Welcome to Northern Constellations 2017, NOSM’s annual faculty development conference. Our diverse program is the result of the contributions from our many NOSM faculty and staff presenters, members of our planning committees, and our CEPD/FA administrative team. During plenary sessions, you will explore key concepts relevant to health professional education: Improving our clinical and educational activities through a culture of quality; Providing leadership as we move towards integrating health care with education, research, and scholarly pursuits; along with Professional development of the empathetic self within the context of medical education.

Each of you will have an opportunity to attend a unique set of sessions to meet your learning needs as you rotate through a series of four interactive workshops relevant to your roles and responsibilities in the areas of teaching and preceptoring; research; scholarly activities; leadership; and professional resiliency. Between sessions, you will have opportunities to network with colleagues, educational staff, and learners as well as continuing conversations with conference presenters.

As we strive to expand your educational experience, Northern Constellations 2017 will feature fire side chats providing an opportunity for you to converse informally with each of our plenary speakers. Educational Innovations will feature NOSM faculty, staff, and learners who will be allocated ten minutes to showcase their innovation along with four minutes for peer questions and discussion.

Consider scheduling an optional research or library consultation to support your scholarly interests and activities. Participate in one of our wellness activities and rejuvenate after an afternoon of cognitive work. Join us for the Northern Constellations Friday Dinner where we will recognize outstanding faculty achievements and promotions.

If you have a question or concern, please approach a member of our CEPD staff who will be happy to help out. Enjoy Northern Constellations 2017 and take home several pearls to apply within your clinical or educational setting!

James Goertzen MD, MCISc, CCFP
Assistant Dean, CEPD

FRIDAY, APRIL 21 – SATURDAY, APRIL 22, 2017
COURSE CODE: CFINC-01701-A
HOLIDAY INN
SUDBURY, ONTARIO

CONFERENCE OBJECTIVES
At the end of this conference, participants will be able to:

- Describe examples of best practices within health care professional education, leadership, and/or scholarship.
- Identify resources to enrich your teaching and learning experiences.
- Develop networks to support your practice as a faculty member, health care professional or learner.

ACCREDITATION
This conference meets the accreditation criteria of The College of Family Physicians of Canada and has been accredited for up to 8.0 Mainpro+ credits as approved by the Continuing Education and Professional Development Office at the Northern Ontario School of Medicine.

This conference 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, approved by the Continuing Education and Professional Development Office at the Northern Ontario School of Medicine for up to 8.0 hours.

CONFERENCE FEES
NOSM Faculty: No Charge
NOSM Staff: $150.00
Other: $350.00 (Both Days) $175.00 (One Day)
VENUE

HOLIDAY INN
1696 Regent Street
Sudbury, ON
Tel: 705-522-3000

If you are not NOSM Faculty or Staff please contact Melissa Brûlé at northernconstellations@nosm.ca.

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### PROGRAM AT A GLANCE

**SATURDAY, APRIL 22, 2017**

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<td>08:00 - 08:45</td>
<td>Plenary Session: Professional development of the empathetic self; Reflection, dialogue, and humanistic medical education</td>
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<td>D6 Competency Based Medical Education Personalized Learning Blocks: A resident centred educational activity</td>
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<td>D7 Movin’ on up: An introduction to the NOSM joint and stipendiary Faculty promotions process</td>
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<td>D8 Communicator, collaborator and professional: How do we measure up?</td>
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<td>12:30 - 13:15</td>
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<td>13:00 - 16:00</td>
<td>Postgraduate Retreats</td>
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Plenary Session: Improving and transforming our health care system through a culture of quality

**Presenter:** Jeff Turnbull MD, FRCPC (Health Quality Ontario)

Although Ontario has a comparatively well-resourced health care system, it often falls short in meeting our health care needs along with being financially unsustainable in its present format. Efforts to improve and transform our health care system have been piecemeal, limited in scope and focused on cost containment. Using quality as a driver to improve health outcomes and provide better patient experiences results in changes that are sustainable and cost effective. Key to improvements are clinical leadership and health care provider engagement.

