2023 CERI Research Symposium
Tuesday, October 3rd, 2023
9:00 a.m. – 3:30 p.m.

Overall Learning Objectives

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

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

Session learning objectives	
9:00 – 9:15 a.m.	Opening Remarks Dr. Chris Watling, CERI Director
9:15 – 10:15 a.m.	**Annual Weston Lecture in Medical Education** Dr. Will Bynum Associate Professor of Family Medicine Residency Program Director Department of Family Medicine and Community Health Duke University School of Medicine **The missing link: Why self-esteem holds the key to understanding identity formation in medical learners** *Moderated by Chris Watling* Learning Objectives • Discuss how shame can provide a window into complex identity processes while learning medicine • Define self-concept and describe its component parts • Articulate the missing role of self-esteem in current conceptualizations of professional identity formation • Actively reflect on how this gap might be addressed through narrative, theory, and research

10:15 – 10:30 a.m.	**1 -minute Poster Presentations** 1. The initiative for medical equity & global health resuscitation training program: A model for resuscitation training courses in Africa. (Eugene Tuyishime) 2. Strategies to support scaffolding complexity in workplace learning environments: A comparison of resident and sonographer rating of echocardiogram complexity. (Thomas Raissi) 3. Ghostwriting grants: A critical conversation about the invisible contributors to HPE research grants. (Lorelei Lingard) 4. Are we adequately teaching evidence-based medicine? (Elnaz Assadpour) 5. Adapting clinical medical guidelines in education. (Mahshid Mohammadi) 6. Assessing adaptive expertise in the undergraduate medical curriculum. (Zara Uddin). 7. A decade of equity, diversity, and inclusion literature in medical education: A comprehensive bibliometric analysis. (Rahman Ladak) 8. An inquiry-based methodology to teach cell biology to undergraduate biology students: Analysis of student scientific reports. (Pedro Marinho) 9. Impact of competency-based medical education on neurology and internal medicine resident elective experiences. (Mihilkumar Patel) *Moderated by Mark Goldszmidt* Learning Objectives By the end of the presentations the learner will be able to: • Identify emerging innovations in education scholarship • Describe local projects to improve and understand medical education
10:30 - 11:00 a.m.	**Poster Viewing & Coffee**
11:00 a.m. – 12:30 p.m.	**Oral Abstract Presentations: Concurrent Session** ***Gender, Equity & Power*** 1. Factors impacting the congruence of self-concept in mothers returning to surgical residency after maternity leave. (Oonagh Scallan) 2. The experience of motherhood in surgery. (Ashaka Patel) 3. "Voluntold" to lead: Women physicians in academic medicine. (Amanda Stojcevski)

	4. Harassment in surgery: A mixed-methods finding from Canadian surgical trainees and surgeons. (Danielle Vucenovic)
	5. Twitter and social awareness: How medical schools are displaying critical consciousness on social media. (Eray Yilmaz)
	6. Words matter: The development of an open access library of inclusive anatomical science learning resources. (Charys Martin).
	Moderated by Rachael Pack
	Learning Objectives By the end of the presentations the learner will be able to:
	• Consider the lived experiences of gender-based discrimination and inequity in health professions education • Discuss tools and strategies to improve equity in health professions education
11:00 a.m. - 12:30 p.m.	**Oral Abstract Presentations: Concurrent Session** ***Technology and its application to HPE*** 1. A stroke of genius: A multi-voice approach to inter-professional education. (Courtney Casserly) 2. Exploring the potential of augmented reality in the enhancement of anatomy education. (Katelyn Wood) 3. A scoping review on electronic health records' ability to help or hinder inter-professional or intra-professional collaboration in the hospital setting. (Kathleen Winger) 4. Using explainable artificial intelligence (XAI) to automatically label narrative comments and assess faculty feedback on resident performance. (Theotime Bakunzi) 5. Harnessing smartphone power: A breakthrough approach to medical diagnostic category learning. (Anthony Cruz) 6. Inclusive science for all: A virtual equity, diversity, inclusion and decolonization (EDID) toolkit for the biomedical sciences. (Olivia Ghosh-Swaby) *Moderated by Lisa Shepherd* Learning Objectives By the end of the presentations the learner will be able to: • Describe recent technology innovations that relate to health professions education

