



NORTHERN CONSTELLATIONS 2019

MAY 3-4, 2019

HOLIDAY INN, SUDBURY, ONTARIO



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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NORTHERN CONSTELLATIONS 2019

Welcome to Northern Constellations 2019, NOSM's annual faculty development conference. This year we celebrate our eighth anniversary with a goal of improving both the educational content of the conference and your experience as a participant. Our diverse program results from the contributions of our many NOSM faculty and staff, internationally recognized invited presenters, members of our planning committees, and our Faculty Affairs and Continuing Education and Professional Development (FA and CEPD) team. Your feedback from last year along with suggestions for improvement have been incorporated into our conference planning. For 2019, we have improved the audio and visual quality of our plenary sessions which will be live streamed to faculty unable to attend in person due to clinical and other commitments. We have extended Northern Constellations 2019 into the early afternoon to pilot a series of 60 minutes workshops. Included will be a repeat of several high demand workshops along with a medical expert session for surgical faculty and residents. Together with our keynote presenters, you will explore key concepts including the power of the patient story along with art and medical advocacy; approaches to learner evaluation and remediation; and taking action on reconciliation in medical education.

Each of you will have an opportunity to participate in a unique set of sessions to meet your learning needs as you rotate through a series of interactive workshops and educational innovations relevant to your NOSM roles and responsibilities. You can select sessions in the areas of teaching and precepting; research and scholarly activities; leadership; professional and personal wellness; and Indigenous knowledge and teachings. Between sessions, take time to network with colleagues, educational staff, and learners as well as continuing conversations with conference presenters.

We have welcomed back educational innovations which feature NOSM faculty, staff, and learners who will be allocated ten minutes to showcase their innovations along with five minutes for peer questions and discussion. Northern Constellations 2019 will feature fire side chats and consultations providing an opportunity for you to converse with each of our invited plenary speakers. Consider scheduling an optional research, leadership, CPD, or library consultation to support your scholarly interests and activities. Participate in the Mentorship Program to share your expertise or gain valuable insights from more-seasoned faculty members. Relax and rejuvenate in one of our wellness activities 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/FA staff who will be happy to help you out. Enjoy Northern Constellations 2019 as we celebrate together Northern Ontario School of Medicine's 10 years of graduating health care professional students, interns and residents by recognizing the commitment, hard work, and achievements of our 1650 faculty members.

James Goertzen MD, MCISc, CCFP
Assistant Dean, CEPD

Adam Moir MD, CCFP(EM)
Medical Director, Faculty Development

CONFERENCE OBJECTIVES

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

- Describe examples of best practices within health care professional education, leadership, research, and/or scholarship.
- Identify resources to enrich your teaching and learning experiences.
- Apply new skills to improve teaching outcomes and expand your scholarly activity.
- Incorporate wellness strategies professionally and personally to support your resiliency.
- Develop networks to support your practice as a faculty member, educator, staff member or learner.

RESEARCH CONSULTATION

Thinking about a research project, but not sure where to start. Started a research project and need some assistance. . .

Have questions about research, looking for some guidance on where to start, need some help with a project you have started, wondering about possible funding sources, or unsure what resources are available at NOSM. Consider scheduling a consultation with a research coordinator or one of our research faculty members TC Tai or Erin Cameron.

To schedule a research consultation or for further information, send an email with a brief description of your research challenge to northernconstellations@nosm.ca.

LEADERSHIP CONSULTATION

Challenged by a difficult leadership issue. Wondering about leadership development opportunities. . .

If you are contemplating a new leadership position, recently been asked to assume new leadership responsibilities, challenged by a difficult leadership issue, or wondering about leadership development opportunities. Consider scheduling a consultation with one of our experienced NOSM physician leaders James Goertzen or Sarah Newberry.

To schedule a leadership consultation or for further information, send an email with a brief description of your leadership challenge to northernconstellations@nosm.ca.

LIBRARY CONSULTATION

Do you ever wonder what the NOSM Health Sciences Library can offer you?

If you ever wondered how best to utilize tools or services that the NOSM Health Sciences Library can offer you, schedule a consultation with one of our librarians. Personalized instruction and information will be provided on topics such as searching specific data bases, Point of Care tools, EBM resources, or strategies for effective searching.

To schedule a consultation with a librarian or for further information, send an email with a brief description of your question to northernconstellations@nosm.ca.

CONTINUING PROFESSIONAL DEVELOPMENT CONSULTATION

Needing some assistance planning a CPD event?

