

2026 CERI Research Symposium
Lamplighter Inn and Conference Centre
Tuesday, October 6th, 2026
8:30am-4:00pm

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.

Agenda	
8:00 – 8:30 a.m.	Registration & Breakfast
8:30 – 8:45 a.m.	Opening Remarks Location: Regency Dr. Mark Goldszmidt, Director, CERI Dr. Silvia Penuela, Assistant Dean, Translational Research
8:45 – 9:45 a.m.	Annual Wayne Weston Lecture in Medical Education Location: Regency Dr. Alan Schwartz Title: How to Critique a Conceptual Framework <i>Moderated by Mark Goldszmidt</i> Learning Objectives By the end of the presentations the learner will be able to: 1. Describe fundamental principles and criteria for critically evaluating conceptual frameworks in education research. 2. Identify common strengths, limitations, and theoretical assumptions underlying conceptual frameworks used in medical education scholarship. 3. Develop strategies and research questions to select, adapt, or refine a conceptual framework to strengthen the theoretical grounding of one's own research.
9:45 – 10:00 a.m.	1- Minute Poster Presentations Location: Regency 1. Training Specialists, Shaping Identity: Preliminary Insights into How Professional Identity Evolves During Specialty Training (Deep Kanwar Singh Chabba) 2. Exploring Team Situational Awareness in Medical Simulation: A Qualitative Video-Mediated Recall Approach (Tyler Pettenuzzo-Patton)

	- Self-Reported Preparedness of Early-Career Canadian Dentists in Treating Older Adults (Cecilia Dong) - Tok to Your Doc: A Qualitative Hybrid Analysis of How Healthcare Providers are Debunking Newborn Vitamin K Misinformation on TikTok (Sheza Meraj) - Adapting to Uncertainty: AI Integration and the Evolution of Adaptive Teaching in Medical Sciences Education (Ali Amorad) - Mapping Curriculum Content to MCC Objectives to Quantify Depth of Coverage and Support Curriculum Optimization Using Local Embedding and Large Language Models (Raina Jemon) - Elevating Leadership: Investigating Humility and Inclusivity in Medical Education (Rishika Geda & Maheen Inayat) <i>Moderated by Mark Goldszmidt</i> Learning Objectives By the end of the presentations the learner will be able to: - Identify emerging innovations in education scholarship. - Describe local projects aimed at advancing and deepening our understanding of HPE.
10:00 – 10:45 a.m.	Poster Viewing & Coffee Location: Regency
10:45 a.m. – 12:00 p.m.	Oral Presentations: Concurrent Session 1 Each presenter will have 10 minutes for their presentation and 5 minutes for Q&A System Improvement Location: Regency - When adaptation conceals vulnerability: How collective work reorganizes near the Brittle Threshold (Sayra Cristancho) “Don’t Miss the Forest for the Trees”: Exploring How Entrustable Professional Activity Assessments and Other Assessment Data Inform Competence Committee Decision-Making (Spencer van Mil) - Inherited Rounds: Reimagining Admission Case Review in Contemporary Internal Medicine (Mark Goldszmidt) - From Quality Improvement to Competence-Based Education: Educational Potential of Neuropathology Autopsy Quality Assurance Data (Naheeda Rajmohamed) - A Sociotechnical Process Model of EHR Mediated Collaboration (Oluwakemi Olufunmilayo Oluwole) <i>Moderated by Lorelei Lingard</i> Learning Objectives By the end of the presentations the learner will be able to:

	- Evaluate the value of systems-level quality improvement initiatives and interprofessional collaboration in enriching health professions education. - Reflect on how engagement in system improvement work can prepare learners for complex healthcare environments.
10:45 a.m. – 12:00 p.m.	Oral Presentations: Concurrent Session 1 Each presenter will have 10 minutes for their presentation and 5 minutes for Q&A Challenges in the Learning Environment Location: Cambridge - Curriculum Overload as a Barrier to CBCT Integration: A National Survey of Canadian Dental Schools (Morgan Wu) “Give sorrow words”: Defining a taxonomy of Learning Environment-Induced Distress experienced by medical trainees (Aileen Liang) - Examining Body Donor Reflections Through a Trauma-Informed Lens (Kylie Maxwell) - Beyond the Deadline: How Self-Management Skills Shape Students’ Use of Flexible Deadline Policies (Helen Sun) <i>Moderated by Jacqueline Torti</i> Learning Objectives By the end of the presentations the learner will be able to: - Critically assess curricular, psychological, and structural barriers within the learning environment that affect trainee wellbeing and educational experience. - Describe strategies to foster more supportive, trauma-informed, and learner-responsive educational environments, including policies that support student self-management.
12:00 – 1:00 p.m.	Lunch
1:00 – 2:00 p.m.	Oral Presentations: Concurrent Session 2 Each presenter will have 10 minutes for their presentation and 5 minutes for Q&A AI, Research & Educational Practice Location: Regency - Not just a matter of individual integrity: AI-use disclosure as a team practice (Lorelei Lingard) - Adapting to uncertainty: AI integration and the evolution of adaptive teaching in workplace-based environments (Crystal Gaudet) - Disclosing AI-use in HPE manuscripts: A complex, evolving and emotional practice (Muhammad Ans) - Assessment of Adaptive Expertise in Undergraduate Medical Education Using Large Language Models (Theres Tijo)



