Tenure, Department of Family Practice 1995
- Introduction to Clinical Medicine: Appraisal sub-committee 1992-94

**University of Bern**

- Master's of Medical Education (MME) Advisory Board (member) 2000-

**Université Laval**

- Masters degree program in health sciences education:
  - Program Committee: chairman 1984-92
  - Admissions Committee: chairman 1984-92
- Commission on graduate studies, School of Education. 1984-92
- Study group on assessment, Department of family medicine. 1991-92
- Advisory Committee - exchange program between Laval and McMaster 1980-87
- Informatics Committee, School of medicine. 1983-87
- Committee for the definition of objectives in fam. medicine, School of medicine 1983-85
- Faculty Council, School of Medicine:
  - faculty representative 1981-87
  - student representative 1971-74
- Summer student research Committee 1982-87
- Elaboration Committee for a Masters degree program in health sci. education. 1981-82

- Ad hoc Committee for the evaluation of the new undergrad. medicine progr. 1980-84
- Exploration Committee for a Masters degree program in health sci. education. 1979-80
- Dean's Advisory Committee, School of Medicine 1973-74

## **HOBBIES**

- Cooking. Georges & Joanne's "Lemonade Chicken and Vegetables." First prize  
Thrilling Grilling Recipe Contest. City Meat Market, Naperville, Il. May, 1995
- Golf
- Reading (French & English)