



MERIDITH MARKS MEDICAL EDUCATION DAYS 2025 SCHEDULE

FRIDAY MAY 2, 2025

| TIME | EVENT | ROOM |
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| 7:45 – 8:45 | Registration / Breakfast | Lobby 118 C/D |
| 8:45 – 9:00 | Introductions <i>Dr Melissa Forgie, Interim Dean, Faculty of Medicine</i> <i>Dr Vicki LeBlanc, Chair, Department of Innovation in Medical Education</i> <i>Dr Jason Frank, Director, Centre for Innovation in Medical Education</i> | 118 C/D |
| 9:00 – 10:00 | Plenary 1 – Dr Miriam Lacasse, Université Laval <i>Shaping the Future of Medicine: Challenges in Training the Next Generation of Physicians</i> | 118 C/D |
| 10:00 – 10:30 | Networking and Snacks | 118 C/D |
| 10:30 – 12:00 | Concurrent Orals/ Workshops – Block A: | 110 |
| | 1. Research Orals: Evolving Practices in Assessment and Evaluation | 118 A/B |
| | 2. Research Orals: Building Inclusive Healthcare: Advancing EDI and Social Accountability | 209 |
| | 3. Workshop: EDI Impact on Learners: How to Advocate Effectively (Frosso Adamakos) | 210 |
| | 4. Workshop: The most influential influencers: 10 Papers every clinical teacher should know (Jason Frank & Dominique Yelle) | 212 |
| 5. Workshop: Program Evaluation for Educational Programs and Innovations (Sandy Tse & Andrew Hall) | | |
| 12:00 – 1:00 | Lunch | 118 C/D |
| 1:00 – 2:00 | Poster Presentation Session | 118 E |
| 2:00 – 3:30 | Concurrent Orals/Workshops – Block B: | 110 |
| | 1. Research Orals: Mind, Body, and Medicine: Cultivating Emotional Resilience and Wellness | 118 A/B |
| | 2. Research Orals: New Frontiers: Charting the Future of Medical Education | 209 |
| | 3. Workshop: Simulation for assessment and competency-based education (Curtis Nickel & Andrew Hall) | 210 |
| 4. Workshop: L'apprenant en difficulté (<i>The Learner in Difficulty</i>) (Miriam Lacasse & Lyne Pitre) <i>in French</i> | | |

| TIME | EVENT | ROOM |
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| 3:30 – 3:45 | Coffee Break | |
| 3:45 – 4:45 | Plenary 2 – DrThirusa Naidu <i>Reimagining Leadership, Scholarship and Teaching in Canadian Medical Education: Global Politics, History, and Our role on the Global Stage</i> | 118 C/D |
| 4:45 – 6:00 | Connections and Conversations | 106 F/G |
| 6:30 – 8:30 | Social Drop In – all welcome! | Craft Beer Market (975 Bank St, Ottawa) |

SATURDAY MAY 3, 2025

| TIME | EVENT | ROOM |
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| 8:00 – 8:30 | Registration / Breakfast | Lobby 118 C/D |
| 8:30 – 8:35 | Welcome | 118 C/D |
| 8:35 – 10:00 | Panel: Reviving the Spark: Rediscovering Joy in Clinical Teaching <i>Dr Tim Lau, Dept of Psychiatry, The Royal</i> <i>Dr Colleen Haney, Dept of Surgery, Pembroke Regional Hospital</i> <i>Dr Steve Truong, Dept of Emergency Medicine, Montfort Hospital</i> <i>Dr Jennifer Leppard, Dept of Emergency Medicine, The Ottawa Hospital</i> | 118 C/D |
| 10:00 – 10:15 | Coffee Break | |
| 10:15 – 11:45 | Concurrent Orals/Workshops – Block C: | |
| | 1. Research Orals: The Continuum of Lifelong Learning and Professional Growth | 110 |
| | 2. Workshop: The Death of Individualism in Medicine: Interdependence or Bust (Eusang Ahn) | 209 |
| | 3. Workshop: To Call in Sick or Come in Sick—What is The Best Thing To Do? (Lorenzo Madrazo) | 210 |
| | 4. Workshop: Scholarship of Teaching and Education: Making it Count! (Nancy Dudek & Claire Touchie) | 212 |
| 11:45 – 12:45 | Awards | 118 C/D |

