

Background information:

Karolinska Institutet Prize for Research in Medical Education

This international prize is awarded for outstanding research in medical education. The purpose of the prize is to recognise and stimulate high-quality research in the field and to promote long-term improvements of educational practices in medical training. "Medical" includes all education and training for any health science profession. The prize is made possible through financial support from the Gunnar Höglund and Anna-Stina Malmborg Foundation. It is currently awarded every second year.

The 2016 Karolinska Institutet Prize for Research in Medical Education will be awarded to Brian Hodges, Professor at the Faculty of Medicine and Faculty of Education at the University of Toronto, Canada. He will receive the award at a ceremony in Stockholm, Sweden, on 13 October.

Previous winners:

2014

Professor John Norcini, Foundation for Advancement of International Medical Education and Research (FAIMER), United States

2012

Professor Cees van der Vleuten, Maastricht University, the Netherlands

2010

Professor David Irby, University of California, San Francisco, California, United States
Professor Richard Reznick, Queen's University, Kingston, Ontario, Canada

2008

Professor Geoffrey Norman, McMaster University, Hamilton, Ontario, Canada

2006

Professor Ronald Harden, University of Dundee, Scotland, United Kingdom

2004

Professor Henk Schmidt, Erasmus University Rotterdam, the Netherlands

Brian Hodges

Brian D. Hodges, M.D., Ph.D., born 1964, is Professor at the Faculty of Medicine and the Ontario Institute for Studies in Education at the University of Toronto, Canada; the Richard and Elizabeth Currie Chair in Health Professions Education Research at the Wilson Centre for Research in Education; and Executive Vice President Education at the University Health Network (Toronto General, Toronto Western, Princess Margaret, Toronto Rehab Hospitals and the Michener Institute).

He earned his B.A. degree in Psychology and M.D. from Queen's University at Kingston, Ontario and his Ph.D. degree in Higher Education from the University of Toronto, both in his native Canada.

Professor Hodges has spent the last 25 years advocating for a closer examination of the role that medical education plays in society. His research focuses on the nature of competence, how it has been constructed in different historical periods and across different countries and cultures and how it is assessed using a range of assessment tools and systems. He has successfully advocated including simulations and assessment of mental health and communication skills in examinations for medical students and residents and for other health professionals. This is now standard practice in his native Canada and many other countries.

Professor Hodges' research team was the first in the world to experiment with psychiatry and mental health simulations for Objective Structured Clinical Examinations (OSCE), work that would change the way that medical students are taught and assessed. He wrote the first socio-historical study of OSCEs.

Professor Hodges is currently working on approaches to enable health professionals throughout their career to engage with challenging simulations to improve their clinical skill, communication and team-based practice.

He is regularly invited to lecture on medical research and methods internationally and his published papers have been cited over 5,000 times. His latest book, *The Question of Competence: Reconsidering Medical Education in the Twenty-First Century*, was published in 2014. He has also published some 125 articles in scientific publications. He has consulted widely with education and testing institutions internationally and was chair of the Evaluation Committee of the Royal College of Physicians and Surgeons of Canada.