International Conference on Residency Education 2025
Conférence internationale sur la formation des résidents

Trust, Growth, and Connection:
The Path Forward in Residency Education

Confiance, croissance et relations humaines :
l'avenir de la formation médicale durant la résidence

ROYAL COLLEGE
OF PHYSICIANS AND SURGEONS OF CANADA
COLLÈGE ROYAL
DES MÉDECINS ET CHIRURGIENS DU CANADA

ICRE
CIFR
The International
Conference on
Residency Education
La Conférence
internationale sur la
formation des résidents

Title: Registration
Date / Time: Tuesday, October 28, 2025 / 15:00 - 18:00
Location: Québec City Convention Centre - Hall 300
Track: Non-accredited programs

Title: Program Administrators Conference Welcoming Reception
Date / Time: Tuesday, October 28, 2025 / 17:30 - 19:00
Location: Québec City Convention Centre - Urban Space
Track: Non-accredited programs, Social events, PA Conference
Description: Kick off the Program Administrators Conference in style at our Welcoming Reception! It's the perfect chance to reconnect with old friends, meet new colleagues, and start building the energy for the days ahead. Join us for an evening that sets the tone for an inspiring conference experience.
Passed hors d'oeuvres:
Wild mushroom arancini, smoked tomato coulis
Cheeseburger bite
Chicken and cabbage gyoza, Mirin sauce and sesame
Compressed melon spoon, with mint and creamy goat cheese
Smoky hummus Smoked pimenton, chickpeas and crispy tofu
Vegetarian Spring Roll
Stationned hors d'oeuvres:
Mini Chinese take-out box -Sautéed soba noodles and teriyaki vegetables
Mini Caprese verrine, heirloom tomatoes, fresh Québec mozzarella and basil
Quebec cheese plater
Beer, wine and non-alcoholic beverages

Title: Registration
Date / Time: Wednesday, October 29, 2025 / 7:00 - 17:00
Location: Québec City Convention Centre - Hall 300
Track: Non-accredited programs

Title: Program Administrators Conference: Breakfast
Date / Time: Wednesday, October 29, 2025 / 8:00 - 8:45
Location: Québec City Convention Centre - Foyer 2000
Track: PA Conference, Non-accredited programs
Description: Coffee, tea, cold beverages
Assorted breakfast loaves
Assorted individual yogurts
Diced fruit salad

Title: Program Administrators Conference: Welcome Address and Announcement of Program Administrator Award of Excellence winner
Date / Time: Wednesday, October 29, 2025 / 8:45 - 9:00
Location: Québec City Convention Centre - 2000BCD
Track: PA Conference, Non-accredited programs, PA Conference: all levels

Title: Program Administrators Plenary: Bridging residency learning and Program Administration
Date / Time: Wednesday, October 29, 2025 / 9:00 - 10:00
Location: Québec City Convention Centre - 2000BCD
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: This session is designed for all medical residency program administrators. The presentation will explore how residents learn across clinical, simulation, and classroom settings, examining key educational frameworks such as competency-based education and learning theories. Participants will discover how these concepts align with Royal College guidelines. Furthermore, the presentation will also examine the crucial role of program administrators in supporting resident education, fostering collaboration, and enhancing learning environments to improve engagement and program success.
Upon completion of this session, participants will be able to define the various learning environments in residency; explore how residents engage in different learning settings, and how these experiences contribute to their overall competency development; identify the influence of key educational theories like competency-based approach, experiential learning, and social learning on residency education; examine the role of program administrators within resident learning by promoting collaboration among residents, educators, and administrators, and by focusing on strategies to improve resident engagement and program outcomes.
Speakers: L. Archambault, McGill University, Laval

Title: Program Administrators Conference: Refreshment break
Date / Time: Wednesday, October 29, 2025 / 10:00 - 10:30
Location: Québec City Convention Centre - Foyer 2000
Track: PA Conference, Non-accredited programs
Description: Coffee, tea, cold beverages

