

# LES JOURNEES D'EDUCATION MEDICALE MERIDITH MARKS 2025 HORAIRE

VENDREDI 2 MAI 2025

HEURE	ÉVÉNEMENT	LIEU
7 h 45 – 8 h 45	Inscription / Déjeuner	Hall d'entrée/118 C/D
8 h 45 – 9 h 00	Présentations – <i>Dre Melissa Forgie, Dre Vicki LeBlanc, Dr Jason Frank</i>	118 C/D
9 h 00 – 10 h 00	Plénière 1 – Dre Miriam Lacasse, Université Laval <i>Shaping the Future of Medicine: Challenges in Training the Next Generation of Physicians (Façonner l'avenir de la médecine : les défis de la formation de la relève)</i>	118 C/D
10 h 00 – 10 h 30	Réseautage et collations	118 C/D
10 h 30 – 12 h 00	Présentations orales et ateliers simultanés Bloc A : 1. Présentation orales : Évolution des pratiques en matière d'évaluation	110
	2. Présentation orales : Offrir des soins de santé inclusifs : faire progresser l'EDI et la responsabilité sociale	118 A/B
	3. Atelier : EDI Impact on Learners: How to Advocate Effectively ( <i>L'incidence de l'EDI sur les apprenantes et apprenants : comment défendre les intérêts de façon efficace</i> ) (Frosso Adamakos)	209
	4. Atelier : The most influential influencers: 10 Papers every clinical teacher should know ( <i>Les personnes influentes incontournables : 10 articles essentiels dans le contexte de l'enseignement clinique</i> ) (Jason Frank & Dominique Yelle)	210
	5. Atelier : Program Evaluation for Educational Programs and Innovations ( <i>Évaluation de programmes pour les programmes éducatifs et innovations</i> ) (Sandy Tse & Andrew Hall)	212
12 h 00 – 1 h 00	Dîner	118 C/D
1 h 00 – 2 h 00	Séance de présentation d'affiches	118 E
2 h 00 – 3 h 30	Présentations orales et ateliers simultanés Bloc B : 1. Présentation orales : Esprit, corps et médecine : cultiver la résilience émotionnelle et le mieux-être	110
	2. Présentation orales : Nouvelles frontières : Tracer l'avenir de l'éducation médicale	118 A/B
	3. Atelier : Simulation for assessment and competency-based education ( <i>La simulation au service de l'évaluation et de la formation fondée sur les compétences</i> ) (Curtis Nickel, Adam Garber, & Andrew Hall)	209
	4. Atelier : L'apprenant en difficulté (Miriam Lacasse & Lyne Pitre) <i>En français</i>	210

TIME	ÉVÉNEMENT	LIEU
3 h 30 – 3 h 45	Pause café	
3 h 45 – 4 h 45	Plénière 2 – DreThirusha Naidu <i>Reimagining Leadership, Scholarship and Teaching in Canadian Medical Education: Global Politics, History, and Our role on the Global Stage (Repenser le leadership, la mission professorale et l'enseignement de la formation médicale au Canada : la politique mondiale, l'histoire et notre rôle sur la scène internationale)</i>	118 C/D
4 h 45 – 6 h 00	Réseautage et conversations	106 F/G
6 h 30 – 8 h 30	Socialisation libre - tout le monde est bienvenu !	Craft Beer Market (975 rue Bank, Ottawa)

## SAMEDI 3 MAI, 2025

HEURE	ÉVÉNEMENT	LIEU
8 h 00 – 8 h 30	Inscription / Déjeuner	Hall d'entrée/118 C/D
8 h 30 – 8 h 35	Mot de bienvenue	118 C/D
8 h 35 – 10 h 00	Groupe d'experts – 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 h 00 – 10 h 15	Pause café	
10 h 15 – 11 h 45	Présentations orales et ateliers simultanés Bloc C :	
	1. Présentation orales : Le continuum de l'apprentissage continu et du perfectionnement professionnel	110
	2. Atelier : The Death of Individualism in Medicine: Interdependence or Bust ( <i>La fin de l'individualisme en médecine : l'interdépendance ou l'échec</i> ) (Eusang Ahn)	209
	3. Atelier : To Call in Sick or Come in Sick—What is The Best Thing To Do?( <i>S'absenter ou se présenter au travail lorsqu'on est malade : quelle est la meilleure solution?</i> ) (Lorenzo Madrazo)	210
	4. Atelier : Scholarship of Teaching and Education: Making it Count! ( <i>La mission professorale en enseignement et en éducation : un atout à faire valoir!</i> ) (Nancy Dudek & Claire Touchie)	212
11 h 45 – 12 h 45	Distinctions	118 C/D