**Learning Objectives:**
- Define the key drivers of health care system change.
- Describe the components of a culture of quality within health care.
- Identify the importance of clinical engagement, innovation and leadership to improve health outcomes.

**Concurrent Sessions:**

**A1 Leading quality improvement within Northern Ontario clinical and educational settings**

**Presenters:** Jeff Turnbull MD, FRCPC (Health Quality Ontario); Reena Dhatt MD, CCFP, FCFP; Jon Johnsen MD, CCFP

Northern Ontario has a high burden of disease with the highest Ontario rates of cancer, diabetes, substance abuse, cardiovascular and respiratory disease. With 87% of Ontario’s landmass and 6% of the population, there are both strengths and challenges for implementing a culture of quality improvement. NOSM faculty have a pivotal role in preparing future health care professionals by role modeling as clinicians and teachers the principles of QI in both their clinical and educational settings.

**Learning Objectives:**
- Describe Northern Ontario quality priorities, strengths, and challenges.
- Discuss strategies for role modeling and teaching quality with undergraduate and postgraduate learners.
- Identify three key actions that would operationalize a quality agenda for Northern Ontario.

**A2 Preparing for competency-based postgraduate education at NOSM: Highlights and important lessons**

**Presenters:** Thomas Crichton MD, CCFP, FCFP; Robert Anderson MD, FRCPC; Stacy Desilets MD, CCFP; Christina Tremblay BA

Residency programs in Canada and at NOSM are at various stages of implementing competency-based medical education (CBME) under the guidance of the CFPC and the RCPSC. Early CBME adopting programs at NOSM include Family Medicine and Anesthesia who will share their experience, highlights and lessons learned. Included in the discussion will be an organizing framework for the transition to CBME: Assessment, Faculty Development, Policies, and Logistics.

**Learning Objectives:**
- Define key components of CBME residency training.
- Assess and describe their program’s CBME readiness.
- Outline the next steps required in preparing their program’s transition to CBME.

**A3 Orientation to the NOSM landscape: A field guide for faculty**

**Presenters:** Robert Smith MD FRCSC; Ed Hirvi MD CCFP; Jeff Bachiu BA Med; Kristy Côté MA-IS, CHRL, PhD; Joey McCozen HbComm

NOSM can be confusing and even daunting for new faculty or those unfamiliar with its language and structure. An overview of NOSM MD and Residency Program’s philosophy, how they work, and who does what will be provided. Discussion of relevant academic governance and organizational structures will assist faculty explore teaching and career development opportunities through further involvement in the School’s many initiatives. Workshop activities will facilitate participant sharing of their NOSM knowledge and experience with other faculty.

**Learning Objectives:**
- Describe NOSM’s unique educational philosophy and educational programs.
- Explain the structure of the undergraduate MD program and its various learning sessions.
- Identify opportunities for faculty involvement including career paths to consider and appropriate contacts.
A4 Virtual healthcare solutions for health care practitioners, learners and patients

Presenters: Catherine Cervin MD, MAEd, FCFP; Hugh Kellam PhD (Ontario Telemedicine Network); JJ Hupka BSc (Ontario Telemedicine Network)

Virtual healthcare tools are used to improve patient outcomes, deliver continuing medical education and promote collaboration among healthcare professionals. Ontario Telemedicine Network provides clinical and educational services to support both patient care and professional development activities. Using their tablets or PCs, participants will explore the OTNhub through a simulation of a clinical encounter via OTNInvite. Resources available through eLearning will be highlighted to optimize education activities of both preceptor and learner linked to the patient encounter.

Learning Objectives:
• Demonstrate OTN services available to support clinical care and medical education activities in northern communities.
• Operate a videoconference via personal videoconferencing.
• Practice a patient consultation and deliver a patient report via telemedicine.