Title: PA01: Urgency doesn't equal efficiency: How to slow down and succeed
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 306A
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: The workshop will combine several instructional methods to engage participants and accommodate different learning styles. We will begin with a brief lecture introducing urgency culture, followed by a case study to highlight real-world applications. Small group discussions during activities like Urgency Culture Bingo will encourage reflection on personal experiences. The Eisenhower Matrix demonstration will allow for hands-on prioritization exercises. To promote dynamic engagement, a speed networking activity will facilitate quick brainstorming of solutions to manage urgency culture.
Upon completion of this session, participants will be able to identify the key characteristics and drivers of urgency culture in their workplace; distinguish between true urgency and perceived deadlines using tools such as the Eisenhower Matrix, and implement strategies to mitigate the negative effects of urgency addiction on creativity, employee well-being, and organizational efficiency; design leadership approaches that model sustainable work practices, establish balanced expectations for teams, and develop an action plan to foster a more thoughtful and balanced work culture within their organization.

Speakers: S. Johnston, University Of Toronto, Toronto; S. Chung, University of Toronto, Toronto

Title: PA02: Program Administrator wellbeing: Finding your inner wellness warrior
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 309B
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: Taking care of ourselves at work is crucial for overall well-being and productivity. When we neglect self-care we may experience physical and mental exhaustion, decreased job satisfaction and increased absenteeism. Great eating and sleeping habits are vital to being productive on the job. We also need to take breaks in the workplace to help our body from being less tensed up by daily stressors. We would like to provide an overview of how wellness committees function and why they are so important in the workplace. There will be interactive components during this session! PA's be ready to feel rejuvenated!
Upon completion of this session, participants will be able to understand why it is important to practice self-care at work; be aware of how staff wellness committees' function in the workplace; know different practices of self-care and understand workplace wellness ideas that they can incorporate into their workday; and take home a few wellness food recipes.
Speakers: M. Blonjeaux, University of Manitoba, Winnipeg; N. Chana, University of Toronto, Toronto

Title: PA03: Helping struggling learners without hitting your limit
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 306B
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: Supporting struggling learners can feel overwhelming, but it doesn't have to mean sacrificing your own well-being. In this workshop, both new and experienced PAs will gain practical tools to identify the signs of a struggling learner, explore strategies for effective support, and create a personalized resource map tailored to their institution. Participants will learn how to address learner challenges while recognizing and leveraging institutional resources so they never have to navigate these situations alone. With a focus on peer discussion and shared experiences, this session is designed to empower PAs to help learners thrive— without hitting their limit.
Upon completion of this session, participants will be able to recognize key indicators of a struggling learner across various domains; identify specific strategies to provide effective and sustainable support to learners; and create an institutional resource map to leverage existing supports and reduce personal workload.
Speakers: E. Weir, University of Calgary, Calgary; N. Tekeste, University of Calgary, Calgary; C. Reid, University of Calgary PGME, Calgary

Title: PA04: Steps down the path of becoming a PA wizard: Laura's vision
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 307AB
Track: PA Conference, Non-accredited programs, PA Conference: beginner

Description: If you are a brand-new program administrator, do you often find yourself struggling to know exactly what your role is? Did you step into this role with little to no training or guidance? Do you sometimes question what the vast number of aconymns you hear even mean? This workshop will be highly interactive and fun! At the end of the session, you will leave with a new PA manual that includes some valuable tools to help you throughout your academic year.
Upon completion of this session, participants will be able to identify the basics of being a program administrator; recognize the language of the program administrator's role; and have an outline to refer to for the academic year.
Speakers: J. Clarke, Nova Scotia Health Authority, Halifax; A. MacDonald, IWK Health Centre, Halifax

Title: PA05: Understanding the routes to Royal College credentialing
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 309A
Track: Non-accredited programs, PA Conference: all levels, PA Conference
Description: Obtaining a Royal College credential, such as a Fellowship (FRCSC, FRCPC), is a significant milestone for medical professionals in Canada. Exclusively for Program Administrators, this session is an opportunity to learn how you can support your residents pursuing Royal College credentialing by familiarizing yourselves with the specific routes, requirements, deadlines, and processes, as these may vary between specialties. Upon completion of this session, participants will be able to understand the routes to Royal College certification and how they can best support their residents during this journey.
Speakers: C. Benoit, Royal College of Physicians and Surgeons of Canada, Ottawa; E. McDonell, Royal College of Physicians and Surgeons of Canada, Ottawa