	• Consider the application of described technologies for improving health professions education and practice
12:30 – 1:30 p.m.	**Lunch**
1:30 – 3:00	**Oral Abstract Presentations: Concurrent Session** ***CBME, Feedback & Assessment*** 1. Are EPAs effectively supporting growth in the CBME era? Comparing quality of Feedback with entrustment and timing. (Robin Mackin) 2. Exploration of postgraduate trainees' perspectives and experiences with CBME. (Claire Vannelli) 3. "Doing well:" Preliminary results from a qualitative study of how faculty in psychiatry assess resident competence in wellness. (Jonathan Gregory) 4. Exploring perspectives on alternative assessment in graduate anatomy education. (Emily Dietrich) 5. Exploring perceptions of feedback, mindfulness, and stress in post-secondary students. (Cecilia Dong) 6. Assessment variability in medical education: Why does it happen? (Hao Li) *Moderated by Sayra Cristancho* Learning Objectives By the end of the presentations the learner will be able to: • Critically evaluate the effectiveness of Entrustable Professional Activities (EPAs) in supporting trainee growth within the CBME framework • Compare the quality of feedback provided based on entrustment decisions and timing. • Describe the implications of postgraduate trainee perspectives on the implementation and refinement of competency-based medical education programs
1:30 p.m. – 3:00 p.m.	**Oral Abstract Presentations: Concurrent Session** ***Communication and Teamwork*** 1. "Nothing comes to mind…": Challenges with identifying one's own role in preventable poor outcomes and behaviour, and the impact on quality improvement initiatives. (Lauren Columbus) 2. When do residents say "I don't know" in multidisciplinary teams? Insights from simulation. (Sarah Blissett).

	3. The patient is awake and we need to stay calm": Rethinking the merits of indirect communication in the face of medical error and professionalism lapses. (Taryn Taylor) 4. Set up to fail? Barriers impeding resident communication training in neonatal intensive care units. (Anita Cheng) 5. Not just a healthy mom and a healthy baby: How perinatal care providers learn to make decisions with patients is a public health priority. (Meagan Furnivall) 6. Team cognition in flight-based paramedicine: relevant qualitative insights from paramedics and physicians. (Rachel Edwards) *Moderated by Lorelei Lingard* Learning Objectives By the end of the presentations the learner will be able to: • Identify the factors that influence residents' decisions to admit uncertainty within multidisciplinary teams • Apply insights gained from simulation-based research to enhance communication and collaboration within healthcare teams
1:30p.m. – 3:00 p.m.	**Oral Abstract Presentations: Concurrent Session** ***Understanding relationships*** 1. Leveraging influence: A social network approach to explore dissemination of evidence-based practice interventions amongst paramedics. (J. Colin Evans) 2. Exploring peer support, learning, and mentorship in paramedicine: A qualitative social network perspective. (Carly Lundale) 3. How to be a change-maker in patient-centric care using thanatology concepts. (Jill Dombroski) 4. Importance of incorporating cancer patients' perspectives in oncology education: A scoping review. (Rayyan Syed Kamal) 5. Physician-parents and the motivation to study medicine. (Herman Dayal) 6. What can we learn from comments about 'residents these days.' (Aishwarya Kulkarni) *Moderated by Taryn Taylor* Learning Objectives By the end of the presentations the learner will be able to:

	• Identify the implications of relationships (among health professionals, patients and family members) for understanding critical issues in medical education
3:00 – 3:30 p.m.	**Closing Remarks & Awards** Dr. Chris Watling

Addressing Sensitive and Stigmatized Topics:
How to Ethically, Effectively and Methodologically "Go There"
Tuesday, October 3rd, 2023
3:30 – 4:30 p.m.

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3:30 – 4:30 p.m.	**Pre-registered post symposium workshop** Addressing Sensitive and Stigmatized Topics: How to Ethically, Effectively and Methodologically "Go There" *Dr. Will Bynum* Learning Objectives • Critique our current conceptualizations of wellness in healthcare and examine the underlying assumptions and epistemologies that drive them • Discuss how studying stigmatized and sensitive topics can broaden our conceptualizations of wellness in healthcare • Articulate the role of specific research methodologies—namely the qualitative interview and hermeneutic phenomenology—in effectively conducting this inquiry • Discuss the importance of integrating these broad conceptualizations into our efforts to "solve" the issue of impaired wellness in healthcare