If you are planning a CME/FD event consider scheduling a consultation with Deborah Smith and a CEPD Accreditation Coordinator.

To schedule a CPD consultation or for further information, send an email with a brief description of your planned event to northernconstellations@nosm.ca.

ACCREDITATION

This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by the Continuing Education and Professional Development Office at the Northern Ontario School of Medicine for up to 9.0 Mainpro+ credits.

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 the Continuing Education and Professional Development Office at the Northern Ontario School of Medicine. You may claim a maximum of 9.0 hours (credits are automatically calculated).

CONFERENCE FEES

NOSM Faculty: No Charge
NOSM Staff: \$165.00
Other: \$375.00 (Both Days)

REGISTRATION

Conference registration can be completed by visiting events.ely.com/NC2019FDConference

The Northern Ontario School of Medicine wishes to acknowledge that the entirety of the School's wider campus of Northern Ontario is on the traditional lands of the First Nations and Métis Peoples. The School also respectfully acknowledges that the medical school building at Laurentian University is located in the Robinson-Huron Treaty territory and the land on which we gather in Sudbury is the traditional territory of the Atikameksheng Anishnaabeg and the Métis. The medical school building at Lakehead University in the Robinson-Superior Treaty territory and the land on which we gather in Thunder Bay is the traditional territory of the Anishnaabeg and the Métis.

DETAILED AGENDA

FRIDAY, MAY 3, 2019

11:30 - 12:30 **Conference Registration / Lunch**

12:30 - 13:15 **Welcome**

Plenary Session: Learner remediation

Presenter: Adena Kalet MD, MPH

Dr. Adina Kalet is an internist, master of public health graduate, and co-director of the Program on Medical Education Innovation and Research at the New York University School of Medicine. Through her scholarly work, Dr. Kalet and her colleagues seek to link how education interventions and health services research lead to long-term outcomes in learners and patients.

13:30 - 15:00 **Concurrent Sessions**

A1 **Educational innovations (Part 1)**

Facilitator: Roger Strasser MBBS, BMedSc, MCISc (Professor)

Join us at a forum to highlight and support further development of NOSM educational innovations. Five presentations are scheduled, with each presenter allocated ten minutes to showcase their innovation along with five 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.
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A2 **Powerful presentations: It's about story, media and delivery**

Presenters: Sarah McIsaac MEd, BSc, MBBCh (Assistant Professor), Robert Ohle MA, MSc, MBBCh (Assistant Professor)

The ability to create clear, effective and engaging presentations can be learned. Small and effective presentation changes can translate into major benefits for both teachers and learners. Key concepts that allow for streamlining of a presentation will be discussed. Participants are encouraged to bring a personal presentation as there will be opportunities to apply practical tips to their own work throughout the workshop.

Learning objectives:

- Explore how to define a presentation by its core message.
 - Apply advertising techniques to engage and educate your target audience.
 - Examine three techniques that translate into stage presence.
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A3 **Blanket exercise: Exploring Canadian and Indigenous history**

Presenter: Lorrilee McGregor PhD (Assistant Professor)

The Kairos Blanket Exercise is a participatory activity developed in collaboration with Indigenous Elders, knowledge keepers and educators to foster truth, understanding, respect, and reconciliation among Indigenous and non-Indigenous peoples. Participants will walk through 500 years of shared history between Indigenous peoples and European settlers, including pre-contact, treaty-making, colonization and resistance. Opportunities will be provided to discuss the learning experience, process resulting feelings, ask questions, and share insights.

Learning objectives:

- Role-play pre-contact life, treaty-making, colonization, and resistance to increase awareness of Indigenous perspectives of Canadian-Indigenous relations..
 - Examine the consequences of colonization on First Nations, Inuit and Métis peoples in Canada.
 - Explore elements of Canadian-Indigenous history, and recognize that this education is one of the key steps to reconciliation.
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A4 **Competency based medical education: What does this mean for frontline faculty?**

Presenters: Robert Anderson MD, FRCPC (Associate Professor), Paul Miron MD, CCFP (Assistant Professor)

Integration of competency based medical education is occurring across all residency programs at NOSM. This change requires a robust, multifaceted program of assessment which affects frontline faculty. Participants will examine and discuss the key skills that front line faculty must develop to help shift the culture from a traditional, passive learning approach to one of active learning. Opportunities to review and use new assessment tools will be provided.

Learning objectives:

- Explore the key components of competency based medical education.
- Describe the role of frontline faculty in enabling the shift to CBME.
- Utilize the entrustment scale for direct and indirect observations of trainee performance.