Title: PA06: Elentra: Best practices for CBME
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 308B
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: This session is designed for Program Administrators, Program Directors, and Competence Committee members. Upon completion of this session, participants will be able to use the visual dashboards to support Competency Committee decision making; and how to use tools within Elentra including: My Meetings, Procedure Logs, Rotation Schedules, and Assessment Plans.
Speakers: A. Pattern, Elentra, Toronto

Title: PA07: CanERA: Canadian excellence in residency accreditation (accreditation 101)
Date / Time: Wednesday, October 29, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 308A
Track: PA Conference, PA Conference: beginner, Non-accredited programs
Description: This session is designed for program administrators who have minimal experience with postgraduate medical education (PGME) accreditation in the CanERA system using the CanAMS digital accreditation management system.
This session will provide an overview of the CanERA accreditation standards as well as a demonstration of basic CanAMS functionality. The session will also include an

overview of the accreditation cycle and accreditation review process, with an emphasis on the role of program administrators.

Upon completion of this session, participants will be able to describe the key aspects of postgraduate medical education (PGME) accreditation; identify the role of program administrators in preparation for, during, and in between accreditation reviews; and navigate the basic features of CanAMS.

Speakers: L. Rogers, Royal College of Physicians and Surgeons of Canada, Ottawa; S. Lavoie, Royal College of Physicians and Surgeons of Canada, Orleans

Title: Program Administrators Conference: Networking Lunch seating by specialty
Date / Time: Wednesday, October 29, 2025 / 11:45 - 13:00
Location: Québec City Convention Centre - 2000BCD
Track: PA Conference, Non-accredited programs
Description: Garden vegetables with Chef's dip
Baby greens and lettuces, duo of homemade vinaigrettes
Two seasonal salad medleys
Québec cheese discovery with dried fruits and nuts (nuts served on the side)
Lemon and fresh herbs marinated chicken
Vegetarian paella, tomatoes, asparagus, chick peas, eggplant and tofu
Oven roasted Raphaelle potatoes and rosemary perfume
Sweet table
Fresh fruit salad
Coffee, tea

Title: PA08: Enhancing postgraduate training programs: Strategies and initiatives to elevate your program
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 306A
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: This workshop aims to provide Postgraduate Medical Education administrators with practical strategies to enhance their training programs.
Participants will explore successful initiatives, including Scholarship Committees, Career Days, Pan-Canadian Study Groups, Balint Sessions, and Retreats, focusing on how to adapt and implement them in their own programs.
Participants will leave with a toolkit of resources, templates, and outlines to adapt these initiatives to their own training environments.
Format: The session will include short presentations, small-group discussions, and an interactive Q&A to foster knowledge exchange and collaboration.
Upon completion of this session, participants will be able to learn practical strategies to enhance their training programs, including scholarship, wellness, and career development initiatives and be able to adapt provided tools and templates to implement these initiatives in their own programs.
Speakers: B. Marshman, The Hospital for Sick Children, Toronto; M. Akhtar, The Hospital for Sick Children, Toronto; C. Smart, The Hospital for Sick Children, Toronto

Title: PA09: Now what? Exploring resident capacity limits through an ethical lens and how to be an advocate for learning as an administrator
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15

Location: Québec City Convention Centre - 308A
Track: PA Conference, Non-accredited programs, PA Conference: advanced
Description: Toronto Metropolitan University (TMU) School of Medicine Program Administrator, Sam Moshiri and Interim Assistant Dean of Primary Care Education, Dr. Jobin Varughese will look into the issue of limiting resident capacities in hospital through a case study and the ethical concerns that arise in doing so. Attendees will be provided with an ethical framework and tips on how to assist in maximizing our resident capacities in our hospitals, and ensure educational opportunities aren't being removed without careful consideration. The goal of this session is to empower administrators to be advocates for residents and facilitate change with your PDs, and other colleagues.
Upon completion of this session, participants will be able to understand the ethical implications for reducing residents capacities, specifically in regard to the concepts of beneficence and resource allocation; understand how deliberative decision-making processes are organized and facilitated in an ethical manner; and apply this newfound knowledge by engaging in a case study and using a decision making framework, Accountability for Reasonableness (A4R), to better advocate for protecting learning opportunities for residents.
Speakers: S. Moshiri, Toronto Metropolitan University, Toronto; J. Varughese, Toronto Metropolitan University, Toronto