A5 Research 101.1: Getting your research project started

Presenters: Cheri Bethune MD, MCisc, FCFP; Joanne Beyers MA, RD (Sudbury District Health Unit); Renee St Onge MA (Sudbury District Health Unit); Suzanne Lemieux PhD (Sudbury District Health Unit); Alanna Campbell MISt

Developing a good research question is an initial and critical step in the research process. Applying an evidence-based process to a practice-based research or evaluation question requires critical thinking and planning upfront. In this hands-on session, participants will be provided with tools and guided through the steps of turning a clinical question into a researchable topic. Participants are highly encouraged to bring potential questions from their clinical or educational settings to work with during the session.

Learning Objectives:
• Demonstrate the relationship between a clinical question, research question, and study design.
• Frame a clinical question so that it is a researchable topic.
• Identify possible research methods appropriate to their research question.

A6 Finding meaning and clarity as compassionate caregivers

Presenters: Sheila Damore-Petingola MSW, RSW; Gary Petingola MSW, RSW

Inundated with unprecedented pressures in a fast paced health care environment that is constantly changing can render us feeling detached, indifferent and disconnected. This has negative repercussions for health care professionals including burnout, depression, and medical error. Immersed in “doing” side-tracts us from what is important and interferes with optimal patient care that requires “being.” Mindfulness can help to instill feelings of calm, improved focus, true listening, less reactivity, neutrality and increased compassion.

Learning Objectives:
• Examine the differences between empathy and compassion along with the link to mindfulness.
• Identify the signs of slipping into the “sacrifice syndrome” and implement strategies for renewal.
• Demonstrate three take away practices to cultivate compassion toward ourselves and others.

A7 Aligning LEADS leadership framework with the CanMEDS competencies

Presenters: Andrea Reibmayr MAL, CEC, CHE, ACC and Robert Barnett MA

LEADS in a caring environment framework encompasses key skills, behaviours, abilities and knowledge required to lead in all aspects of the health system. The framework presents a common understanding of what good leadership looks like and is based on the principle that caring leaders through compassion and support build a more effective health system. Participants will explore LEADS domains of Lead Self, Engage Others, Achieve results, Develop Coalitions and Systems Transformation along with its applicability to CanMEDS competencies.

Learning Objectives:
• Examine the five domains of the LEADS leadership framework.
• Discuss the applicability of the LEADS framework to the CanMEDS competencies.
• Demonstrate the utility of the LEADS domains in the creation of leadership development activities.

A8 Teaching Phase 1 Structured Clinical Skills

Presenters: David Allen MD, CCFP(EM), FCFP; Tamara Boyd BA

Workshop is aimed at current Structured Clinical Skills (SCS) tutors, faculty considering teaching SCS and ICE preceptors interested in knowing more about the SCS Phase 1 Program. Structure and rational of SCS Program will be discussed and role of standardized patients in teaching clinical skills will be reviewed. Opportunities will be provided for current SCS tutors and faculty interested in teaching clinical skills to preclinical learners to exchange teaching strategies along with approaches for commonly encountered learner issues.

Learning Objectives:
• Discuss strategies for dealing effectively with some common issues that arise in Phase 1 SCS sessions.
• Examine roles and capabilities of standardized patients along with strategies to use them effectively in enhancing clinical skills instruction.

15:00 - 15:30 Refreshment Break
15:30 - 17:00 Concurrent Sessions:

B1 Surviving and thriving in your first five years and beyond
Presenters: Jessica Beaton MD CCFP; Kim Varty MD CCFP
The first five years of practice can be challenging. There is lots to learn as one transitions from residency to independent practice. Physicians from a variety of clinical settings and different stages in their careers will share valuable experiences. Common issues including practice management, medico legal concerns, physician resiliency, and faculty engagement will be addressed. Through discussions with peers, participants will normalize some of the predictable issues faced as new physicians in the North.

Learning Objectives:
• Examine common challenges faced by physicians in their first five years of practice.
• Describe strategies to optimize resilience for practice in the North.
• Identify one approachable physician colleague to join your support network.