PRESENTATION SCHEDULE

FRIDAY, MAY 2, 2025

| TIME | EVENT | ROOM |
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| 10:30 | <p>Concurrent Orals/ Workshops Block A: Oral Session: Evolving Practices in Assessment and Evaluation</p> | |
| 10:30 – 12:00 | <p><i>By the end of this session, participants will be able to: examine the role of competency-based training, entrustable professional activities, and workplace-based assessment in medical education; analyze factors influencing assessment outcomes, including patient characteristics, supervisor effects, and gender differences; evaluate the impact of competency committee diversity and procedures on resident evaluation and progression</i></p> <p>Exploring Competency Committee Membership Diversity and Procedures in Residency-Training Programs in Canada Keith Wong (presenter), Karen Hauer, Cristian Rangel, Katherine Scowcroft, Wassim Karkache, Douglas Archibald, Jerry Maniate, Ming-Ka Chan, Sarah Funnel, Susan Humphrey-Murto</p> <p>Adjusting for patient characteristics and supervising physician eliminates most of the inter-resident variability for some common clinical metrics Sebastian Dewhirst (presenter), Nora D. Szabo, Andrew K. Hall, Jason R. Frank, Warren J. Cheung</p> <p>Medical Residents’ Perspectives on what Constitutes Effective Feedback: A Scoping Review Hadi Tehfe (presenter), Jasmin Page, Saif Samari, Samantha Halman</p> <p>Stakeholder Perceptions and Experiences of Competency-Based Training with Entrustable Professional Activities (SPECTRE): A Systematic Review and Thematic Synthesis Justin Phung (presenter), Lindsay Cowley, Lindsey Sikora, Susan Humphrey-Murto, Kori A LaDonna, Claire Touchie, Roy Khalife</p> | 110 |
| | <p>• Oral Session: Building Inclusive Healthcare: Advancing EDI and Social Accountability</p> <p><i>By the end of this session, participants will be able to: examine the impact of collectivism, social medicine, and cultural competency in shaping healthcare education and practice; identify strategies to improve training in gender-affirming care, Indigenous health, and anti-racism within medical curricula; analyze barriers to equitable medical school admissions and the role of mentorship in supporting underrepresented students</i></p> <p>The Death of Individualism and Independence: Embracing Collectivism and Interdependence as Paradigms in Healthcare and Health Professions Education Eusang Ahn (presenter), Ahn, Stefanie Sebok-Syer, Jerry Maniate, Kaitlin Endres, Warren J. Cheung (senior author)</p> <p>Addressing the Gap: Collaborative Efforts to Expand Gender Affirming Care in Ottawa, Ontario Leah Smith (presenter), Tania Rifai (presenter), Justine Callahan (presenter), Erin Hanssen, Holly Brown</p> | 118 A/B |