Title: PA10: One45 product updates and tips for residency PAs
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 308B
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: This session is for program administrators using or interested in One45.
Participants will learn about new One45 updates relevant to residency training and how to take advantage of them.
Presenters will share best practices, tools, and tips to enable more effective usage by learners, faculty, and admins.
Led by members of the Acuity Insights One45 Customer Success team, the session will be interactive and engaging, with a focus on practical strategies and a bit of fun. Attendees will leave with actionable insights and thought-provoking questions to enhance their program design.
Speakers: W. Cooper, One45 by Acuity Insights, Vancouver; D. Zhalkovsky, One45 by Acuity Insights, Montreal

Title: PA11: Understanding the routes to Royal College credentialing
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 309A
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: Obtaining a Royal College credential, such as a Fellowship (FRCSC, FRCPC), is a significant milestone for medical professionals in Canada. Exclusively for Program Administrators, this session is an opportunity to learn how you can support your residents pursuing Royal College credentialing by familiarizing yourselves with the specific routes, requirements, deadlines, and processes, as these may vary between specialties. Upon completion of this session, participants will be able to

understand the routes to Royal College certification and how they can best support their residents during this journey.
Speakers: C. Benoit, Royal College of Physicians and Surgeons of Canada, Ottawa; E. McDonell, Royal College of Physicians and Surgeons of Canada, Ottawa

Title: PA12: CanERA: Canadian excellence in residency accreditation (advanced)
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 307AB
Track: PA Conference, PA Conference: advanced, Non-accredited programs
Description: This session is designed for: program administrators who would like to expand on their basic training and/or experience with postgraduate medical education (PGME) accreditation in the CanERA system using the CanAMS digital accreditation management system.
Building on previous training, this session will include a demo of advanced CanAMS features and tips. The session will also provide an opportunity for participants to ask questions and to provide feedback on CanAMS use to date (e.g., what works, what could be improved).
Upon completion of this session, participants will be able to identify the role of program administrators (PAs) in preparation for, during, and in between accreditation reviews, including off-cycle reviews; and navigate CanAMS in all contexts, including for internal reviews.
Speakers: L. Rogers, Royal College of Physicians and Surgeons of Canada, Ottawa; S. Lavoie, Royal College of Physicians and Surgeons of Canada, Orleans

Title: PA13: Advanced Competence Committees: Maximizing value for programs, faculty, and trainees
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 306B
Track: PA Conference, Non-accredited programs, PA Conference: all levels, Curriculum
Description: A Competence Committee (CC)'s primary role is to use assessment data to deliver summative feedback and to make progression decisions on individual residents. The CC has immense potential, however, to go beyond 'checking boxes' to create processes by which they add value to training program functioning, support faculty development, and impact the resident experience in a positive way.
The CC should act as driver of positive change within a program. As assessment data provides information on individual residents, it also uncovers key themes around a training program's functioning. Finding and understanding this data and leveraging it through a CQI process within the training program allows for curriculum changes and targeted faculty and trainee development.
This session is designed for Competence Committee Chairs, Program Directors, and committee members working on established committees. Participants will be expected to have a basic understanding of the structure and function of a CC and be looking for more advanced discussions to optimize their CC. Participants who are looking ahead to the next steps for a new committee are welcome to attend. Upon completion of this session, participants will be able to develop strategies to strengthen the link between the work of their CC and training program that improves the program's effectiveness and adds value to faculty on their CC; have built a Continuous Quality Improvement process within their CC function that addressed the CC's role within the context of medical education excellence; and assess and improve

the extent to which their CC is adding value to the residents' learning experiences through their process of developing and communicating personalized learning strategies.
Speakers: J. Johnstone, University of Toronto, Toronto

Title: PA14: Taking CaRMS Interviews to the Next Level with Google Sites
Date / Time: Wednesday, October 29, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 309B
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: This session will guide you through each step of preparing, conducting, and ranking virtual CaRMS interviews using Google Sites (easily adaptable to other platforms). The entire process is paperless and delivered remotely through your preferred video conferencing tool.
This session is for anyone looking to enhance their CaRMS process. Upon completion of this session, participants will be able to centralize information, provide interviewers with all necessary details in one place for easy access; simplify evaluation results, enable quick and simple access to evaluation outcomes; and go paperless, eliminate the need for physical paperwork in the process.
Speakers: A. Reff, University of Alberta, Edmonton

