

WENDY ANSON, PhD
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PROFESSIONAL GOAL

Position as Professor of Science Writing and Communications, with proven skills in writing for prominent science institutions, developing award-winning science film and television properties, and University teaching.

PROFESSIONAL SUMMARY

NIH Science Writer ▪ Healthcare Researcher ▪ TV and film writer/producer ▪ Curriculum & Assessment Development

NIH Science Writer, Doctoral-level; produce healthcare organization research reports, grants, literature reviews, communication around healthcare innovations, national guidelines and patient safety; award-winning producer of online education; successful adaptation of research-based educational technology for teaching, learning and assessment.

Selected Accomplishments:

- **Wrote scientific articles and blogs for NIH**
- Garnered national, local awards for excellence in distance learning courses
- Wrote, assembled, coordinated timely submission of comprehensive national grants for top-level teams
- **Wrote chapter "Healthcare Simulation Assessment" for medical school textbook**
- **Developed, wrote, iterated patent on eyetracking trauma rom conception to patent award**
- Placed as Quarterfinalist in prestigious Pages screenpay contest for "Space and Time"
- Acted as key team member developing, producing 16 hours, 8 live programs per week of educational television

Academic and Professional Awards and Distinctions:

- Served as Accreditation Committee member, Society for Simulation in Healthcare
- Served as Certified Healthcare Simulation Educator (CHSE), 2012 to present
- **"Synapstory" awarded "Fellow in Scholarly Multimedia", USC Annenberg School, Summer 2004**
- Consulted at Center for Research on Evaluations, Standards & Student Testing (CRESST), Consultant, UCLA, 2003
- Awarded Hazel Hatton Fellowship, USC, 2001, 2002
- Awarded Emmy Award, 1992 for distance learning television documentary series
- Awarded Phi Beta Kappa, U.C. Berkeley

Education:

- Ph.D Educational Psychology and Technology, USC Rossier School of Education, 2004 Dissertation: *Effects of Teaching Self-Monitoring in a Distance Learning Course* (Supervisor: Harold F. O'Neil, Jr., PhD)
- M.A. English Literature and Literary Theory; University of California at Irvine, 1975
- B.A. English Literature, University of California at Berkeley, 1972
- Emergency Medical Technician—Basic, Course Completion, Summer 2010
- Simulation 1, SSIH-accredited medical simulation scenario design and assessment, Chico, CA, 2010

Academic Positions:

- Sat on Doctoral Committees for eight USC Rossier School of Education doctoral students
- UC Irvine Humanities Associate, Humanities Core Course for Undergraduates
- UC Irvine English Associate, English Composition for Graduate Students
- USC Educational Psychology Teaching Associate, Study Skills for Undergraduates

Professional Experience:

- **Healthcare Research and Curriculum Analyst, Simulation and Training Education Lab (SITEL), design research, January 2011 – March 2013, Washington D.C. Metro Area**

Aided in the design, development and implementation of high-fidelity medical simulation scenarios and assessment, Designed curriculum for hospital-wide "Hand-Off" education; designed online curricula for HIPAA mandatory course.

- **E-Learning Curriculum Consultant for Comparative Effectiveness Research in Medicine, Albert Einstein College of Medicine, September 2010 – August 2011, Bronx, New York**

Designed and developed an e-learning curriculum and platform including the CER Research Resource website; consulted on educational outcomes

- **Education Director, USC Keck Medical School, CTSI, University of Southern California, July 2008 – July 2009, Greater Los Angeles Area**

Awarded grant-funded position; catalogue online courses on various platforms in multi-specialty, multi-level medical education across USC Medical, City of Hope Children's Hospital, Kaiser Hospital for plan to consolidate resources, set up and implemented online schema of medical courses for spectrum of stakeholders, consult with SME's in multiple specialties to develop course and learning objectives for basic clinical and translational research courses

- **Instructional Designer/Producer College of Extended & International Education (January 1997 – June, 2008) Carson, California**

Worked with multidisciplinary higher education SMEs to develop course and learning objectives as part of major market Southern California cable broadcast 12 course/16 original hours per week schedule; supervised acquisition and/or development of broadcast and e-learning teaching assets including film and video footage, diagrams, pictures