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| | <p>Integrating A Social Medicine Approach in Case-Based Learning for the University of Ottawa’s UGME Curriculum Helena Kim (presenter), Laura Muldoon, Dominique Massenat</p> <p>Underrepresentation in medical school admissions: a scoping review Alexa Moschella (presenter), Claire Touchie, Meron Samuel Demissie, Tiffany Ange Tchigio Djomou, Elaine Kilabuk, Genevieve Lemay, Jerry M. Maniate, Thirusha Naidu, Michael Quon, Scott Rauscher, Evan Sterling, Anna Romanova</p> <p>Le mentorat des étudiants noirs en médecine : une étude qualitative Moubarak Waiss (présenter), Aly Julien, Salomon Fotsing, Ewurabena Simpson, Marie-Hélène Chomienne, Geneviève Lemay, Daniel Hubert, Julia Kemzang, Gaëlle Bekolo</p> <p>Understanding the Delivery of Indigenous Health Topics and Anti-racism Content in Indigenous Health Education: A Scoping Review Maddie Venables (presenter), Amanda Larocque, Alec Weller, Montana Warbrick, Nibras Ghanmi, Lindsey Sikora, Douglas Archibald, Agnes Grudniewic</p> | 118 A/B |
| 10:30 – 12:00 | <p>Workshop: EDI Impact on Learners: How to Advocate Effectively (Frosso Adamakos) By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe how implicit bias and microaggressions affect our learners in the clinical and educational space 2. List best practices on bystander intervention 3. Discuss appropriate bystander intervention responses to scenarios relevant to the educational context | 209 |
| | <p>Workshop: The most influential influencers: 10 papers every clinical teacher should know (Jason Frank & Dominique Yelle) By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify 10 influential articles that shape clinical teaching practices 2. List key takeaways and applications of these papers 3. Engage in the analysis and rank the utility of the articles | 210 |
| | <p>Workshop: Program Evaluation for Educational Programs and Innovations (Sandy Tse & Andrew Hall) By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the rationale for effective program evaluation in educational programs and the implementation of educational innovations 2. Describe fundamental and contemporary approaches to program evaluation in health professions education 3. Apply practical approaches in the evaluation of their own educational programs and/or innovations for continuous quality improvement | 212 |
| 1:00 – 2:00 | <ol style="list-style-type: none"> 1. Transition to Residency: A novel course to improve final year medical students’ skills for postgraduate training Marc Zucker (presenter), Stephanie Benoit, Lydia Richardson, Timothy J Wood 2. Using CGS-CME Journal as a Geriatric Medicine Education Resource: Exploring Perspectives of Program Directors and Residents Ariel Foo (presenter), Seung Heyck Lee, Maia von Maltzahn, Douglas Archibald, Bradley Godwin, Ripa Akter 3. Revamping the CTU Team Rooms: A QI Initiative for Improved Resident Satisfaction Rafia Saboor (presenter), Shu Yu (Winnie) Wu (presenter), Jerry Maniate 4. Scoping patient involvement in obstetrics and gynecology specialty education Taylor Léveill   (presenter), Patrick Labelle, Kaylee Eady 5. Les diff  rences g  n  rationnelles    l’  cole de m  decine : Effet d’une lecture sur l’intelligence g  n  rationnelle sur l’am  lioration des connaissances et la perception des   tudiants sur le sujet Adonai Aly I Julien (pr  senter), Salomon Fotsing, Marie-Pier Dupuis, Sarah Marion Elias, Maria Cherba, Michelle Anawati, Alexandre Messenger, Ayoub Chobah, Diane Bouchard Lamothe, Sophie De Roock | 118 E |

