

2024 CERI Research Symposium
Lamplighter Inn and Conference Centre
Tuesday, October 8th, 2024

Overall Learning Objectives

By the end of the Research Symposium the learner will be able to:

- Identify new topics pertinent to health professions education (HPE).
- Recognize advances in medical education research and scholarly innovations.
- Appraise and discuss the presentations with respect to methodology and applicability to HPE.
- Establish connections among local HPE scholars and contribute to a community of practice.

Agenda	
8:15 – 8:30 a.m.	<p>Registration & Coffee</p> <p>Nourishment hub</p>
8:30 – 8:45 a.m.	<p>Opening Remarks</p> <p>Crystal North</p> <p>Dr. Mark Goldszmidt, Acting Director, CERI</p> <p>Dr. Robert Bartha, Vice Dean, Research and Innovation</p>
8:45 – 9:45 a.m.	<p>Annual Wayne Weston Lecture in Medical Education</p> <p>Crystal North</p> <p>Dr. Martin Pusic</p> <p>Title: Martin Pusic</p> <p>Title: Big Data and AI in HPE Research: A Conversation About Our Next Steps</p> <p><i>Moderated by Mark Goldszmidt</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Define the components of an artificial intelligence system. • Describe technological advances that underpin the movement to “learning analytics” and “precision education.” • Discuss theories of technology adoption as they might apply to AI integration into systems of assessment.



9:45 –
10:00 a.m.

1- Minute Poster Presentations

Crystal North

1. Unraveling the Dark Legacy: The Influence of Nazi Medical Education on Physicians. (Kyla Pires)
2. Know thyself and tell us about it: An exploration of medical students' and programme directors' views around self-assessment related to specialty choice and application. (Rhidita Saha)
3. The Predictive Power of Short Answer Questions in Undergraduate Medical Education Progress Difficulty. (Amr Saleh)
4. The Prevalence of Eponyms in Anatomy Education. (Emily Danciu)
5. Exploring the Potential of Immersive Technology in the Enhancement of Anatomy Education. (Katelyn Wood)
6. Investigating the training effect of different anatomical drawing exercises on anatomical knowledge and spatial ability. (Lina Nasirkadir)
7. Creating an Artificial Intelligence-Based Virtual Learning Tool to Prepare Learners for Musculoskeletal-Focused OSCEs. (Andrew Peluso)
8. Relationship between Altmetric and traditional metrics in anaesthesiology literature - a cross-sectional study. (Jessica Chu)
9. Creating an open access histopathological resource of laboratory mouse tissues and comparing routine and special stains used in pathology. (Trinity Quan)
10. Exploring the Effects of Acute Stress on Communication within Teams: A Qualitative Study of Healthcare Providers' Perspectives. (Trevor Hines Duncliffe)
11. Acts of Courage: A Narrative Study in Medicine. (Abdulla Al-Najjar, Nadia Khan, Deep Kaur Sandhu)
12. Approaches for, and outcomes of, anatomical variation in gross anatomy courses across degree programs: A scoping review. (Kayla Vieno-Corbett)
13. Building Patient-Centered Mental Health Care: A Multi-year Analysis of the Canadian Muslim Mental Health Conference. (Baithat O. Adeyinka)

Moderated by Mark Goldszmidt

Learning Objectives

By the end of the presentations the learner will be able to:

14. Identify emerging innovations in education scholarship.



	15. Describe local projects aimed at advancing and deepening our understanding of HPE.
10:00 – 10:30	<p>Poster Viewing & Coffee</p> <p>Atrium</p>
10:30 a.m. – 12:00 p.m.	<p>Oral Abstract Presentations: Concurrent Session 1</p> <p>Gender Issues</p> <p>Crystal North</p> <ol style="list-style-type: none"> 1. Overcoming Barriers to Pursuing Orthopedic Surgery Training. (Marie-Eve LeBel) 2. Exploring women's experiences of deferral related to family planning during surgical training: preliminary findings from a qualitative study. (Veronica Sacco) 3. Does trainee gender influence assessments of interdependence in emergency medicine? (Asil El Galad) 4. Breastfeeding is for Patients, Not Medical Students - A Qualitative Exploration of the Experiences of Infant Feeding in Medical School. (Gizelle Francis) 5. "I wish I had been more surgeon-like in my approach": Exploring breastfeeding experiences of surgeon mothers. (Madison Dusick) 6. Falling Through the Cracks in Our Broken System: Motherhood in Medical School. (Danielle Vucenovic, presented by Gizelle Francis) <p><i>Moderated by Lorelei Lingard</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Consider the lived experiences of gender-based discrimination and inequity in HPE. • Discuss tools and strategies to improve gendered experiences in HPE.
10:30 a.m. – 12:00 p.m.	<p>Oral Abstract Presentations: Concurrent Session 1</p> <p>Practice Challenges</p> <p>Canterbury</p> <ol style="list-style-type: none"> 1. A Crisis of Character: Exploring Character Development and Well-Being in Post-Graduate Medical Education. (Jacqueline Torti)