# PRESENTATION SCHEDULE

FRIDAY, MAY 2, 2025

TIME	EVENT	ROOM
10:30	<b>Concurrent Orals/ Workshops Block A:</b> Oral Session: Evolving Practices in Assessment and Evaluation	110
10:30 – 12:00	<p><i><b>By the end of this session, participants will be able to:</b> 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><b>Exploring Competency Committee Membership Diversity and Procedures in Residency-Training Programs in Canada</b>            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><b>Adjusting for patient characteristics and supervising physician eliminates most of the inter-resident variability for some common clinical metrics</b>            Sebastian Dewhirst (presenter), Nora D. Szabo, Andrew K. Hall, Jason R. Frank, Warren J. Cheung</p> <p><b>Medical Residents' Perspectives on what Constitutes Effective Feedback: A Scoping Review</b>            Hadi Tehfe (presenter), Jasmin Page, Saif Samari, Samantha Halman</p> <p><b>Stakeholder Perceptions and Experiences of Competency-Based Training with Entrustable Professional Activities (SPECTRE): A Systematic Review and Thematic Synthesis</b>            Justin Phung (presenter), Lindsay Cowley, Lindsey Sikora, Susan Humphrey-Murto, Kori A LaDonna, Claire Touchie, Roy Khalife</p>	
	<p>• <b>Oral Session: Building Inclusive Healthcare: Advancing EDI and Social Accountability</b></p> <p><i><b>By the end of this session, participants will be able to:</b> 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><b>The Death of Individualism and Independence: Embracing Collectivism and Interdependence as Paradigms in Healthcare and Health Professions Education</b>            Eusang Ahn (presenter), Ahn, Stefanie Sebok-Syer, Jerry Maniate, Kaitlin Endres, Warren J. Cheung (senior author)</p> <p><b>Addressing the Gap: Collaborative Efforts to Expand Gender Affirming Care in Ottawa, Ontario</b>            Leah Smith (presenter), Taunia Rifai (presenter), Justine Callahan (presenter), Erin Hanssen, Holly Brown</p>	118 A/B