A5 **Rx for Mistreatment: Enhancing safe learning environments across NOSM**
Presenters: Lee Toner MD, CCFP(EM) (Associate Professor), Catherine Cervin MD, MAEd, FCFP (Professor), Katie Anderson MD, FRCPC (Assistant Professor), Sarah Cannell BSc, Kathleen Beatty MSc
Evidence based resources describing psychologically safe working and learning environments will be presented. The link between psychologically safe work environments and quality clinical education and patient care will be explored. Discussions and cases will focus on learners' and faculty views on defining, preventing and addressing learner mistreatment.

Learning objectives:

- Describe the characteristics of a psychologically safe work environment and its link to quality education and patient care in northern Ontario.
- Appraise definitions of learner mistreatment.
- Formulate practical strategies to implement healthier learning and work environments in their own setting.

A6 **Leading change: Rural health hubs and patient medical homes**
Presenter: Sarah Newbery MD, CFPC, FCFP (Associate Professor)
The health care system is changing including recognition of the importance of primary care as the foundation of a high functioning health care system. For health care providers in rural communities, the language "rural health hubs" and "patient medical homes" can create a sense of confusion and being pulled in different directions. The alignment of rural health hubs and patient medical homes along with strategies to facilitate leading change in the rural context will be discussed.

Learning objectives:

- Describe the concepts of the patient medical home and key features of rural health hubs.
- Target opportunities to lead change within a range of clinical setting.
- Identify mentorship and networking opportunities to support leading change in the primary care context.

A7 **Advancing equity-orientated healthcare through social accountability in northern Ontario**
Presenters: Erin Cameron PhD (Assistant Professor), Alex Anawati MD, CFPC (Assistant Professor)
Social accountability is an important philosophy that drives medical schools, like NOSM, to be responsive to the needs of the communities they serve. Practical frameworks for driving equity-based models of healthcare will be presented. Through small group interactive activities, participants will explore different opportunities to engage in social accountability in Northern Ontario and identify competencies and resources for becoming advocates of social accountability.

Learning objectives:

- Define the concept of social accountability and demonstrate its application in healthcare institutions.
- Explore how social accountability can strengthen the delivery of patient-centered and equity-oriented healthcare.
- Identify competencies and resources to support social accountability leadership and advocacy.

15:00 - 15:30 **Refreshment Break**

15:30 - 17:00 **Concurrent Sessions**

B1 **Learner remediation**
Presenter: Adina Kalet MD, MPH
Dr. Adina Kalet is an internist, master of public health graduate, and co-director of the Program on Medical Education Innovation and Research at the New York University School of Medicine. Through her scholarly work, Dr. Kalet and her colleagues seek to link how education interventions and health services research lead to long-term outcomes in learners and patients.

B2 **Competence by Design: Future directions for continuing professional development**
Presenters: Douglas Hedden MD, FRCSC, Viren Naik MD, MEd, MBA, FRCSC
The Royal College of Physicians and Surgeons has incorporated a competency-based medical education model to enhance the practice readiness of residency graduates. The principle of competency-based education can also provide important principles for continuing professional development (CPD) and Maintenance of Certification (MOC). Components of competency-based CPD will be discussed along with how they contribute to physician practice improvement. Participants will be given the opportunity to have input into how the system can be improved to help direct their learning.

Learning objectives:

- Describe the competency-based medical education model including application to continuing professional development.
- Identify potential future directions for Maintenance of Certification within a CBME framework.

B3 **Collective wisdom for positive health: Exploring positive psychiatry**
Presenter: Popuri Krishna MBBS, DPM, MD, DABPN, FRCPC (Associate Professor)
Positive Psychiatry promotes wellness and resilience, as it integrates the collective wisdom of bio-psycho-social and spiritual thoughts related to positive emotions. Through various case examples, participants will examine ideas related to happiness and well-being along with exploring cognitive behavioral concepts for enhancing health. Health behavioral change tools including The Fountain of Health initiative will be introduced to promote brain health and resilience in practice.

Learning objectives:

- Explain the core concepts of positive emotions and wellness.
- Identify the components of positive psychiatry that promote well-being and resilience.
- Examine health behavioral change tools to promote brain health and resilience.