- **Synapstory Production Group, Inc. (1993-present)**

Produced "Synapstory", award-winning tool to red-flag trauma in preschoolers

- **Tony Kaye Films, segment producer**

Located and secured participation of high-profile experts including Noam Chomsky and Carl Sagan; set up shoots, project management for project-based ("Lake of Fire") documentary, which was nominated for an Academy Award;

- **Producer/Researcher KOCE-TV Public Television Nonprofit; 11-50 employees; Broadcast Media industry 1991- 1992 (1years)**

Researched and wrote treatments, locate national Subject Matter Experts in child development at top tier universities, interviewed SMEs on tape with camera crew; docs won EMMY, Golden Apple, and other national Broadcasting Awards

- **Segment Producer KCET-TV Public Televisoin Nonprofit; 201-500 employees; Broadcast Media industry 1988 – 1991 (3 years)**

Researched and wrote script, located Subject Matter Experts at Cal Tech, supervised shooting crew, supervised editor for piece that aired prime time major market KCET-TV public television Los Angeles

- **Writer/Researcher Adrian Malone Productions (Malone produced "Cosmos" with Carl Sagan) July 1984 – September 1985 (1 year 3 months)**

Researched and developed long-form treatments for long-form documentaries and series in psychology; interviewed experts and SMEs

Publications:

Anson, W, Assessment in Healthcare Simulation, in Janice C. Palaganas, Julie C Maxworthy, Chad A Epps, Mary Elizabeth Mancini, (Eds) Defining Excellence in Simulation Programs. New York: Lippincott, December, 2014

Anson, W. C. (2004). Effects of Teaching Self-Monitoring in a Distance Learning Course. (Doctoral Dissertation, University of Southern California, 2004.) Dissertation Abstracts International.

Anson, W. (1989) Information Theory and the Semiotic Sign, In Thomas A. Sebeok, Roland Posner, Alan Rey (Series Eds) and I. Rauch & G. Carr (Vol. Eds.), Approaches to Semiotics: Vo.l 86. The Semiotic Bridge: Trends from California pp. 329-338). New York: Mouton de Gruyter

Anson, W. (1995). Infomedia '95, [Review of the conference "Infomedia '95]. Journal of Postmodern Culture, Johns Hopkins University Press, 5, 3.

Anson, W., & Davis, D. M. (2006). Commander Selection Insights Derived from Post Traumatic Stress Disorder Research and Virtual Simulations. Unpublished manuscript, University of Southern California.

Presentations:

Anson, (2021) "Synapstory-Red flagging Pre-Schooler PTSD in", MIT /French Embassy, Washington, D.C.

Anson, W. (2021) "Synapstory Pitch Deck", KIDSX, Innovations

Anson, W., Evan, Leigh, Clapper, T. (2013, February) "How do You Rate? Designing and Critiquing Healthcare Simulation Checklists". Expert Podium, (IMSH 2013), SSIH Conference, Orlando, Florida

Anson, W. (2013, February). Program Innovation Abstract. "ACGME Competency Dashboard", (IMSH 2013), Society for Simulation in Healthcare Conference, Orlando, Florida.

Chen, E., Howie, J., Leon, S., & Anson, W., (2005, December). "The Effect of Feedback on Performance on a Computer Negotiation Task". Paper presented at the meeting of the American Educational Research Association (AERA), Montreal, Canada.

Pfeil, S., Tassarini, B., Young H. M., Joyal, J., Anson, W., Richards, C. (2014 February) "Making Connections: STEM and Simulation", (IMSH 2013), SSIH, San Francisco, California.

Anson, W. (2003, June). "Effects of Teaching Self-Monitoring in a Distance Learning Course," meeting of the Association for the Advancement of Computing in Education, Honolulu, Hawaii.

Anson, W. (2001, August). "Interactivity and Assessment in The Ava Internet Broadcasting System at California State University, Dominguez Hills". Paper presented at the meeting of the Alliance for Distance Education (ADEC) meeting Manhattan Beach, California.

