

SCHULICH FACULTY DEVELOPMENT

EDID WORKSHOP SERIES

EPONYMS: DECOLONIZING OUR TERMINOLOGY

Workshop facilitated by: Charys Martin, Ph.D. (she/her)



REGISTER NOW

DATE: MAY 13

TIME: 12:00 PM - 1:30 PM

LOCATION: TBD



DESCRIPTION:

Medical education is moving toward more precise, inclusive, and socially accountable language—yet eponyms remain deeply embedded in anatomy and clinical teaching. This interactive workshop invites educators to critically examine the role of eponyms in their own disciplines and to explore practical strategies for shifting toward descriptive, learner-centered terminology. Grounded in current scholarship on inclusive anatomy education, the session will highlight how language shapes understanding, reinforces or disrupts power structures, and influences learners' ability to grasp structure-function relationships. Participants will work in small groups to identify commonly used eponyms within their teaching, map the historical and social contexts of those terms, and analyze barriers that impede change—including curricular inertia, assessment constraints, faculty habits, and hidden curricula. Using guided prompts and real examples from anatomy, clinical skills, and related health-professional programs, attendees will collectively discuss alternative terminology, develop communication strategies for colleagues and learners, and consider methods for implementing sustainable change within their local programs. By the end of the workshop, participants will leave with a clearer understanding of why inclusive terminology matters, actionable approaches for reducing eponym use, and a shared commitment to fostering more accountable and learner-inclusive educational environments.

ABOUT THE SPEAKER:

Charys Martin (she/her) is an anatomist and Academy Educator in Undergraduate Medical Education (UME) at Western University's Schulich School of Medicine & Dentistry, where she serves as the Anatomy Lead for the UME curriculum. She provides longitudinal anatomy teaching across the pre-clerkship program and works closely with clinical and basic science faculty to support curriculum integration, assessment, and learner success. Dr. Martin held a Teaching Innovation Fellowship with Western's Centre for Teaching and Learning, a role that accelerated her national leadership in inclusive anatomical terminology and eponym reform. Her scholarship focuses on improving precision, clarity, and inclusivity in medical language, as well as trauma-informed approaches to anatomy education. She regularly presents this work at national and international medical education meetings and collaborates with clinicians and educators to translate inclusive terminology principles into practical teaching and clinical contexts.