B4	<p>Hooks and TRAPS: Addressing common teaching problems Presenters: Paul Miron MD, CCFP (Assistant Professor), Cheri Bethune MD, FCFP (Associate Professor)</p> <p>All clinical teachers from novice to experienced, encounter common teaching challenges and problems! Using the 1-2-4 model, participants will explore their own recent teaching problem, obtain a peer consultation and discover key resources to address their teaching challenges. Common educational themes will be reviewed and discussed. Opportunities will be provided to reflect and integrate newly discovered resources into the daily work of teaching and preceptoring.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Demonstrate common teaching challenges and concerns of clinical teachers and preceptors. • Utilize peer feedback and peer coaching to help address teaching challenges and concerns • Examine easy to access teaching resources designed to enhance teaching skills.
B5	<p>Theatre and conversations with Debajehmujig Storytellers Presenters: Maurianne Reade MD, CCFP(EM) (Associate Professor), Joahna Berti BA, Bruce Naokwegijig, Sheila Trudeau</p> <p>Debajehmujig Storytellers will present three short theatrical pieces, ranging from traditional Anishnabek to contemporary formats. Participants will engage in facilitated discussions around themes of historical and contemporary relationships, conflict, and humour. Presenters and participants will consider how the conversations that develop may not only facilitate dialogue with learners, but also reflection on personal cultural understanding as clinicians and teachers.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Consider the role of the Humanities, particularly theatre, in life-long cultural competency learning. • Identify opportunities to collaborate with artists in medical education projects. • Examine ways that NOSM faculty, staff and learners can respond to the recommendations of the Indigenous Expert Panel.
B6	<p>The clinical case in teaching and learning: The tip of a CanMEDS iceberg Presenters: Frances Kilbertus MD, CCFP(PC), FCFP, MMedEd (Associate Professor), Susan Robinson BScN, PHCNP, CHPCN(C), Rose Pitawanakwat BSW, Lory Centis BScN, RN, CHPCN(C)</p> <p>Clinical case presentations are a common tool in medical teaching and learning. Traditionally, the focus of this activity has been on the medical expert role. Through case presentations from generalist palliative care, participants will be provided a framework to consider learning more broadly, thus facilitating dialogue around multiple CanMEDs roles. The dimensions of learning (individual, interpersonal and social) will be examined linked to CanMEDs roles and novel assessment tools.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Outline a holistic way to conceptualize learning that encompasses individuals and their interactions within a workplace culture. • Recognize factors that impact Indigenous cultural safety in rural healthcare environments and their consequences on palliative and end of life care. • Interpret and attribute activities in the clinical care to corresponding CanMEDS roles.
B7	<p>Accommodations: What are they and what are my responsibilities? Presenter: Jonathan DellaVedova MD, FRCPC (Assistant Professor), Jason Shack MD, CCFP (Associate Professor)</p> <p>Medical schools are increasingly encountering learners with disabilities, including chronic health conditions, mental health issues, and learning disorders. Accommodations are adjustments to the learning and working environment that permit learners with disabilities to have equal opportunities to succeed. Through role-play scenarios, participants will gain an understanding of the process for establishing accommodations, explore their respective obligations, and discuss common challenges.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Define disabilities and learner accommodations. • Review the new NOSM policies with respect to accommodations to learners. • Examine the roles and responsibilities of NOSM faculty, staff and the wellness office in the support of learners with accommodations.
17:15 - 18:15	Northern Constellations Reception
18:15 - 19:45	Dinner
19:15 - 19:45	<p>Plenary Session: The power of the patient story Presenter: Regina Holliday</p> <p>Stories are important as they provide a way to understand and make sense of our world. There is growing neuroscience evidence that our brains are hardwired to respond to stories. Patient stories offer valuable insights and provide a meaningful way to bridge the gap between health care and patients. Through art and personal narrative, Regina Holliday will inspire and provide greater understanding of the value of telling the patient story in order to improve the patient experience.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Demonstrate the impact of visual imagery on health literacy as well as the formation of health policy. • Explain the power of unique patient narratives for supporting a better understanding of care transitions.
19:45 - 20:15	Faculty Awards and Promotions

DETAILED AGENDA

SATURDAY, MAY 4, 2019

06:15 - 07:45 **Breakfast**

08:00 08:45 **Welcome**

Plenary Session: Taking action on reconciliation in medical education

Presenter: Marcia Anderson MD, MPH, FRCPC

Dr. Marcia Anderson is a Cree-Saulteaux woman, with family roots going to the Norway House Cree Nation and Peguis First Nation in Manitoba. She is the Executive Director of Indigenous Academic Affairs in the Ongomizwin Indigenous Institute of Health and Healing, Rady Faculty of Health Sciences, University of Manitoba. Marcia offers a unique perspective to traditional medicine and a strong leadership role with years of experience in the medical field.