B2 Educational innovations (Part 1)
New to Northern Constellations 2017 is a forum to highlight and support further development of NOSM educational innovations. Six presentations are scheduled, with each presenter allocated ten minutes to showcase their innovation along with four minutes for peer questions and discussion. Session chair will ensure time limits are met so that audience members can join and leave as desired throughout the session. Join us and hear about NOSM faculty, learner, and staff creativity and educational experimentation!

Learning Objectives:
• Demonstrate multiple NOSM educational innovations.
• Select NOSM educational innovations with relevance to your educational setting.
• Identify NOSM faculty, staff or learners for possible educational collaborations.

B3 Principles and practice of mentorship: A learning relationship for both mentee and mentor
Presenter: Margaret Steele MD Med, FRCPS (Faculty of Medicine Memorial University of Newfoundland)
Mentoring benefits the academic productivity of individual faculty as well the institution. However, mentors and mentees are often not well prepared to take on their important roles. The relationship between a mentor and mentee is reciprocal, dynamic and collaborative with the essence of the interaction that of a learning relationship. Participants will engage in facilitated interactive small group discussions in order to learn effective ways to meaningful engage in mentoring relationships.

Learning Objectives:
• Define the roles of the mentor and mentee.
• Outline the characteristics of an effective mentoring relationship.
• Describe the principles of establishing and effective mentoring relationship.

B4 Identifying the struggling learner and implementing remediation strategies – Part 1
Presenter: Chris Kupsh MD, CCFP(EM), FCFP
Supervising a struggling learner can be challenging for all! Although preceptors usually recognize a struggling learner, several barriers exist when addressing this problem. Two of the most important issues include “Failure to Fail” both from individual preceptor and institutional perspectives as well as diagnosing and defining the problem(s). Using a framework can help identify issues and lay the groundwork for planning educational interventions which are essential in supporting a learner’s successful completion of their training program.

Learning Objectives:
• Describe the challenges/barriers encountered when supervising a struggling learner.
• Demonstrate strategies for early identification of a struggling learner.
• Apply a framework to develop a differential diagnosis and define the problem(s) for a struggling learner.

B5 Research 101.2: A NOSM toolbox of resources to support your research project
Presenters: Sophie Regalado MA, MISt; Penny Moody-Corbett PhD; Ghislaine Pilot-Attema BEd, MA
You have a clear research question with an appropriate design. What’s next? Assembling a research team with a skill set to accomplish all aspects of the project including funding applications, research ethics board approvals, data collection and analysis along with dissemination of findings is crucial. Participants will be guided through the process of identifying research team roles and avenues for collaboration. Resources available to NOSM faculty members and health researchers in Northern Ontario will be introduced.

Learning Objectives:
• Generate a list of team member roles for a research project.
• Access appropriate resources at NOSM to answer research project questions or get support.
• Select self-directed resources at NOSM to contextualize research, locate tools and identify collaborators.
B6 Using Twitter to keep current, enhance your experience at Northern Constellations, and communicate with your millennial learners

**Presenter: Adam Moir MD, CCFP**

Social media platforms have become an integral part of how patients seek health information. Despite the lack of patient-oriented outcomes around use of Twitter, physicians are increasingly engaging with patients, colleagues, politicians and medical journalists on social media. Twitter can also be used to enhance educational activities by engaging with millennial learners in both the clinical and academic settings. Participants will cover the Twitter basics and its use in disseminating and accessing medical education.

**Learning Objectives:**
- Demonstrate basic Twitter principles and disseminate medical education information using hashtag #meded.
- Search and access medical education content using Twitter.
- Disseminate educational content and interact with other conference participants and the wider public at Northern Constellations 2017.

B7 The why, what and how of Integrated Community Experience (ICE) 108/110 placements

**Presenters: Jeff Bachiu MEd; Frances Kilbertus MD, MMedEd, FCFP; Cheri Bethune MD, MClSc, FCFP; Stephen Chiang MD, MBA, CCFP**

What are the knowledge, skills and attitudes we want students to achieve in their ICE placement? How do we create learning experiences that foster achievement of these objectives? Students want ICE to enhance their preparation for clerkship while preceptors envision an experience to better understand primary care in small communities. ICE placement structure will be reviewed along with highlighting important curriculum changes to both course objectives and methods of assessment.