Documentaries and Educational T.V. Productions:

Anson, W. (Producer/Writer). (2006) Flashback [Motion picture] US Independent Production; trauma, memory, the brain 2008 Media Award, International Society for the Study of Trauma and Dissociation

Anson, W. (Producer). (1996) Time to Grow, [Television series]. Child development from infancy to adolescence, Huntington Beach: KOCE Public Broadcasting Service Broadcasting Awards: EMMY, New York Festivals Award; Gold Award, Corporation for Public Broadcasting; New York Festivals Award; Silver Apple for Excellence, National Educational Film and Video Festival; TeleCon Award, TeleConference Magazine.

Anson, W. (Producer). (1995). "Marija Gimbutas" [Television broadcast]. Los Angeles: KCET Public Broadcasting Service. (1995). "Double Dawn" [Television broadcast]. Los Angeles: KCET Public Broadcasting Service.

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Anson, W. (Producer/Writer). (2006) Flashback [Motion picture] United States: Independent Production; trauma, memory, and the brain 2008 Media Award, International Society for the Study of Trauma and Dissociation.

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Anson, W. (Producer). (1995). Marija Gimbutas [Television broadcast]. Los Angeles: KCET Public Broadcasting Service. (1995). Double Dawn [Television broadcast]. Los Angeles: KCET Public Broadcasting Service.



Contact Information

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Mountain Center, California 92561

Azriel Hildesheimer St. 9
Jerusalem, Israel

Education



PhD., Educational Psychology and Technology, University of Southern California. 2004.