Learning Objectives:

- Compare and contrast a rights-based approach to reconciliation and a benevolent approach to reconciliation.
 - Identify key initiatives at the national level that support local implementation of action on reconciliation in medical education.
 - Formulate personal and collective action plans to advance reconciliation in medical education.
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09:00 - 10:30 **Concurrent Sessions**

C1 **Educational innovations (Part 2)**

Facilitator:

Join us at a forum to highlight and support further development of NOSM educational innovations. Five presentations are scheduled, with each presenter allocated ten minutes to showcase their innovation along with five 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.
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C2 **Not just a pretty picture: The power of art in medical advocacy**

Presenter: Regina Holliday

As advocates, health care professionals can contribute their expertise and influence to work with patients and their communities to make the world of health care a better place for all. Art can be a vibrant method of advocating for the interests of patients. Translating verbal messages into visual images allows a greater appreciation of important viewpoints and key themes. Combining the arts with medicine is a mighty force for creating positive change.

Learning objectives:

- Demonstrate the impact of visual imagery and performance art on the formation of health policy.
 - Explain the power of unique patient narratives to affect health care policy.
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C3 **Cultural humility and the care of Indigenous Peoples**

Presenters: Naana Jumah MD, BAsC, DPHIL (Associate Professor), Lisa Bishop RM

Critical self-reflection and consideration of social location is crucial to better understanding one's relationships with Indigenous peoples living in Canada. Participants will have the opportunity to contrast their personal experiences with the stories of Indigenous peoples told in their own voices. Through this process, participants will learn how to communicate and interact with cultural humility and safety, while travelling along the path of cultural awareness to cultural competency.

Learning objectives:

- Enhance cultural humility by engaging in critical self-reflection one's relationship with Indigenous peoples in Canada.
 - Acknowledge the benefits of relational practice in fostering trust-based relationships with patients.
 - Explore trauma aware care as a model of practice for Indigenous women's reproductive health care.
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C4 **Help me, my learner needs help!**

Presenter: Jonathan DellaVedova MD, FRCPC (Assistant Professor)

NOSM faculty members are often the first to identify or be approached by learners with serious wellness issues. As such, faculty often feel conflicted between their roles as educators, gatekeepers and caregivers. However, identifying and referring learners in need is fundamental to a supportive learning environment. Through small group case scenarios, participants will explore the wellness resources available to residents and develop plans of referral to help learners connect with the appropriate resources.

Learning objectives:

- Describe the learner at risk for wellness problems.
 - Explore the various internal and external wellness resources available to NOSM residents.
 - Formulate appropriate referral plans that support learners' wellbeing.
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PROGRAM AT A GLANCE

FRIDAY, MAY 3, 2019

11:30 - 12:30	Conference Registration / Lunch	
12:30 - 13:15	Welcome: Plenary Session: Learner remediation	
13:30 - 15:00	Concurrent Sessions:	
	A1	Educational Innovations Part 1
	A2	Powerful presentations: It's about story, media and delivery
	A3	Blanket exercise: Exploring Canadian and Indigenous history
	A4	Competency based medical education: What does this mean for frontline faculty?
	A5	Rx for Mistreatment: Enhancing safe learning environments across NOSM
	A6	Leading change: Rural health hubs and patient medical homes
	A7	Advancing equity-oriented healthcare through social responsibility in northern Ontario
15:00 - 15:30	Refreshment Break	
15:30 - 17:00	Concurrent Sessions:	
	B1	Learner remediation
	B2	Competence by Design: Future directions for continuing professional development
	B3	Collective wisdom for positive health: Exploring positive psychiatry
	B4	Hooks and TRAPS: Addressing common teaching problems
	B5	Theatre and conversations with Debajehmujig Storytellers
	B6	The clinical case in teaching and learning: The tip of a CanMEDS iceberg
	B7	Accommodations: What are they and what are my responsibilities?
17:15 - 18:15	Northern Constellations Reception	
18:15 - 19:45	Dinner	
19:15 - 19:45	Plenary Session: The power of the patient story	
19:45 - 20:15	Faculty Awards and Promotions	