**Learning Objectives:**
- Describe general logistics and structure of ICE 108/110 placements.
- Organize an effective environment to optimize clinical workplace learning for ICE 108/110 placements.
- Utilize skills in basic learner assessment strategies to foster student learning.

B8 Success and Happiness: Strategies for finding success by focusing first on your happiness

**Presenter: Ramamohan Veluri MD, DPM, MRCPsych, FRCPC**

Most of us do not clearly understand the concepts of success and happiness. People understand them differently and they change over time depending upon life circumstances. Understanding the relationship between success and happiness leads to a clearer view of self and the future, leading to a more fulfilled life. Strategies for the pursuit of happiness including self-reflection and life goal clarification will be discussed. Importance of intentional activities that promote long term health and well-being will be reviewed.

**Learning Objectives:**
- Describe the concepts of success and happiness.
- Demonstrate the relationship between success and happiness.
- Identify strategies to promote individual well-being through intentional activities.

17:15 - 18:15  Reception - Wellness Activities

18:15 - 19:15  Dinner

19:15 - 19:45  Plenary Session: Leadership within healthcare transformation

**Presenter: Margaret Steele MD, Med, FRCP (Faculty of Medicine Memorial University of Newfoundland)**

In the current environment of significant healthcare transformation, there is a growing recognition that there is a critical need for clinicians to be involved in leadership. Physicians and health care providers play an important role as both formal and informal leaders in healthcare transformation due to their expertise and experience. Understanding their roles and ways in which they can work collaboratively with their administrative counterparts to enhance healthcare delivery will be discussed.

**Learning Objectives:**
- Describe the rationale for health care provider leadership in healthcare transformation.
- Define formal, informal, transactional, and transformational leadership.
- Discuss factors contributing to an effective health care provider-administrator dyad.

19:45 - 20:15  Faculty Awards and Promotions

20:30 - 22:00  PCTA Social Event | NOSM Learner Leadership Forum
SATURDAY, APRIL 22, 2017

06:00 - 07:45  Breakfast

06:45 - 07:45  Affiliated and Networking Meetings

- LEG Lead Meeting
- OMA PDLP Alumni Meeting
- Family Medicine RPC Meeting

08:00 - 08:45  Plenary Session: Professional development of the empathetic self: Reflection, dialogue, and humanistic medical education

Presenter: Arno Kumagai MD (Faculty of Medicine University of Toronto)

Although much time and discussion in medical education is devoted to medical ethics and professionalism, only rarely do we think about the moral dimensions of health care professional training. The role of education with a humanistic intent is to teach physicians to practice with excellence, compassion and justice. Participants will explore how dialogue and reflection may serve to enhance the transformation of students and residents into empathic health care professionals.

Learning Objectives:
- Recognize that medical education is moral education.
- Describe the role of reflection and dialogue in the development of the empathic professional.
- Identify the conditions in which transformative learning may be achieved.

09:00 - 10:30  Concurrent Sessions:

C1 Hidden agenda of competency based assessment: Developing physicians motivated to improve their performance

Presenter: Ivy Oandasan MD, MHSc, CCFP, FCFP (College of Family Physicians of Canada)

With Triple C and Competency By Design, preceptors are asking “What do I have to do that is different?” Competency based medical education (CBME) requires a culture shift in education where it safe for learners to self-assess and share what they think they know or do not know with their preceptors. The goal of CBME is a generation of family physicians capable and willing to self-assess with guidance; involved in medical practice based on continuous quality improvement, evidence informed medicine and patient safety.

Learning Objectives:
- Assess educational theories that under lie the premise of competency based medical education.
- Appraise CFPC CBME tools for Resident Feedback and the Competency Coach (Fundamental Teaching Activities Framework).
- Demonstrate strategies to further develop CBME preceptors individually and collectively at NOSM.