	<ol style="list-style-type: none"> 2. Contributions to Burnout in Medical Training: The Role of Motivation and Depersonalization in Conducting Research. (Skylar Healey) 3. High Achievers at Risk: Exploring the Academic Self-Concept and Academic Burnout Correlation in Canadian Medical Students. (Anna Basu) 4. Striking the right balance between measurement for accountability and quality improvement: A discharge summary timeliness tale. (Kaylee Tsan-Hua Tung) 5. Advice Case Calls to the Canadian Medical Protective Association: A Comparison Between Family Medicine and Surgical Types of Work. (Amera Gamela Khalaff) <p><i>Moderated by Sayra Cristancho</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Describe various factors that challenge trainees and practitioners in clinical training environments. • Discuss systemic solutions to improve accountability, foster quality improvement, and strengthen professional support.
<p>10:30 a.m. – 12:00 p.m.</p>	<p>Oral Abstract Presentations: Concurrent Session 1</p> <p><i>Focus on Learners</i></p> <p>Cambridge</p> <ol style="list-style-type: none"> 1. Understanding Postgraduate Family Medicine Learner's perspectives on Medical Assistance in Dying (MAID) Using a Grounded Theory (GT) Approach. (Jill Dombroski) 2. Students as partners in the creation of open educational resources for pre-medical undergraduate pathology education. (Ankit Ray) 3. Verbal vs Written vs Reading: Does the mode of retrieval make a difference? (Marie-Eve LeBel) 4. Integrating Gender and Sex Diversity within Anatomical Education: Uncovering Learners' Perspectives. (Charlie Brake) 5. Patterns of Medical Residents' Preferences for Organizational Socialization Strategies to Facilitate their Transitions: A Q-Study. (Gerbrich Galema) 6. Balancing Cognitive Load in Case-Based Asynchronous Modules in Medical Education. (Gregory Anagnostopoulos)

	<p><i>Moderated by Kristin Bishop</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Assess how diverse learner perspectives and preferences shape educational outcomes in HPE. • Explore innovative approaches to engaging learners as partners in medical education.
<p>12:00 – 1:00 p.m.</p>	<p>Lunch</p>
<p>1:00 – 2:15</p>	<p>Oral Abstract Presentations: Concurrent Session 2</p> <p><i>EDI</i></p> <p>Crystal North</p> <ol style="list-style-type: none"> 1. Impacts of innovative multidisciplinary healthcare-discovery camp on highschool students in London, ON. (Adela Gottardi, Merlin Thomas) 2. The Need for Critical and Intersectional Approaches to Equity Efforts in Postgraduate Medical Education: A Critical Narrative Review. (Justin Lam) 3. Often Invisible, Always Essential: Recognizing the Role of Professional Research Staff in Grant Writing. (Kevin Oswald) 4. Inclusive Medicine Initiative. (Gabrielle Pundaky, Mila Huhtala, Emily Sodhi) 5. A Thematic Analysis of Experiences of Financial Burden in medical school. (Brian Cho) <p><i>Moderated by Taryn Taylor</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Describe the impact of financial, structural, and intersectional challenges on HPE trainees and professional staff.



	<ul style="list-style-type: none"> Evaluate the effectiveness of multidisciplinary initiatives and inclusive practices in fostering equity and diversity in HPE.
<p>1:00 p.m. – 2:15 p.m.</p>	<p>Oral Abstract Presentations: Concurrent Session 2</p> <p>Assessment and Feedback</p> <p>Canterbury</p> <ol style="list-style-type: none"> Importance of the past, future, and being present: Undergraduate medical students with professionalism concerns reviewed at a Competence Committee. (Lisa Shepherd) Student reflections on the impact of an online mindfulness and feedback literacy resource. (Cecilia Dong) Defining Essential and Extraneous: Preliminary findings on Consensus Criteria to Assess Competency Using Free-Text Echocardiogram Reports. (Vinay Jayachandiran) Seeing the forest through the trees: Using data science to identify struggling learners in undergraduate medical education. (Lisa Shepherd) Evaluation of a Cadaveric Surgical Objective Structured Clinical Examination for Orthopedic Surgical Residents. (Carson Norkum) <p><i>Moderated by Sarah Blissett</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> Explore assessment methods and feedback strategies that support learner development in HPE. Critically examine innovative approaches to enhance both student self-awareness and educator evaluation practices.
<p>1:00p.m. – 2:15 p.m.</p>	<p>Oral Abstract Presentations: Concurrent Session 2</p> <p>Focus on Patients</p> <p>Cambridge</p> <ol style="list-style-type: none"> Incorporating Patient Perspectives into Oncology Education: A Scoping Review and Pilot Study. (Rayyan Syed Kamal, Caroline Zhang)