PROGRAM AT A GLANCE

SATURDAY, MAY 4, 2019

06:15 - 07:45	Breakfast	
08:00 - 08:45	Welcome: Plenary Session: Taking action on reconciliation in medical education	
09:00 - 10:30	Concurrent Sessions:	
	C1	Educational Innovations Part 2
	C2	Not just a pretty picture: The power of art in medical advocacy
	C3	Cultural humility and the care of Indigenous Peoples
	C4	Help me, my learner needs help!
	C5	Teaching in the operating room
	C6	Step away from the scale: Balancing weight with health and wellness
	C7	Movin' on up: Introduction to NOSM joint and stipendiary faculty promotions process
10:30 - 11:00	Refreshment Breaks	
11:00 - 12:30	Concurrent Sessions	
	D1	Facilitating conversations on racism/anti-racism in the learning environment
	D2	From morbidity and mortality to amazing and awesome: Case-based quality improvement
	D3	Top 10 updates for family medicine preceptors of NOSM family medicine residents
	D4	Promoting health and wellness of faculty and learners across a distributed campus
	D5	Putting on your super suit: Measuring and valuing learner confidence in program evaluation
	D6	Using eConsultations to facilitate teaching about the referral-consultative process
	D7	Shkagamikwe Nandwegonah: Reflections on strength and resilience in Indigenous healing from trauma
12:30 - 13:15	Lunch	
13:30 - 14:30	Concurrent Sessions	
	E1	Powerful presentations: It's about story, media and delivery
	E2	Preceptor-learner boundaries: Optimizing professional, educational and personal relationships
	E3	Help me, my learner needs help!
	E4	Where to start: Finding information at NOSM's Health Sciences Library
	E5	Small group learning: How to engage the modern learner
	E6	Hepatobiliary laparoscopy surgical challenges

C5**Teaching in the operating room****Presenters: Deepak Dath MD, Med, FRCSC, Harshad Telang MD, FRCSC (Associate Professor)**

The operating room is a complex learning environment where preceptors and learners balance clinical and educational responsibilities. Literature on best practices for intraoperative teaching suggest that educational activities span three phases which include before as one prepares for the OR case, during the OR procedure, and after while providing post-op care. Within competency based education, important preceptor skills include awareness and sensitivity to resident or student learning needs and the provision of ongoing feedback.

Learning objectives:

- Identify best practices for intraoperative teaching.
 - Demonstrate educational approaches to address resident or student learning needs within the operating room.
 - Within the competency by design framework, describe preceptor and learner educational responsibilities while providing intraoperative patient care.
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C6**Step away from the scale: Balancing weight with health and wellness****Presenters: Ashley Hurley RD (Lecturer), Vincent Ng MPH, RD (Lecturer), Michelle Stevens RD**

Our beliefs about weight, weight loss and health can be personally and/or professionally helpful or harmful. Through self-reflection exercises, participants will examine how physical health and psychological well-being include honouring the body's physiological signals for food and need for movement. Useful tips and strategies will be provided to support a shift in attitudes towards a weight-inclusive approach and its role in personal self-care and disease management.

Learning objectives:

- Compare and contrast weight philosophies in healthcare and population health.
 - Evaluate how weight stigma diminishes health and well-being in our personal and professional lives.
 - Apply strategies to support an attitudinal and practice shift towards a weight-inclusive approach.
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C7**Movin' on up: Introduction to NOSM joint and stipendiary faculty promotions process****Presenters: Maurianne Reade MD, CFPC (EM) (Associate Professor), Anita Arella MA**

Considering promotion 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 including the function of the Promotions Committee. Presenters will review documents, timelines and helpful strategies to understand 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.
 - Self-assess quality of faculty's scholarly activity and appropriate timing to seek promotion.
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10:30 - 11:00**Refreshment Break**

11:00 - 12:30**Concurrent Sessions**

D1**Facilitating conversations on racism/anti-racism in the learning environment****Presenter: Marcia Anderson MD, MPH, FRCPC**

Dr. Marcia Anderson is a Cree-Saulteaux woman, with family roots going to the Norway House Cree Nation and Peguis First Nation in Manitoba. She is the Executive Director of Indigenous Academic Affairs in the Ongomiizwin Indigenous Institute of Health and Healing, Rady Faculty of Health Sciences, University of Manitoba. Marcia offers a unique perspective to traditional medicine and a strong leadership role with years of experience in the medical field.