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| <p>1:00 – 2:00</p> | <ul style="list-style-type: none"> 6. L'utilisation de la réalité virtuelle pour l'enseignement de l'anatomie du système limbique : Effets sur les connaissances et la perception des étudiants en sciences de la santé. Meriem Merghem (presenter), Salomon Fotsing, Joanne Fevry, Alireza Jalali 7. Comparing artificial intelligence to human assessment of advanced cardiovascular life support guideline compliance: a pilot simulation-based study Jennifer Cardenas (presenter), Claire Touchie, Simone Crooks, Vicki LeBlanc, Curtis Nickel, Yuqi Gu 8. Bridging the Gap: Assessing the Needs and Exploring Interprofessional Approaches in Diabetes Technology Education Mark Xue (presenter), Christopher Tran, Sue Humphrey-Murto, Isanne Schacter, Catherine Yu, Fiona MacDonald, Sandhya Goge 9. What do we mean by “the Humanities” in Health Sciences Education scholarship: A Scoping Review Mohamad Hemadi (presenter), Cristian Rangel, Susan Lamb, Mathew Mercuri 10. Non-cadaveric versus cadaver-based assessment methods in anatomical sciences education: A scoping review Nicole Insuasti-Arcos (presenter), Christopher Ramnanan, Katherine Scowcroft, Timothy J Wood 11. À quoi sert le plan de cours? Perspective étudiante sur l'utilisation des plans de cours en santé Rania Bouzeriba (presenter), Valérie Rochon, Geneviève Gauthier 12. Analyse du profil des enseignants d'anatomie humaine dans les domaines des sciences de la santé: revue de portée. Joanne Fevry (presenter), Salomon Fotsing, Meriem Merghem, Anne Roberge, Rayan Ramdani, Isabelle Fillion, Marie-Cécile Domecq, Alireza Jalali 13. AI in Undergraduate Medical Education: An Environmental Scan of Policy Development Across Canadian Universities Jessica Maher (presenter), Heather Lochnan, Anna Byszewski 14. Research in Progress - Integration of Empathy in Postgraduate Residency Training Programs: A Scoping Review Ersin Ercin (presenter), Susan Humphrey-Murto, Shelly Palchik, Sarantos Ioannidis, Hayley Smith, Marie-Cécile Domecq, Claire Touchie 15. Cadavers in Anatomy Education: Lessons from their Champions, Critics, and Social Constructions, 1800-2024 Fatima Ehsan (presenter), Susan Lamb 16. Simulation Training to Enhance the Provision of Trauma Informed Care in OBGYN Residency Training Shireen Hussein (presenter), Adam Garber 17. Collective Reflection on the Planned Curriculum: Exploring the Multifaceted Role of the Course Plan Geneviève Gauthier (presenter), Jessica Banner, Laura Winer 18. Using simulation to teach nephrology residents to provide telephone consultations Caitlin Hesketh (presenter), Rinu Powell, Michael Herman, Jolanta Karpinski | <p>118 E</p> |
| <p>2:00 – 3:30</p> | <p>Concurrent Orals/Workshops Block B: Oral Session: Mind, Body, and Medicine: Cultivating Emotional Resilience and Wellness</p> <p><i>By the end of this session, participants will be able to: examine the impact of stress, sleep, and emotional regulation on medical student and healthcare provider well-being; analyze how emotions influence clinical performance, decision-making, and risk tolerance in medical training; identify barriers to wellness and support systems in high-stress environments, including pediatric palliative care and acute clinical scenarios</i></p> | <p>110</p> |