M.A., Literature and Critical Theory, University of California, Irvine, 1995



B.A., Literature, University of California, Berkeley, 1972



CEU, Simulation Center, Chico, California , 2010



Emergency Medical Technician. Simi Valley, California 2010

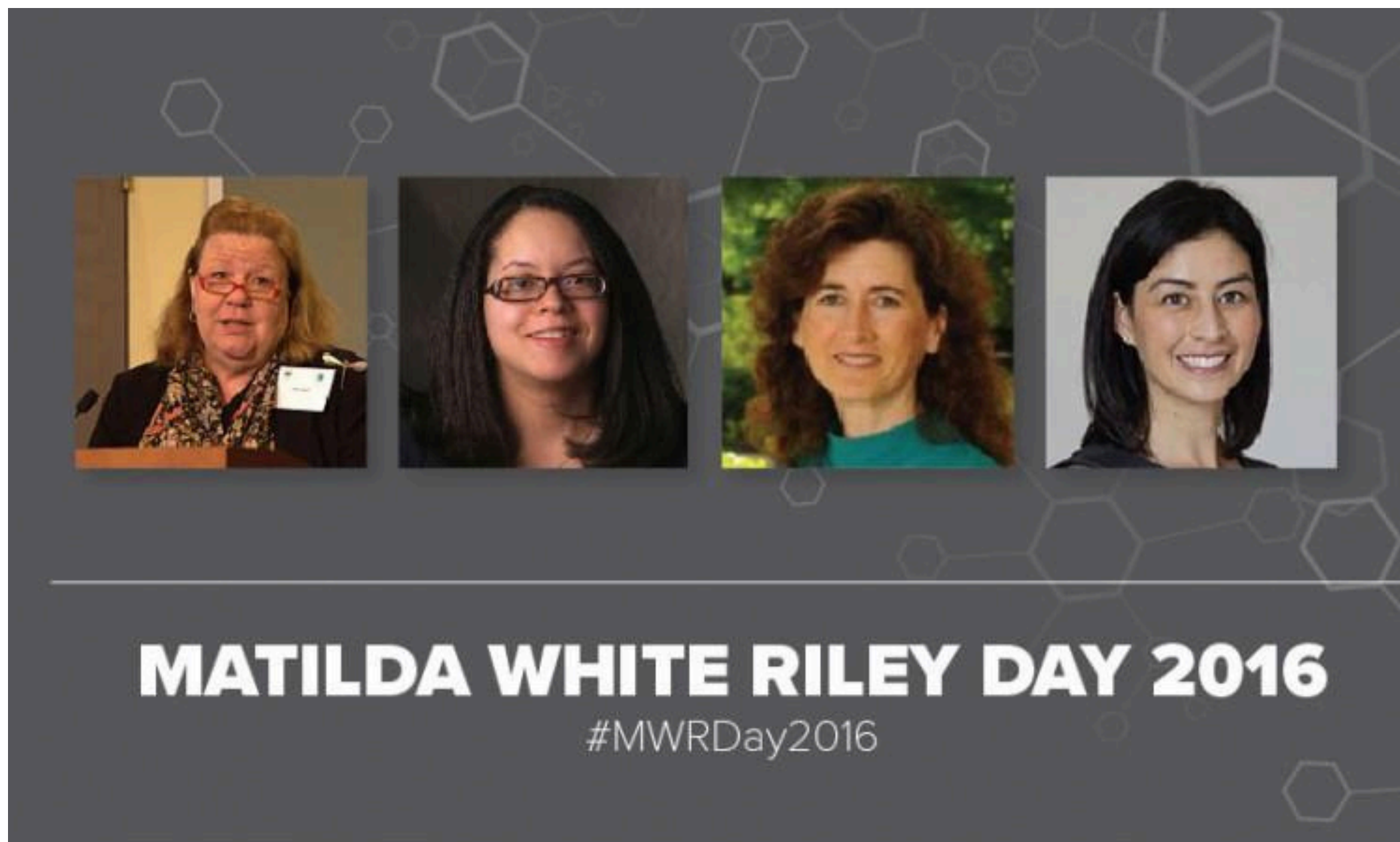


Teaching Experience

- UC Irvine Humanities Teaching Associate, Humanities Core Course for Undergraduates
- UC Irvine English Teaching Associate, English Composition for Graduate Students
- USC Educational Psychology Teaching Associate, Study Skills for Undergraduates
- Sat on Doctoral Committees for 8 USC Rossier School of Education doctoral students

Women in Science: Tales and Trajectories Panel Will Honor Matilda White Riley's Legacy of Learning, Discerning and Digging Deeper

Wednesday, May 25, 2016



By Wendy Anson, Ph.D.

The 2016 Matilda White Riley Day will feature a distinguished panel of women whose research in the behavioral sciences and public health epitomize Matilda White Riley's spirit of integrating behavioral and biological aspects of health and disease.

In 1979 at the age of 68, Dr. Matilda White Riley began a 20-year career at the NIH in which she pioneered a vision of integrating a biopsychosocial understanding of health and disease within NIH's biological and biomedical sciences approach. Emphasizing the influence of social structures on the lives of individuals, she went on to establish an NIH grant program around social and behavioral research. From applying sophisticated sampling and survey techniques gleaned from her early sociological training, to publishing a program announcement that put "effective functioning" on an even par with the prevailing disease model *weltanschauung*, to chairing the far-reaching, NIH-wide Working group on health and behavior, Dr. White Riley spearheaded fresh perspectives on health and disease.

The three outstanding panelists lined up for the *Women in Science: Tales and Trajectories* panel of the 9th Matilda White Riley Behavioral and Social Sciences Day reflect Dr. White Riley's encompassing perspective and contribute to further her vision.

Writing Sample available upon request

CHAPTER 7.3

Assessment in Healthcare Simulation

Wendy Anson, PhD, CHSE

ABOUT THE AUTHOR

WENDY ANSON is a Research Analyst for educational psychology and technology at MedStar Health. She is also a member of the SSH Accreditation Committee and has presented on assessment, tool rating, and competencies in healthcare simulation. Dr. Anson has served as a consultant for the National Center for Research on Evaluation, Standards & Student Testing, as well as other university organizations. She received the Annenberg Multimedia Scholar fellowship for a communication tool and was awarded a US patent for an online assessment tool that she developed.

Acknowledgments: The author would like to express tremendous gratitude to Rachel Yudkowsky, MD, MHPE, Associate Professor in the Department of Medical Education at the University of Illinois at Chicago College of Medicine and Director of the Dr. Allen L. and Mary L. Graham Clinical Performance Center, who graciously gave her time and expertise to look over multiple drafts and provide vital, timely feedback and input. The chapter could not have been done without her. The author would also like to thank USC professor Harold F. O’Neil, Jr., PhD for his teachings, Dr. Elizabeth Sinz who contributed helpful suggestions to the manuscript, and editor Dr. Janice C. Palaganas who consistently offered thoughtful, pertinent, judicious, and invaluable feedback throughout on content and organization.