C2 Educational innovations (Part 2)

New to Northern Constellations 2017 is a forum to high light and support further development of NOSM educational innovations. Six presentations are scheduled, with each presenter allocated ten minutes to showcase their innovation along with four minutes for peer questions and discussion. Session chair will ensure time limits are met so that audience members can join and leave as desired throughout the session. Join us and hear about NOSM faculty, learner, and staff creativity and educational experimentation!

Learning Objectives:
- Demonstrate multiple NOSM educational innovations.
- Select NOSM educational innovations with relevance to your educational setting.
- Identify NOSM faculty, staff or learners for possible educational collaborations.

C3 Looking after self to better lead others and improve health care

Presenters: Andrea Reibmayr MAL, CEC, CHE, ACC and Robert Barnett MA

All leaders regardless of their role in the health system must be able to lead themselves. The LEADS domain of Lead Self, aligns with CanMEDS competencies of Communicator, Collaborator, Leader, Scholar and Health Advocate. Being self-aware, managing self, developing self, and demonstrating character are capabilities associated with emotional intelligence that enable leaders to manage emotions, build relationships, make decisions, become more resilient and create positive work environments. Leadership necessitates self-awareness and personal mastery which require ongoing reflection and practice.

Learning Objectives:
- Demonstrate how increased self-awareness can enhance capacity for leadership.
- Appraise the intra- and inter-personal aspects of emotional intelligence associated with leadership.
- Examine strength-based personal assessment and appreciative inquiry as tools in leadership development.
C4 Patient Safety, professionalism and you
Presenters: Lee Toner MD, CCFP(EM), FCFP; James Goertzen MD, MCISc, CCFP, FCFP; Catherine Cervin MD, MAEd, FCFP; Jennifer Fawcett BA, MPH
Teaching professional behavior and addressing professional lapses is essential for safe patient care. Recent conceptualization of the relationship between health care professional identity formation and professionalism provides a framework for the development of relevant educational activities for teaching professionalism. Through case based scenarios and role play, participants will explore how learners, faculty, health care team members and educational staff all have a role to play in supporting safe professional learning and working environments.

Learning Objectives:
• Demonstrate the relationship between professional identity formation and professionalism.
• Identify tools and strategies to support professional identity formation of both students and residents.

C5 Research 101.3: Oh the research ethics and funding forms . . . help!!!
Presenters: Rosanna Langer PhD (Laurentian Research Ethics Board); Janet McElhaney MD, FRCPC, FACP
Once the research question, methodology and team have been developed; virtually all successful projects require research ethics board (REB) approval along with funding or in kind resources. The process for completing a REB application will be reviewed including key requirements and common reasons for lack of approval. Strategies for obtaining research project resources such as NOAMA grants will be discussed, including the writing of funding letters and completion of grant applications.

Learning Objectives:
• Describe important elements of a funding letter or grant application.
• List three common mistakes that contribute to unsuccessful funding requests.
• Describe the key components of a REB application.

C6 Firing on all cylinders
Presenter: Ted Bober MSW, RSW (Physician Health Program Ontario Medical Association)
Is a career in medicine psychologically harmful? Health care professionals have high rates of burnout along with the risk of compassion fatigue (CF) and vicarious trauma (VT). Although there is limited understanding of how burnout, CF and VT emerge; there are promising strategies to support caregiver resiliency. Through interactive exercises, participants will explore an occupational health continuum model and practical steps at an individual and organizational level to mitigate risks and promote health care professional health.

Learning Objectives:
• Compare similarities and differences between the concepts of burnout, compassion fatigue and vicarious trauma.
• Examine an occupational health continuum model.
• Identify individual and organizational approaches to mitigate occupational stress and promote health care professional health.

C7 Staying up to date in between patient encounters using the Internet, medical apps and social media resources
Presenter: Stephen Morgan BMBS, CCFP
Staying up to date while involved in clinical activities can be challenging. New and emerging technologies to access the best evidence based resources can be valuable in supporting both clinical and teaching activities. Different web-based resources will be highlighted with a focus on the time and effort required to use them. Searchable internet resources, podcasts, social media, smartphone apps and alerts, as well as daily evidence-based summaries in your inbox will be covered.