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| | <p>Are they sleeping? A Canadian study exploring sleep quality among medical students Zoe Tsai (presenter), Laurel Charlesworth, Beth-Ann M Cummings, Jonathan Yeung Laiwah, Amanda Bell, Luke Devine, Vijay Daniels, Timothy J. Wood, Omar Tsai, Susan Humphrey-Murto</p> <p>Pressure Points: Identifying Patterns of Stress in Medical Students During Clinical Management of Acutely Unwell Patients Katherine Spiess (presenter), William Lea, Shay Patel, Tracy McEwan, Kathryn Larkin, Jenny Tucker, Tina Duncalf, Lucy Ambrose, Andréanne Menard, Vicki LeBlanc</p> <p>Influence of Emotions on Clinical Performance in Acute Care: A Scoping Review Cheng En Xi (presenter), Sylvain Boet, Alexandre Assi, Lindsey Sikora, Meghan M. McConnell</p> <p>Self-fulfilling prophecy? Does anticipatory stress influence medical student performance during clinical scenarios? Andréanne Ménard (presenter), William Lea, Tracy McEwen, Shay Patel, Kathryn Larkin, Jenny Tucker, Tina Duncalf, Lucy Ambrose, Katherine Spiess, Vicki LeBlanc</p> <p>Feeling Good, Taking Chances: The Relationship Between Emotions and Risk Tolerance Vicki LeBlanc (presenter) Taryn Taylor, Yuqi Gu, Meghan McConnell, Sandra Monteiro, Charles-Henri Houzé-Cerfon, Sebastien Courraze, Thomas Geeraerts</p> | |
| <p>2:00 – 3:30</p> | <p>Oral Session: New Frontiers: Charting the Future of Medical Education</p> <p><i>By the end of this session, participants will be able to: Identify key factors that influence medical and pharmacy education outcomes, including residency match success and training effectiveness; evaluate gaps, barriers, and facilitators in integrating emerging topics such as planetary health, AI, and POCUS into medical curricula; analyze variations in training programs, including hypertension education and pharmacy curriculum development, to inform best practices</i></p> <p>Enhancing Internal Medicine Training: A Consensus Approach to POCUS Implementation Across Canadian Programs Joshua Bowdridge (presenter), Susan Humphrey-Murto, Mathilde Gaudreau-Simard, Irene Ma, Sydney Ruller, Jonathan Houle, Allen Tran, Nilam Soni</p> <p>Exploring Planetary Health Knowledge, Skills, and Attitudes Among Medical Residents: Recommendations for Integrated Training in Internal Medicine Kaitlin Pedley (presenter)</p> <p>Curricular Innovations to Enhance Residency Match Success: A Scoping Review Harmy Thakar (presenter), Kay-Anne Haykal, Katherine Scowcroft, Timothy Wood</p> <p>Determining the scope of practice of hypertension specialists in Canada Januvi Jegatheswaran (presenter), Jolanta Karpinski, Marcel Ruzicka</p> <p>Ethical and Practical Implications of AI in the UGME ePortfolio Curriculum: Perspectives from Students and Coaches Jessica Maher (presenter), Heather Lochnan, Anna Byszewski</p> <p>Architecting a New Pharmacy Program: Exploring Curriculum Design Mechanisms and Processes Geneviève Gauthier (présenter), Christine Landry, Tim Dubé, Claire Touchie</p> | <p>110</p> |
| | <p>Workshop: Simulation for assessment and competency-based education (Curtis Nickel & Andrew Hall) By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe various simulation modalities that can be embedded into a competency-based residency training program 2. Identify curricular gaps that can be effectively addressed using simulation. 3. Apply a practical framework to consider how simulation can be utilized in a competency-based program of assessment | <p>209</p> |

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| 2:00 – 3:30 | <p>Workshop: The Learner in Difficulty (Miriam Lacasse & Lyne Pitre) in French By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the symptoms and signs of a student/resident in difficulty in order to make an educational diagnosis that takes into account the different dimensions of learning 2. Plan relevant and effective pedagogical interventions based on a repertoire of pedagogical prescriptions resulting from a systematic review in order to guide learners in difficulty in their journey | |
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SATURDAY, MAY 3, 2025

| TIME | EVENT | ROOM |
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| 8:35 – 10:00 | <p>Panel: Reviving the Spark: Rediscovering the Joy of Teaching Who: Dr Tim Lau, Dr Colleen Haney, Dr Steve Truong, Dr Jennifer Leppard -</p> | 110 |
| 10:15 – 11:45 | <p>Oral Session: The Continuum of Lifelong Learning and Professional Growth</p> <p><i>By the end of this session, participants will be able to: explore strategies to support self-regulated learning and professional development across different stages of medical training; examine the role of simulation, interprofessional training, and problem-based learning in improving clinical skills and patient outcomes; identify knowledge gaps and educational needs in specialized areas such as obstetrics, diabetes management, and emergency care</i></p> <p>Modified Early Obstetrics Warning Score (MEOWS) A Quality Improvement and User Re-Education Project Jane Su (presenter), Megan Gomes</p> <p>From Novice to Night Shift Mastery: Simulation Bootcamp to Enhance Transitions for Obstetrics and Gynecology Trainees Winnie Li (presenter), Claire Touchie, Eusang Ahn, Adam Garber</p> <p>Supporting self-regulated learning in medical school: a national survey Anna Romanova (presenter), Susan Humphrey-Murto, Craig Campbell, Douglas Archibald, Sydney Ruller, Lina Shoppoff, Anna Karwowska, Claire Touchie</p> <p>An Online, Problem-based “Hypothetical Patient” Exercise for Teaching Residents Skills in the Management of Children with Type 1 Diabetes Carly Baxter, Eleftherios Soleas, Caroline Zuidwijk (presenter), Scott Somerville, Nicholas Cofie, David Saleh</p> <p>Development and Implementation of an Obstetrics Interprofessional Team Training Program to Improve Patient Outcomes and Staff Satisfaction Megan Gomes, Amy Prince, Jessica Dy, Glenn Posner, Maryann Towns, Brianne Yarranton, Natalie Rybak, Adam Garber (presenter)</p> <p>Educational Needs Assessment and Knowledge Gaps in the Emergency Management of Bleeding Disorders: BEACON-ED Emily Kraft (presenter), Lindsay Cowley, Vanessa Bourck, Kelsey Uminski, Hao Wei (Linda) Sun, Calvin Kruger, Hans Rosenberg, Warren Cheung, Susan Humphrey-Murto, Roy Khalife</p> | |
| | <p>Workshop: The Death of Individualism in Medicine: Interdependence or Bust (Eusang Ahn) By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the individualist cultural aspects that exist in the current models of “team-based” practice, and their origins 2. Define and discuss interdependence, and explore its application in cultural and professional contexts 3. Co-create novel strategies that utilize aspects of an interdependent approach for cultural change within participants’ organizations and groups | 209 |