ABSTRACT

Peer-reviewed studies using healthcare simulators have shown reliable, reproducible data for assessing students within varied specialties and learning levels. Simulation as a modality has become a focus in the assessment of procedural, clinical decision making, behavioral, and communication skills of health professionals and teams. Simulation is being used more and more to demonstrate that learning has occurred in an environment wherein emphasis has moved to observed evidence of “competencies.” This chapter outlines technical, trainee, trainer, and tool components of simulation-based assessment.

CASE EXAMPLE

Sara, a Simulation Educator, works in a multilevel, multispecialty simulation center used by a variety of medical schools and hospitals for training of their medical students, residents, fellows, and RNs. A program director in a surgical specialty new to her center asked her for a central venous catheter (CVC) placement simulation assessment tool for a simulation exercise. The program director wants reportable outcomes. Understanding the complexity of assessment, Sara seeks out research help and has found that there are no psychometricians at her institution.

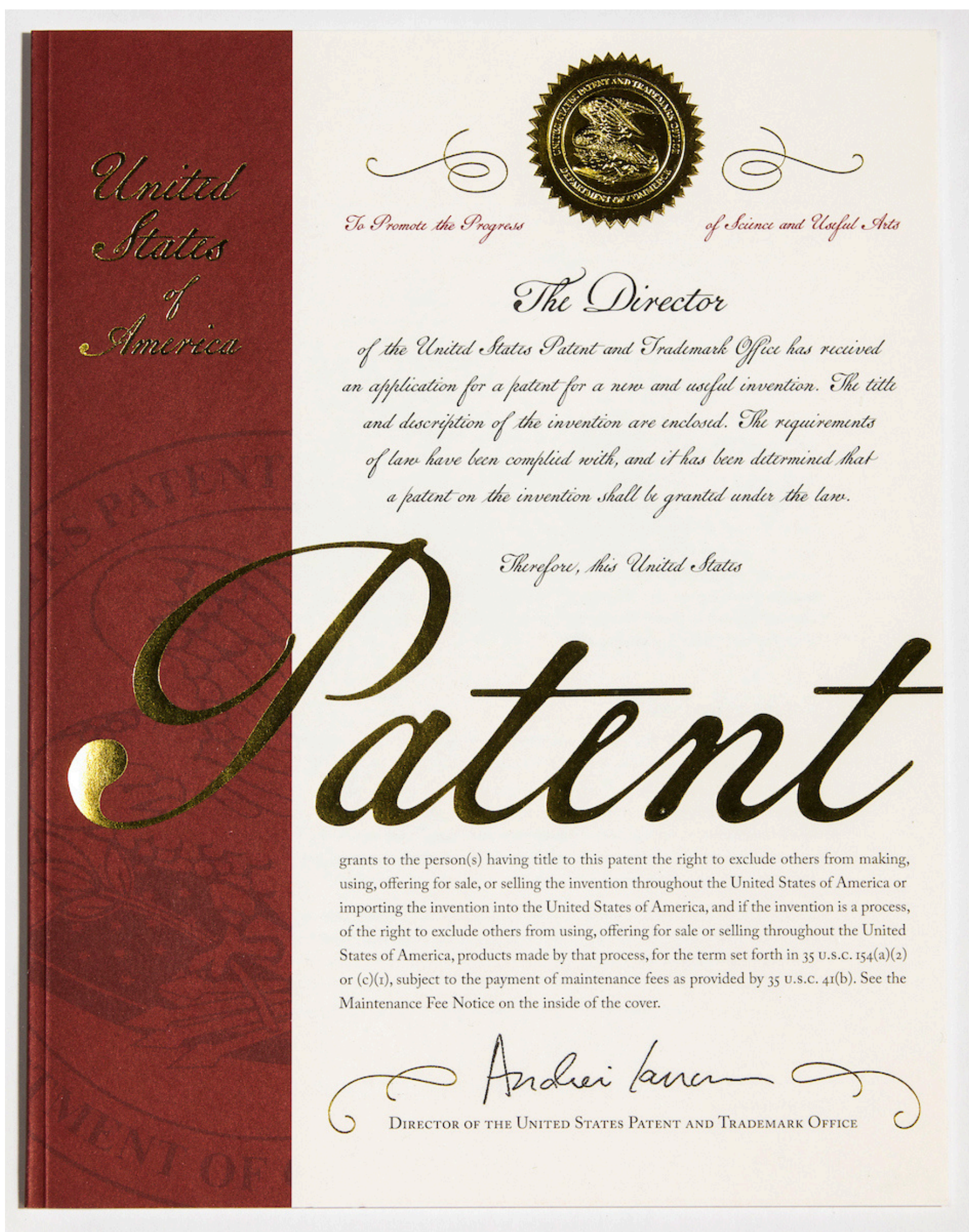
INTRODUCTION

Outcomes-based education has become a focus in healthcare profession education, and there has been an increasing need to provide evidence that learning has occurred (Scalese & Issenberg, 2008). Healthcare simulation (HCS), integrated into the larger healthcare education curriculum, is currently being used to provide this evidence, specifically with a focus on observed evidence of competencies. According to McGaghie et al. (1978),

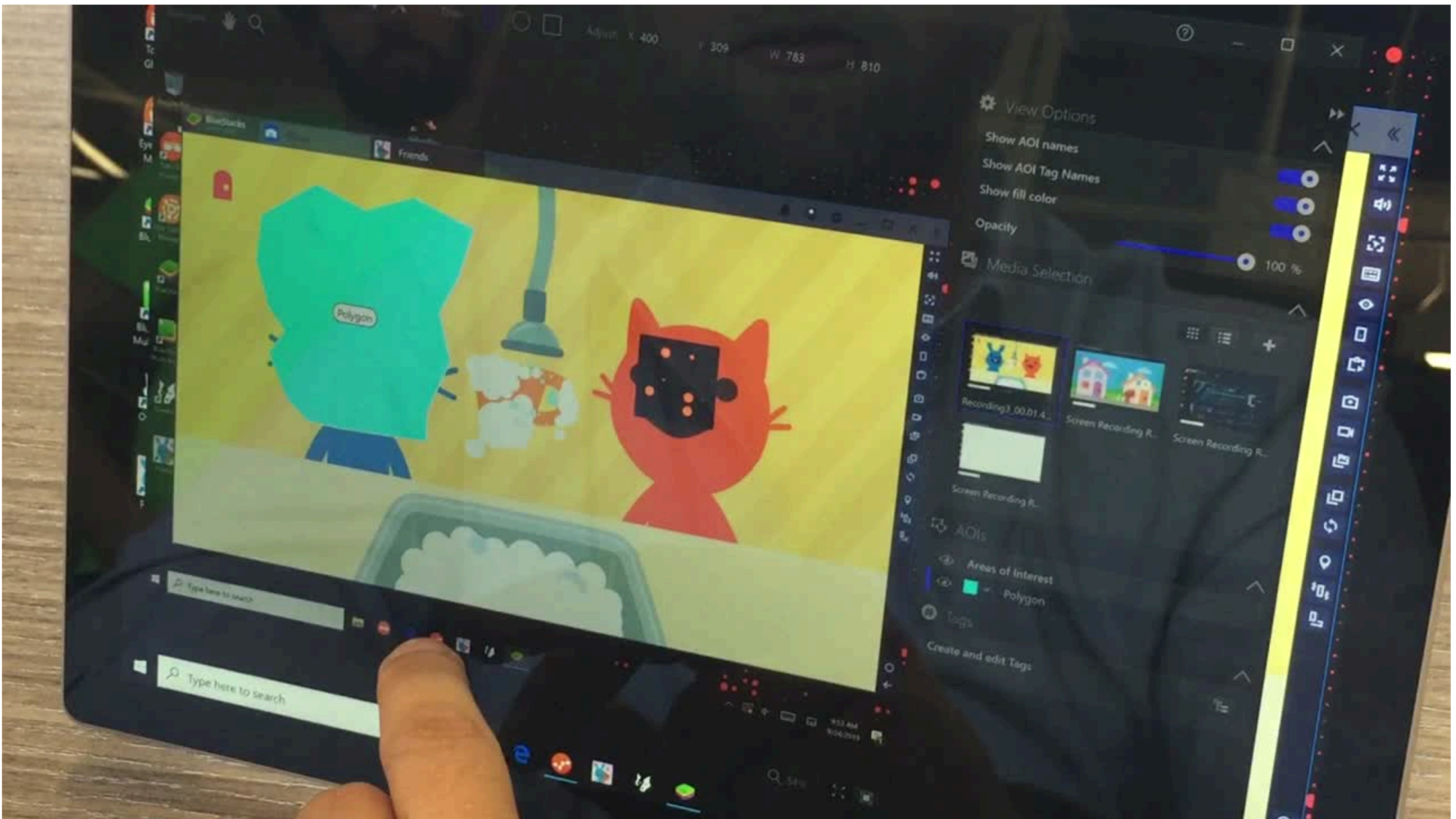
“competence includes a broad range of knowledge, attitudes and observable patterns of behavior which together account for the ability to deliver a specified professional service” (p. 19).