Learning Objectives:
• Examine various web-based resources including time and effort required to access them.
• Utilize web-based resources for quick evidence-based searches.

C8 Facilitating small groups: Key concepts and practical strategies
Presenters: John Dabous MSc and Nicole Cardinal OCT, MA
Small group learning occurs in a variety of academic and clinical settings including case-based learning, academic rounds, journal clubs, clinical skills sessions and simulation. Yet, for some not trained in this form of instruction, we often resort to what is familiar – lecturing. Through multiple group interactions, participants will be provided with practical strategies for managing small groups, an understanding of importance of a group’s stages of development, and increased confidence in facilitation of small groups.

Learning Objectives:
• Describe the key concepts of small group learning in medical education.
• Discuss group developmental stages and application to group facilitation.
• Identify practical strategies for effective small group facilitation.

10:30 - 11:00 Refreshment Break
11:00 - 12:30 Concurrent Sessions:
Learning Objectives:
• Demonstrate strategies to collect, collate and package evidence in a way that makes it accessible and relevant to users.
• Identify and access available resources to assist in planning, developing and implementing a tailored remediation intervention.
• Build on participants’ combined experience as teachers and learners to broaden and deepen discussions of critical consciousness and transformative education.
• Examine the meanings of empathy and reflection including their role in health professional education and clinical practice.
• Describe the benefits and pitfalls of delivering academic sessions using virtual classrooms.
• Describe the steps in planning, implementing, and evaluating knowledge mobilization strategies.
• Identify barriers and enablers to using and sharing evidence in different contexts and among different target audiences.
• Implement effective teaching and learning approaches to engage learners when using virtual classrooms and distance technologies.
• Describe the purpose of the PLB as a resident centred educational activity in CBME.
• Select methods to assist learners in identifying their learning needs and develop specific objectives to address identified needs.
• Implement effective teaching and learning approaches to engage learners when using virtual classrooms and distance technologies.

D2 Teaching with Technology: Delivering academic sessions through a virtual classroom
Presenters: Christina Graves HBa, BED; John Dabous BSc, MSC; Lee Rysdale, MEd, RD; Steve Kelly, ITIL
Faculty often present and facilitate academic sessions where groups of learners are not all present in the same location. This requires use of distance technologies including teleconference, videoconference, WebEx, Adobe Connect and others. Familiarity with capabilities and limitations of newer distance educational technologies is important. Presenters will review important technological features and provide participants with strategies and hands on experience to optimize use of technology to engage your learners regardless of physical location.

Learning Objectives:
• Describe the benefits and pitfalls of delivering academic sessions using virtual classrooms.
• Implement effective teaching and learning approaches to engage learners when using virtual classrooms and distance technologies.

D3 Faculty engagement: Motivating our colleagues to say “I do”?
Presenter: Barb Zelek MD, CCFP, FCFP
Engaging faculty can be challenging for training programs with a distributed educational model. Addressing these challenges is important as engaged faculty positively impact patient care, educational programming, scholarly activity and medical leadership. Highly performing medical schools enable faculty to excel in their various roles. Literature on employee and physician engagement along with a behavioral sciences motivational framework will be discussed. Participants will have an opportunity to apply these principles and formulate strategies to engage their colleagues.

Learning Objectives:
• Describe principles and factors that influence faculty engagement.
• Formulate strategies to engage faculty colleagues in various settings.

D4 Identifying the struggling learner and implementing remediation strategies – Part 2
Presenter: Chris Kupsh MD, CCFP(EM), FCFP
Supervising a struggling learner can be challenging for all! Identifying, diagnosing and defining the problem(s) are only the first steps. Setting up educational goals and objectives, designing a remediation plan along with implementing remediation strategies and activities can seem daunting and overwhelming. Steps involved in planning and developing a remediation intervention tailored to the struggling learner will be explored. Accessing resources to support both preceptor and learner are an essential component of all remediation plans.