Learning Objectives:

- Describe how racism and racial micro-aggressions can present in the learning environment.
 - Demonstrate the impact-intention gap as it relates to racism.
 - Identify strategies to create and/or restore a learning environment that is free of racism.
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D2**From morbidity and mortality to amazing and awesome: Case-based quality improvement****Presenters: Robert Ohle MA, MSc, MBBCh (Assistant Professor), Sarah McIsaac MEd, BSc, MBBCh (Assistant Professor)**

How do we improve morbidity and mortality (M&M) rounds to facilitate more staff engagement and lasting changes to improve patient care? Simultaneously, how can we identify cases where care was carried out exceptionally well? Participant will discover the Ottawa Model of M&M rounds as a structured approach that focuses on cognitive and systemic biases. As well, the concept of amazing and awesome (A&A) rounds to champion and learn from successful cases will be introduced.

Learning objectives:

- Apply successful case selection processes to increase the impact of M&M rounds.
 - Analyze M&M cases from a cognitive and system perspective.
 - Develop a strategy to implement and facilitate a successful M&M session.
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D3**Top 10 updates for family medicine preceptors of NOSM family medicine residents****Presenters: Kim Varty MD, CCFP (Associate Professor), Jessica Beaton MD, CCFP (Assistant Professor)**

Being a Family Medicine (FM) preceptor is a rewarding and challenging undertaking. Not only is there clinical teaching, but also completion of assessments along with supporting your resident achieve their required competencies. Participants will review and discuss the NOSM FM Residency Faculty Handbook, with the goal of assisting FM Faculty in addressing questions about the FM curriculum, goals, objectives and assessment forms. Strategies to support faculty development will be discussed.

Learning objectives:

- Examine common challenges for Family Medicine preceptors of NOSM Family Medicine residents.
 - Review changes to the NOSM Family Medicine Residency Program including CFPC Triple C curriculum changes, assessment forms and scheduling processes.
 - Identify strategies to improve use of Field Notes and In Training Assessment Reports (ITARS) and implementation of the half/full day back component of the Triple C curriculum.
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D4**Promoting health and wellness of faculty and learners across a distributed campus****Presenter: Jon Novick MD, FRCPC**

The basics of physician health and wellness will be presented and specific elements relevant to distributed campuses will be highlighted. Drawing from personal and professional experiences, participants will discuss what works best. Approaches for optimizing and building upon current practice will be explored along with identifying novel approaches to promote the health and wellness of both faculty and learners.

Learning objectives:

- Demonstrate the impact of stigma and the importance of physician health and wellness.
 - Describe essential components of work-life balance.
 - Examine the advantages and challenges for health and wellness associated with distributed campuses.
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D5**Putting on your super suit: Measuring and valuing learner confidence in program evaluation****Presenters: Michael Roach RN, BScN, MN, Robert Anderson MD, FRCPC (Associate Professor)**

Learners are expected perform competently, but what about confidently? Studies demonstrate that self-efficacy (confidence) is an accurate predictor of a person's ability to perform competently. Key elements that affect learner confidence, as well as how confidence is measured and its value in program evaluation will be explored. Through interactive discussion, participants will develop a tool that measures confidence within the context of their program that can be implemented in their program's evaluation plan.

Learning objectives:

- Identify the sources of self-efficacy and their impact on a learner's confidence.
 - Discuss the qualitative and quantitative methods for measuring learner confidence.
 - Develop tools that can be used to evaluate learner confidence.
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D6**Using eConsultations to facilitate teaching about the referral-consultative process****Presenters: Erin Keely MD, FRCSC, Melanie Patrie MD, CCFP (Assistant Professor)**

eConsultation or eReferral services enable primary care providers to forward clinical questions or make referrals to a consultant electronically. Evidence supporting eConsultation as a standard of practice is endorsed by the RCPSC and CFPC. Participants will discuss clinical examples where eConsultation is effective by identifying important components of a request and qualities of a helpful reply. Strategies for implementing eConsultations into clinical and educational activities will be identified.

Learning objectives:

- Examine the evidence supporting the use of eConsultations across the quality improvement quadruple aim framework.
 - Identify strategies to incorporate eConsultations into teaching activities with students and residents
 - Demonstrate effective and collegial relationships between primary care providers and consultants through eConsultations.
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D7**Shkagamikwe Nandwogonah: Reflections on strength and resilience in Indigenous healing from trauma****Presenters: Nicole Bessette MA, Marion Maar PhD (Associate Professor), Randy Trudeau**

Participants will develop an understanding of Indigenous approaches to healing and develop skills necessary to work towards reconciliation between Indigenous and non-Indigenous Canadians. Using the Noojamadaa Educational Videos, opportunities for dialogue and reflection will introduce concepts of cultural competency and cultural safety. Sources of strength and resilience in Indigenous communities will be illustrated through examples of Indigenous people healing from the effects of colonialism and trauma.