Within the context of observing behaviors, there are two general types of assessment: “formative” (assessing learning during the teaching process or path, e.g., quizzes, question and answer, or in class discussion) and “summative” (assessment or testing of learning at the end of course/program, e.g., high-stakes testing or pass/fail grading; Scalese &

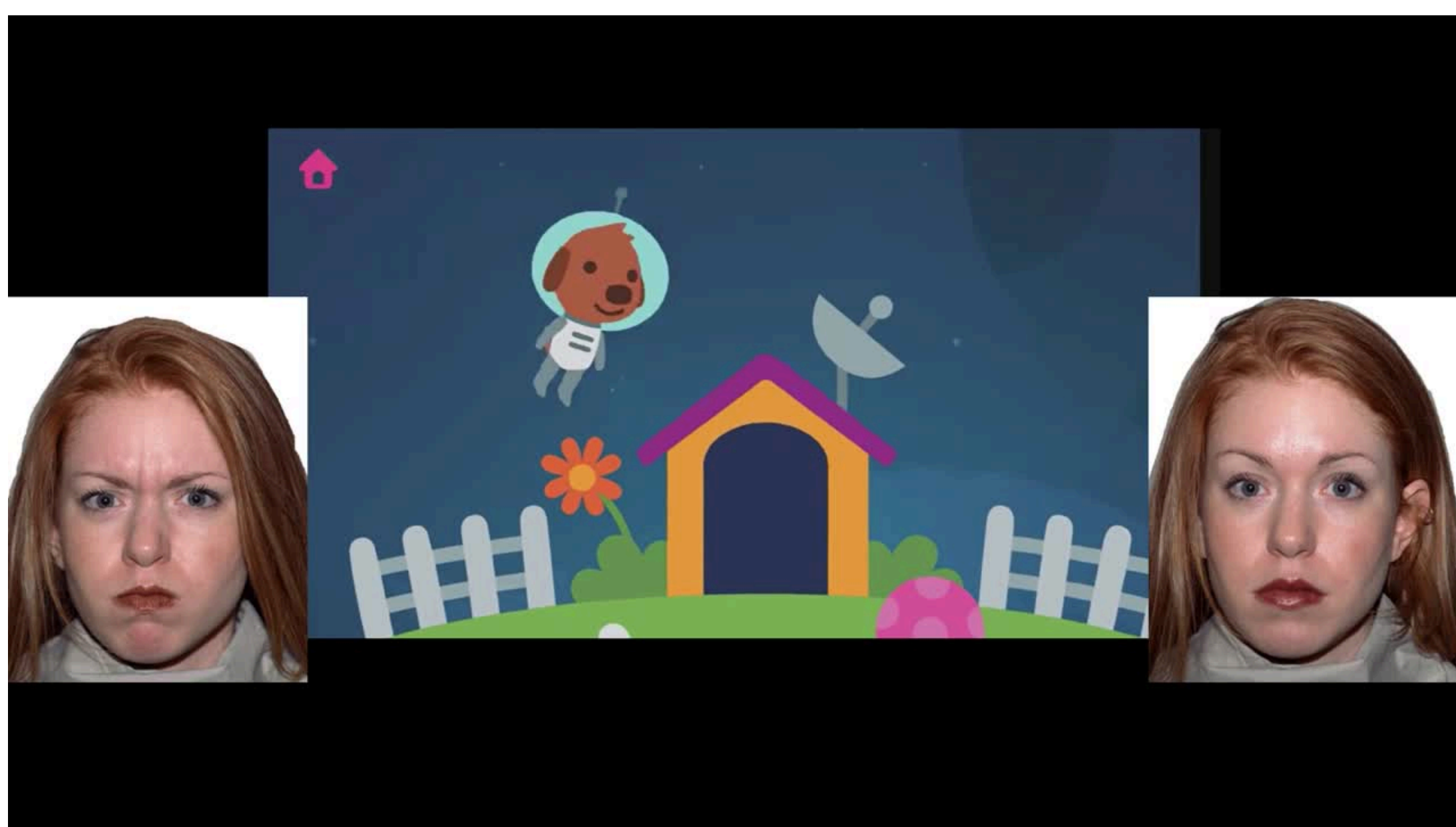
Writing Sample Available On Request



Patent for Synapstory: unique method for Eye-tracking trauma



USC Annenberg “Fellow in Multimedia Award” for Synapstory: unique method for Eye-tracking trauma



Latest iteration of award-winning Synapstory trauma-tracker

The Semiotic Bridge

Trends from California

Edited by

Irmengard Rauch
Gerald F. Carr

Mouton de Gruyter
Berlin · New York 1989

Information theory and the semiotic sign

Wendy Anson

Sebeok (1985:176) quotes Peirce's hunch that 'all this universe is perfused with signs, if it is not composed exclusively of signs', and states that 'Semiotics . . . [has] as its subject matter all systems of signs irrespective of their substance and without regard to the species of emitter or receiver involved' (1985:64). He also describes a hierarchy of semiosis leading down ' . . . ultimately to physics' (1986a:37), stating that 'By far the most hoary messages are molecules . . .' (1986a:38). Further, Brooke Williams notes 'the corresponsiveness of mental and physical relations - of the observer and the observed - wherein relations that exist only in the mind, and which are unobservable to the sense organs, affect physical reality and vice versa' (1985:xxiii) as the 'central concept underlying Sebeok's scientific inquiry and englobing it' (1985:xxiii). It is possible from the point of view of information theory that the flow of energy in dynamic systems on the level of the electron may shed new light on the 'hoary message' of the molecules and on the semiotic indexical sign. In certain key aspects, information theory may also provide a concrete grounding for explaining the 'mental and physical relations where the observer . . . constitutes the observed' (1985:xxxv), that is, the sign itself.