Learning Objectives:
• Identify and apply practical strategies in planning, developing and implementing a tailored remediation intervention.
• Identify and access available resources to assist in planning, development, evaluation and implementation of remediation plans.

D5 Research 101.4: Successfully disseminating your research findings and results
Presenters: Suzanne Lemieux PhD (Sudbury District Health Unit); Joanne Beyers MA, RD (Sudbury District Health Unit); Renee St Onge MA (Sudbury District Health Unit); Marion Maar PhD; Jack Haggarty MD, FRCPC; Sophie Regalado MA, MISt
Only a fraction of knowledge is effectively mobilized (shared, used, and applied) to support progress in the field of study along with informing further research, policy and practice. This lack of knowledge transfer hinders both innovation and progress. Participants will be provided with skills and tools to enable the efficient and appropriate dissemination, uptake and application of knowledge. Thoughtful inclusion of the key steps of planning, implementing and evaluating knowledge mobilization strategies will be discussed.

Learning Objectives:
• Describe the steps in planning, implementing, and evaluating knowledge mobilization strategies.
• Identify barriers and enablers to using and sharing evidence in different contexts and among different target audiences.
• Demonstrate strategies to collect, collate and package evidence in a way that makes it accessible and relevant to users.

D6 Competency Based Medical Education Personalized Learning Blocks: A resident centred educational activity
Presenters: Rya Boscariol MD, FRCPc and Sara Cover BSM
In Competency Based Medical Education (CBME), there is an emphasis on residents owning their education by becoming better CanMEDS scholars and paying attention to principles of adult education and lifelong learning. CBME emphasizes personal learning trajectories and increases the responsibility of learners in advocating for their personal learning needs. NOSM’s Anesthesiology Specialty Program introduced Personalized Learning Blocks (PLB) as an opportunity for residents to monitor their own performance and negotiate objectives aligned with program defined expectations for achieving competency.

Learning Objectives:
• Describe purpose of the PLB as a resident centred educational activity in CBME.
• Select methods to assist learners in identifying their learning needs and develop specific objectives to address identified needs.
• Identify tools to assist in formulating a PLB within participant’s educational setting.
D7 Movin' on up: An introduction to the NOSM joint and stipendiary Faculty promotions process
Presenters: Anil Joseph MD, FRCPC; Maurianne Reade MD, CCFP(EM), FCFP; Anita Arella MA
Thinking about being promoted at NOSM but not sure where to start or what questions to ask? Join us for an orientation to NOSM Promotions Policy along with a review of the promotions process. The pivotal role that documentation provided by applicants has on the review process will be highlighted along with strategies to streamline the application process. Tips along with recommend ways that applicants can increase their chances for success in seeking promotion will be discussed.

Learning Objectives:
- Identify essential elements of a successful promotion application at each level from Assistant Professor to Professor.
- Define specific requirements for promotion to aid in successful applications or determine if appropriate to presently seek promotion.

D8 Communicator, collaborator and professional: How do we measure up?
Presenters: Deborah Smith MD, CCFP, FCFP (Assistant Professor), Jacques Abourbih MD, FRCPC (Associate Professor)
NOSM CEPD Office recently conducted a survey of faculty and patients assessing the CanMEDS roles of professional, collaborator and communicator. Educational gaps in self-assessment were identified. Study data will be presented including a review of the survey scenarios with clarification of management best practices. Resources available to address education gaps will be identified (PBSG Learning Program, CMPA online learning and CPSO policy statements/education materials) along with strategies for both faculty and learners to improve these skills.

Learning Objectives:
- Identify gaps in self-assessment of CanMEDS professional, collaboration and communicator roles.
- Formulate strategies for faculty leaders and preceptors to apply study findings for the further development of their clinical and teaching skills.

12:30 - 13:15 Lunch
13:00 – 16:00 Postgraduate Retreats

NOTES

SAV E THE DATE

NORTHERN CONSTELLATIONS

APRIL 20-21, 2018
THUNDER BAY, ONTARIO

Call for abstracts will open August, 2017.
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