Title: Program Administrators Conference: Refreshment break
Date / Time: Wednesday, October 29, 2025 / 14:15 - 14:45
Location: Québec City Convention Centre - Hall 310
Track: PA Conference, Non-accredited programs
Description: Coffee, tea, cold beverages
Whole fresh fruit
Assorted cookies

Title: Program Administrators Plenary: Playful pathways: Strengthening communication and collaboration through serious play
Date / Time: Wednesday, October 29, 2025 / 14:45 - 15:45
Location: Québec City Convention Centre - 2000BCD
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: Dive into creative uncertainty and discover how play can transform the way we connect and communicate. This experiential session invites participants to explore serious play as a tool for enhancing interpersonal and team-based communication. Through playful, low-stakes activities, participants will build trust, listen actively, express ideas clearly, and co-create meaning in dynamic and sometimes unpredictable environments. Together, we will explore how creativity can foster connection, deepen understanding, and improve communication in a VUCA (volatile, uncertain, complex, ambiguous) world.
This session is designed for all Program Administrators (PAs). Upon completion of this session, participants will be able to explore how serious play can be used to strengthen communication skills including listening, clarity, and responsiveness; reflect on personal communication styles and how to adapt them to support team collaboration and understanding; and cultivate a playful, non-judgmental environment that encourages open, creative, and effective communication.
Speakers: H. Jafine, McMaster University, Hamilton

Title: Program Administrators Guided Walk
Date / Time: Thursday, October 30, 2025 / 7:00 - 7:45
Location: Hilton Québec - Hilton Main Lobby
Track: PA Conference, Social events, Non-accredited programs
Description: Gather in the lobby of the Hilton Quebec at 0700 for a 45-minute guided stroll through downtown Quebec City. Utilize this chance to stretch your legs, breathe in the fresh air, and appreciate the city's charm while connecting with other PA's.

Title: Registration
Date / Time: Thursday, October 30, 2025 / 7:00 - 18:00
Location: Québec City Convention Centre - Hall 300
Track: Non-accredited programs

Title: Program Administrators Conference: Breakfast
Date / Time: Thursday, October 30, 2025 / 8:00 - 9:00
Location: Québec City Convention Centre - Foyer 2000
Track: PA Conference, Non-accredited programs
Description: Coffee, tea, cold beverages
Plain and multigrain bagels with light cream cheese
Assorted yogurts
Diced fruit salad

Title: Program Administrators Plenary: Moving beyond checkbox approaches to Indigenous health by ensuring structural changes in medical education
Date / Time: Thursday, October 30, 2025 / 9:00 - 10:00
Location: Québec City Convention Centre - 2000BCD
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: This session explores the roots and realities of Indigenous health in Canada and equips participants with tools to integrate Indigenous knowledge, cultural safety, and NCIME resources into medical education for more inclusive and respectful learning environments. This session is designed for all program administrators.
Upon completion of this session, participants will be able to develop strategies to incorporate Indigenous perspectives and practices into medical education programs, using culturally informed tools and approaches and advocate effectively for inclusive and culturally safe learning environments, grounded in Indigenous knowledge systems and principles of cultural humility.
Speakers: D. Soucy, National Circle for Indigenous Medical Education (NCIME), Ottawa; K. Rourke, National Circle for Indigenous Medical Education (NCIME), Ottawa

Title: Program Administrators Conference: Refreshment break
Date / Time: Thursday, October 30, 2025 / 10:00 - 10:30
Location: Québec City Convention Centre - Foyer 2000
Track: PA Conference, Non-accredited programs