	<ol style="list-style-type: none"> 2. Re-norming Medical Education: Centering Patient Experience and Diverse Bodies in Lumbar Puncture (LP) Instruction. (Erin Lin) 3. Readability and quality analysis of patient education materials for oral contraception options. (Yasaman Javadzadeh) 4. The impact of community-service learning on health equity issues: a partnership to develop empathic dentists. (Sarah McLean) <p>Moderated by Colin Evans</p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Examine approaches to integrating patient perspectives and experiences into HPE to enhance patient-centered care. • Evaluate the effectiveness of educational strategies in improving the accessibility, inclusivity, and quality of healthcare information and services for diverse patient populations.
<p>2:15-3:30pm</p>	<p>Oral Abstract Presentations: Concurrent Session 3</p> <p>Simulation</p> <p>Crystal North</p> <ol style="list-style-type: none"> 1. Mixed Reality in Surgical Training: Evaluating the Performance of a Holographic Tutor for Teaching Surgical Hand Ties to Medical Students. (Christina Lim, Matthew Van Oirschot) 2. Evaluation of non-technical resuscitation skills in the icu using in-situ simulation video. (Adam Levschuk) 3. Team Cognition in Healthcare Simulation: A Framework for deliberate measurement. (Colin Evans) 4. Trusting to a fault: Using simulation-based research to examine how power and relationships contribute to silence within interprofessional teams. (Meghan Frampton) 5. "How can I tell her what's happening without calling her out in front of everyone?": Using simulation to explore indirect challenges when speaking up in interprofessional teams. (Tracy Pham) <p><i>Moderated by Lisa Shepherd</i></p>

	<p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> Analyze the use of simulation technologies and methodologies to enhance both technical and non-technical skills in healthcare training. Evaluate the role of simulation in understanding team dynamics, communication challenges, and power structures within interprofessional healthcare teams.
<p>2:15-3:30pm</p>	<p>Oral Abstract Presentations: Concurrent Session 3</p> <p>Curriculum</p> <p>Cambridge</p> <ol style="list-style-type: none"> Applying Character-Based Leadership to Medical Education: A Program Evaluation. (Shirley Fan) Revisiting Curricular Priorities to Incorporate the Expanding Scope of Generalists: Insights from a Canadian Adult Congenital Heart Disease Context. (Maria Luz Garagiola) Leadership Development for Nurse Practitioners: A Systematic Review of the Literature. (Ryan Chan) Exploring the Evolution of Pathologists' Assistant Education. (Leeying Lau) "Interprofessional? I thought we were Interdisciplinary?": A semantic analysis of Interprofessional Collaboration and related terms. (Wuyou Sui) <p><i>Moderated by Jacqueline Torti</i></p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> Describe approaches to curriculum design that address evolving roles, leadership development, and interdisciplinary collaboration in healthcare education.

	<ul style="list-style-type: none"> • Reflect on the role of character-based leadership and expanded professional capacities in enhancing the quality and relevance of healthcare education.
<p>3:30-3:45 p.m.</p>	<p>Oral and Poster Awards Dr. Lorelei Lingard\ Crystal North</p>

25% of this program is dedicated to participant interaction

This program has received no financial support.

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 Continuing Professional Development, Schulich School of Medicine & Dentistry, Western University. You may claim a maximum of 5.25 hours (credits are automatically calculated).

This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Schulich School of Medicine & Dentistry, Western University for up to 5.25 Mainpro+ credits.

The Master Adaptive Learner (MAL) Framework: Knowledge Translation for HPE Scholars
Lampighter Inn and Conference Centre
Tuesday, October 8th, 2024
4:00 – 5:00 PM

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<p>4:00-5:00 p.m.</p>	<p>Pre-registered workshop - Canterbury</p> <p>Dr. Martin Pusic</p> <p>The Master Adaptive Learner (MAL) Framework: Knowledge Translation for HPE Scholars</p> <p>Learning Objectives</p> <p>By the end of the presentations the learner will be able to:</p> <ul style="list-style-type: none"> • Define the MAL model and how it intersects the HPE research literature. • Discuss Boyer's criteria for scholarship in light of the MAL model.
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