1:00 – 2:00	<p><b>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.</b> Meriem Merghem (presenter), Salomon Fotsing, Joanne Fevry, Alireza Jalali</p> <p><b>7. Comparing artificial intelligence to human assessment of advanced cardiovascular life support guideline compliance: a pilot simulation-based study</b> Jennifer Cardenas (presenter), Claire Touchie, Simone Crooks, Vicki LeBlanc, Curtis Nickel, Yuqi Gu</p> <p><b>8. Bridging the Gap: Assessing the Needs and Exploring Interprofessional Approaches in Diabetes Technology Education</b> Mark Xue (presenter), Christopher Tran, Sue Humphrey-Murto, Isanne Schacter, Catherine Yu, Fiona MacDonald, Sandhya Goge</p> <p><b>9. What do we mean by “the Humanities” in Health Sciences Education scholarship: A Scoping Review</b> Mohamad Hemadi (presenter), Cristian Rangel, Susan Lamb, Mathew Mercuri</p> <p><b>10. Non-cadaveric versus cadaver-based assessment methods in anatomical sciences education: A scoping review</b> Nicole Insuasti-Arcos (presenter), Christopher Ramnanan, Katherine Scowcroft, Timothy J Wood</p> <p><b>11. À quoi sert le plan de cours? Perspective étudiante sur l'utilisation des plans de cours en santé</b> Rania Bouzeriba (presenter), Valérie Rochon, Geneviève Gauthier</p> <p><b>12. Analyse du profil des enseignants d'anatomie humaine dans les domaines des sciences de la santé: revue de portée.</b> Joanne Fevry (presenter), Salomon Fotsing, Meriem Merghem, Anne Roberge, Rayan Ramdani, Isabelle Fillion, Marie-Cécile Domecq, Alireza Jalali</p> <p><b>13. AI in Undergraduate Medical Education: An Environmental Scan of Policy Development Across Canadian Universities</b> Jessica Maher (presenter), Heather Lochnan, Anna Byszewski</p> <p><b>14. Research in Progress - Integration of Empathy in Postgraduate Residency Training Programs: A Scoping Review</b> Ersin Ercin (presenter), Susan Humphrey-Murto, Shelly Palchik, Sarantos Ioannidis, Hayley Smith, Marie-Cécile Domecq, Claire Touchie</p> <p><b>15. Cadavers in Anatomy Education: Lessons from their Champions, Critics, and Social Constructions, 1800-2024</b> Fatima Ehsan (presenter), Susan Lamb</p> <p><b>16. Simulation Training to Enhance the Provision of Trauma Informed Care in OBGYN Residency Training</b> Shireen Hussein (presenter), Adam Garber</p> <p><b>17. Collective Reflection on the Planned Curriculum: Exploring the Multifaceted Role of the Course Plan</b> Geneviève Gauthier (presenter), Jessica Banner, Laura Winer</p> <p><b>18. Using simulation to teach nephrology residents to provide telephone consultations</b> Caitlin Hesketh (presenter), Rinu Powell, Michael Herman, Jolanta Karpinski</p>	118 E
2:00 – 3:30	<p><b>Concurrent Orals/Workshops Block B:</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><b>Perceived barriers and educational needs of healthcare professionals providing pediatric palliative care in humanitarian settings</b> Zachary Blatman (presenter), Spandana Rayala, Kathryn Richardson, Md Ilias Kamal Risat, Rachel Yantzi, Megan Doherty</p>	110

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

2:00 – 3:30	<b>Workshop: The Learner in Difficulty (Miriam Lacasse &amp; Lyne Pitre) in French</b> By the end of this workshop, participants will be able to: <ol style="list-style-type: none"> <li>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</li> <li>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</li> </ol>	
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## SATURDAY, MAY 3, 2025

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

10:15 – 11:45	<b>Workshop: To Call in Sick or Come in Sick—What is The Best Thing To Do? (Lorenzo Madrazo)</b> By the end of this workshop, participants will be able to: <ol style="list-style-type: none"> <li>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</li> <li>2. Identify and navigate tensions between different stakeholders, including patients, physicians, and healthcare institutions, when physicians and trainees become sick</li> </ol>	210
	<b>Workshop: Scholarship of Teaching and Education: Making it Count! (Nancy Dudek &amp; Claire Touchie)</b> By the end of this workshop, participants will be able to: <ol style="list-style-type: none"> <li>1. Define teaching/education scholarship and differentiate scholarship from teaching/educational excellence</li> <li>2. Analyze educational activities and identify strategies to transform scholarly activities into scholarship</li> <li>3. Develop an action plan to disseminate and track your teaching and educational activities to support career advancement and promotion</li> </ol>	212

CE PROGRAMME EST UNE ACTIVITÉ D'APPRENTISSAGE COLLECTIF AGRÉÉE (SECTION 1) DANS LE CADRE DU PROGRAMME DE MAINTIEN DU CERTIFICAT DU COLLÈGE ROYAL DES MÉDECINS ET CHIRURGIENS DU CANADA, ET IL EST APPROUVÉ PAR LE BUREAU DU DÉVELOPPEMENT PROFESSIONNEL CONTINU DE L'UNIVERSITÉ D'OTTAWA. VOUS POUVEZ DÉCLARER UN MAXIMUM DE 11 HEURES (LES CRÉDITS SONT CALCULÉS AUTOMATIQUEMENT). IL S'AGIT D'UNE ACTIVITÉ AGRÉÉE PAR LE COLLÈGE DES MÉDECINS DE FAMILLE DU CANADA QUI PERMET D'OBTENIR JUSQU'À 7 CRÉDITS MAINPRO+MD POUR DES ACTIVITÉS AGRÉÉES.

IDENTIFIANT DE PROGRAMME : 301262-001

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 Zijldwijk	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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