

## Eponyms: Decolonizing Our Terminology

Date: May 13, 2026

Time: 12:00pm – 1:40pm

Location: In Person, HSA022

### Overall Learning Objectives:

By the end of this program, participants will be able to:

1. **Describe** how anatomical and clinical terminology—including eponyms—shapes learner understanding, inclusivity, and social accountability in medical education.
2. **Identify** eponyms commonly used within their own teaching context and **analyze** their historical origins, implications, and potential harms or limitations.
3. **Evaluate** barriers to adopting descriptive, inclusive terminology at individual, curricular, and institutional levels.
4. **Generate** accurate and pedagogically sound descriptive alternatives to selected eponyms relevant to their discipline.
5. **Develop** feasible strategies for communicating and implementing terminology changes within courses, assessment structures, and faculty teams.
6. **Commit** to at least one actionable change they can bring back to their educational setting to advance inclusive terminology practices.

12:00 - 12:05	Opening Remarks - Charys Martin
12:05 - 12:35	<p><b>Decolonizing our Terminology – Charys Martin</b></p> <p><i>By the end of this session, participants will be able to:</i></p> <ol style="list-style-type: none"> <li>1. <b>Describe</b> how anatomical and clinical terminology—including eponyms—shapes learner understanding, inclusivity, and social accountability in medical education.</li> </ol>
12:35- 12:45	Question & Answer Period
12:45 - 1:10	<p><b>Roundtable Discussions (by specialty if possible)</b></p> <p><i>By the end of this session, participants will be able to:</i></p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> eponyms commonly used within their own teaching context and <b>analyze</b> their historical origins, implications, and potential harms or limitations.</li> <li>2. <b>Evaluate</b> barriers to adopting descriptive, inclusive terminology at individual, curricular, and institutional levels.</li> <li>3. <b>Generate</b> accurate and pedagogically sound descriptive alternatives to selected eponyms relevant to their discipline.</li> <li>4. <b>Develop</b> feasible strategies for communicating and implementing terminology changes within courses, assessment structures, and faculty teams.</li> <li>5. <b>Commit</b> to at least one actionable change they can bring back to their educational setting to advance inclusive terminology practices.</li> </ol>
1:10 - 1:30	Large Group Discussion & Question & Answer Period
1:30 - 1:35	Completion of Evaluations
1:35 - 1:40	Closing Remarks – Charys Martin

25% of this program is dedicated to participant interaction.

This activity 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 1.5 Mainpro+® Certified Activity credits.

**For RCPSC (MOC Section 1)**

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 1.5 hours (credits are automatically calculated).

**Non-Financial Sponsorship Statement**

This program has received no financial support.