Information theory deals with the problem of sending messages from one place to another, of communication within systems, whether 'electrical, chemical, mechanical, biological or economical' (Campbell 1982:23). As Campbell explains, it makes no sense to treat a message as a single event. 'Statistics can do nothing with a single piece of data. An isolated event has no meaning' (1982:28). As he goes on to explain, 'A message, like the track of a particle of pollen, is a sequence of events spread out in time' (1928:28). Norbert Wiener emphasizes that 'In the case of communication engineering . . . the significance of the statistical element is immediately apparent. The transmission of information is impossible save as a transmission of alternatives' (Wiener 1948:10). Within the system, these 'events' - the signs, the messages - must be separated from the random noise.

Pollen particles suspended in water bounce around seemingly randomly; there is no way to determine which path one particle would trace through space. However, Einstein demonstrated that in Brownian motion, a pollen grain is pushed around not directly by a single blow but indirectly - 'as

“Information Theory and the Semiotic Sign”,
Approaches to Semiotics

Click to enlarge or reduce the view of the presentation.

“Synapstory Presentation at the
French Embassy, Washington,
DC, March 2019”



Wendy, Anson, PhD, Founder, Synapstory Production
Group

**Presentation: Invited MIT Synapstory Presentation at
French Embassy, Washington, DC**



SYNAPSTORY

TRAUMA TRACKING AT THE SPEED OF

Presentation: Synapstory pitch deck

Mary Grant remembers a morning
in the 1980s when she recalled
memories of her abuse

**Trailer, award-winning documentary feature,
“Flashback” on brain and traumatic memory**

Volunteer Experience

- Presented webinar to organizations on how to volunteer in post-October 7 Israel



- Organized food, tied tzitzit, sorted IDF uniforms; provided reiki sessions to soldiers and evacuees in post-October 7 Israel