Learning objectives:

- Appreciate how relationships in Indigenous communities have been impacted by colonialism.
 - Identify sources of strength and resilience in Indigenous communities.
 - Demonstrate capacity for intercultural understanding, empathy, and mutual respect.
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12:30 - 13:15**Lunch**

E1

Powerful presentations: It's about story, media and delivery**Presenters: Sarah McIsaac MEd, BSc, MBBCh (Assistant Professor), Robert Ohle MA, MSc, MBBCh (Assistant Professor)**

The ability to create clear, effective and engaging presentations can be learned. Small and effective presentation changes can translate into major benefits for both teachers and learners. Key concepts that allow for streamlining of a presentation will be discussed. Participants are encouraged to bring a personal presentation as there will be opportunities to apply practical tips to their own work throughout the workshop.

Learning objectives:

- Explore how to define a presentation by its core message.
- Apply advertising techniques to engage and educate your target audience.
- Examine three techniques that translate into stage presence.

E2

Preceptor-learner boundaries: Optimizing professional, educational and personal relationships**Presenter: James Goertzen MD, CCFP, FCFP, MCISc (Professor)**

Appropriate preceptor-learner boundaries are essential for safe learning environments. Relationships with collegial qualities are important as learners take on greater responsibilities. However, power dynamics exist and impact preceptor-learner relationships, placing learners at potential risk. Finding the right balance between closeness and distance can be challenging for both preceptors and learners. Through case discussions and reflective exercises, participants will explore strategies to assist preceptors in developing optimal relationships with their learners.

Learning objectives:

- Apply physician-patient boundary concepts to preceptor-learner relationships.
- Describe preceptor-learner boundary crossings and transgressions, including risk factors.
- Identify strategies to assist preceptors in developing optimal professional, educational and personal relationships with their learners.

E3

Help me, my learner needs help!**Presenter: Jonathan DellaVedova MD, FRCPC (Assistant Professor)**

NOSM faculty members are often the first to identify or be approached by learners with serious wellness issues. As such, faculty often feel conflicted between their roles as educators, gatekeepers and caregivers. However, identifying and referring learners in need is fundamental to a supportive learning environment. Through small group case scenarios, participants will explore the wellness resources available to residents and develop plans of referral to help learners connect with the appropriate resources.

Learning objectives:

- Describe the learner at risk for wellness problems.
- Explore the various internal and external wellness resources available to NOSM residents.
- Formulate appropriate referral plans that support learners' wellbeing.

E4

Where to start: Finding information at NOSM's Health Sciences Library**Presenters: Jennifer Dumond MLIS (Lecturer), Jennifer Roy MA, MIST**

Successful searching starts with choosing the appropriate resource for the information needed allowing one to access different levels of information from a variety of platforms. Using the NOSM Health Sciences Library's new search feature, participants will search databases, e-journals, and more to best address sample clinical and research questions. Participants are encouraged to bring a laptop to the session.

Learning objectives:

- Identify different levels of information needs.
- Differentiate between the types of information resources available.
- Navigate the features of the Library website to access each resource type.

E5

Small group learning: How to engage the modern learner**Presenter: Rick Senior MD (Associate Professor)**

Technological advances have dramatically changed the learning environment in all academic fields, especially in medicine. Preceptors must take into account the new paradigms for information understanding and retrieval if they are going to engage modern learners. Through interactive activities, participants will discover both the evidence and applicability of incorporating new advances into the small group learning environment.

Learning objectives:

- Demonstrate evidence for best learning techniques in a small group environment.
- Incorporate new advances into small group learning to engage modern learners.

E6

Hepatobiliary laparoscopy surgical challenges**Presenters: Deepak Dath MD, Med, FRCSC, Roy Kirkpatrick MD, FRCSC (Associate Professor)**

Laparoscopy abdominal surgery provides many patient care benefits. Using a case based approach, participants will review laparoscopy surgical challenges including case selection and managing patient expectations long with the importance of recognizing and addressing potential intraoperative and post-operative complications.

Learning objectives:

- Identify important principles to guide case selection for hepatobiliary laparoscopy.
- Describe decision points that affect the risk of harm or adverse outcome and evidence to guide these decisions including taking down adhesions, unusual anatomy or difficult manipulations.
- Demonstrate the mindset and questions that allow one to detect early signs of post-operative complications following hepatobiliary laparoscopy.