	<i>Moderated by Justin Lam</i> Learning Objectives By the end of the presentations the learner will be able to: • Describe how artificial intelligence is influencing teaching, learning, and research in HPE. • Discuss emerging ethical and practical considerations in applying AI to education and scholarship.
1:00 p.m. – 2:00p.m.	Oral Presentations: Concurrent Session 2 Each presenter will have 10 minutes for their presentation and 5 minutes for Q&A <i>Human-centered Education & Care</i> Location: Cambridge 1. From Processes to People: A Human-Centred Model of Interprofessional Collaboration in Acute Care (Wuyou Sui) 2. Towards a Shared Understanding of Person-centered Dental Training – A Community-Engaged Research Study (Kate Hunter) 3. Designing With, Not For: How Design Thinking and Students-as-Partners Led to ScleroCare (Sarah McLean) 4. Defining Person-Centred Oncology Care Through Patient and Caregiver Perspectives: A Convergent Parallel Mixed-Methods Study (Rayyan Syed Kamal) <i>Moderated by Jill Dombroski</i> Learning Objectives By the end of the presentations the learner will be able to: • Analyze how human-centred and person-centred approaches reshape collaboration, training, and care delivery in health professions contexts. • Consider strategies to meaningfully engage patients, caregivers, and learners as partners in designing more responsive educational and care models.
2:00 – 2:30	Coffee Break Location: Regency
2:30 – 3:30 p.m.	Oral Presentations: Concurrent Session 3 Each presenter will have 10 minutes for their presentation and 5 minutes for Q&A <i>Understanding Faculty Experiences</i> Location: Regency 1. From Competence to Mastery: Expert Vascular Surgeons' Perspectives on Progression Beyond Competence (Oonagh Scallan) 2. From Competence to Character: Advancing Leadership Development of Early Career Physicians (Jacqueline Torti)

	3. The Teaching Scholar trap: misalignment between lived and structural scholarly identity (Jina Kum) 4. Adapting With Intention: How Medical Sciences Educators Are Shaping the Role of AI (Katelyn N. Wood) <i>Moderated by Sayra Cristancho</i> Learning Objectives By the end of the presentations the learner will be able to: - Examine how clinical, educational, and technological contexts shape the development of faculty expertise, professional identity, and leadership. - Describe frameworks and concepts that inform understanding of faculty growth and evolving professional roles across career stages.
2:30 – 3:30p.m.	Oral Presentations: Concurrent Session 3 Each presenter will have 10 minutes for their presentation and 5 minutes for Q&A <i>Equity, Diversity & Inclusion</i> Location: Cambridge - Antiracist, Anti-Oppressive, and Decolonial Faculty Development Curricula in Canadian (Nima Karimi) - Limited Possibilities and Anxious Borders: A Critical Discourse Analysis of the Roles Made Available by Institutional Equity Efforts (Justin Lam) - Measuring the shifting temperature of EDI research in medical education: An exploration of the experience for EDI researchers in the current sociocultural climate (Iman Lahouaoula) - A Qualitative Exploration of Gender Diverse Perspectives on Body Bequeathal (Charlie Brake) <i>Moderated by Crystal Gaudet</i> Learning Objectives By the end of the presentations the learner will be able to: - Analyze how inequities and hidden curricula shape learning experiences in health professions education. - Consider strategies to build more inclusive, transparent, and supportive educational cultures.
3:30 – 4:00 p.m.	Oral, Paper and Poster Awards Dr. Lorelei Lingard Location: Regency

25% of this program is dedicated to participant interaction.

Non-Financial Sponsorship Statement

This program has received no financial support.