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| 10:15 – 11:45 | <p>Workshop: To Call in Sick or Come in Sick—What is The Best Thing To Do? (Lorenzo Madrazo)</p> <p>By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe individual, social, and structural contributors to why physicians and trainees may or may not choose to engage in IP, considering how these factors may be at play in local contexts 2. Identify and navigate tensions between different stakeholders, including patients, physicians, and healthcare institutions, when physicians and trainees become sick | 210 |
| | <p>Workshop: Scholarship of Teaching and Education: Making it Count! (Nancy Dudek & Claire Touchie)</p> <p>By the end of this workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define teaching/education scholarship and differentiate scholarship from teaching/educational excellence 2. Analyze educational activities and identify strategies to transform scholarly activities into scholarship 3. Develop an action plan to disseminate and track your teaching and educational activities to support career advancement and promotion | 212 |

THIS EVENT IS AN ACCREDITED GROUP LEARNING ACTIVITY (SECTION 1) AS DEFINED BY THE MAINTENANCE OF CERTIFICATION PROGRAM OF THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA, AND APPROVED BY THE UNIVERSITY OF OTTAWA'S OFFICE OF CONTINUING PROFESSIONAL DEVELOPMENT. YOU MAY CLAIM A MAXIMUM OF 11 HOURS (CREDITS ARE AUTOMATICALLY CALCULATED). THIS ACTIVITY HAS BEEN CERTIFIED BY THE COLLEGE OF FAMILY PHYSICIANS OF CANADA FOR UP TO 7.00 MAINPRO+® CERTIFIED ACTIVITY CREDITS.

PROGRAM ID: 202811-001

The following speakers declared financial interests, arrangements and/or affiliations with organizations as listed below:

| Name | For Profit or not-for profit organization(s) | Description of Affiliation |
|-------------------|---|--|
| Susan Lamb | AMS Healthcare | Grant of \$21,000 annually to support research, teaching, outreach in history of medicine |
| Ersin Ercin | Department of Medicine, University of Ottawa; Center for Innovation in Medical Education, University of Ottawa | Research grant |
| Caroline Zuidwijk | Dexcom Canada | Advisory Board participant x2 in April 2023 and April 2024 |
| | Sanofi | BRIDGE Summit attendance (Feb 2025); Speaker DUO25 (April 2025) - honorarium to institution |
| | Pediatric Research at Queen's & SEAMO Endowed Scholarship and Education Fund | Funding (2022-present) for study to be presented at Meredith Marks Days 2025 |
| | Tandem Diabetes Care | Grant to institution for investigator-initiated study (2021-2023) |
| Maddie Venables | uOttawa Telfer School of Management and DFM | Two internal grants from the University of Ottawa to support the activities of the project being presented |

The remaining presenters declared that they had no financial interests, arrangements and/or affiliations.



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