Description: Coffee, tea, cold beverages

Title: PA15: Decoding/coding the learning environment: Strategies for working towards an environment in which everyone thrives (and meeting accreditation standards!)
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 306A
Track: PA Conference, PA Conference: all levels, Learning Environment, Non-accredited programs
Description: The General Standards of Accreditation for Institutions with Residency Programs are a national set of accreditation standards whose aim is to ensure that residency programs are supported in their efforts to prepare residents to meet the health care needs of all Canadians. One important standard is to ensure that there are quality improvement processes in place to regularly review and improve the learning environment so that it is appropriate, safe, and conducive for learning.
This session will assist program and education coordinators, managers, and assistants in their efforts to meet accreditation standards and importantly, create a learning environment in which everyone thrives. Session leaders will review concepts related to the learning environment as defined in the broader literature including the concept of the hidden curriculum and provide evidence to demonstrate the impact of a healthy learning environment on program and education coordinators, managers, assistants, learners, faculty and patients. Following a short didactic, large group and small group discussion will focus on how the cultures, processes and structures of the learning environment impact the work of program and education coordinators, managers, and assistants. Facilitators will share practical strategies for integrating an evidence-based focus on the learning environment in current departmental coordination of residency training programs. Drawing on readily available data sources such as program evaluations, teacher evaluations, resident retreat reports etc. facilitators will demonstrate how feedback from learners related to organizational practices such as orientation, scheduling, working culture etc. can be used to improve the coordination of residency training programs.
This session is designed for program and education coordinators, managers, and assistants who want a greater understanding of how to contribute to efforts to improve the clinical learning environment and meet accreditation standards. Upon completion of this session, participants will be able to describe an optimal learning environment and its relevance for administrators, managers, learners, faculty, and patients; describe how the hidden curriculum impacts the learning environment; and consider strategies for supporting quality improvement efforts aimed at improving the learning environment.
Speakers: T. Martimianakis, The Hospital for Sick Children, Toronto; T. Mickleborough, University of Toronto, Toronto; S. Talarico, University of Toronto/SickKids, Toronto; L. Murgaski, University of Toronto, Toronto

Title: PA16: Importance of being earnest: Building connections and trust in your educational teams
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 309A
Track: PA Conference, Teaching and learning in residency education, Non-accredited programs, PA Conference: all levels

Description: In today's dynamic medical education landscape, fostering strong connections and trust within medical education teams is crucial for achieving optimal patient care, the effective professional identity formation of leaners, and building team cohesion.

This session is designed for medical educators at all levels, clinicians, administrators, trainees, and anyone involved in medical education who seeks to enhance their team's cohesiveness and trust. Upon completion of this session, participants will be able to demonstrate effective communication techniques that promote open, honest, and clear dialogue within their medical education teams, fostering a more trusting and collaborative environment; recognize and respond to the emotional needs of team members, enhancing empathy and emotional intelligence; apply practical conflict resolution tools and strategies, enabling them to address and resolve interpersonal conflicts constructively, thereby maintaining a positive and cohesive team culture.

Speakers: R. Wardrop, University Hospitals Geauga Medical Center, Chardon; E. Johnson, American Board of Internal Medicine, Baltimore; E. Barrett, Workit Health, Albequerque; N. Kataria, Cleveland Clinic, Cleveland

Title: PA17: The Program Administrator's toolbox: Beyond party planning for resident wellness
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 306B
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: This workshop will address the critical issue of learner wellness, leveraging Maslow's Hierarchy of Needs to understand unique needs of residents. This framework will serve as a lens for conducting a comprehensive needs analysis, helping participants identify wellness priorities within their programs. Participants will learn about the National Standard for Psychological Health and Safety in the Workplace to create tailored resources for resident wellness, including actionable strategies. The session will provide tools for monitoring wellness initiatives.

Attendees will leave with comprehensive wellness resources and practical strategies to sustain initiatives aligned with Royal College accreditation standards.

Upon completion of this session, participants will be able to analyze resident wellness using Maslow's Hierarchy of Needs and the National Standard's 13 psychosocial risk factors, and apply these frameworks to conduct effective needs assessments; create a comprehensive wellness resource/initiatives, customized to learners' needs; and understand how to evaluate and monitor the success of wellness initiatives.

Speakers: R. Deacur, McMaster University, London; L. Ferretti, McMaster University, Dundas; L. Baby, McMaster University, Hamilton; P. Rzyszczak, McMaster University, Hamilton; J. Sosa Rodriguez, McMaster University, Hamilton

Title: PA18: The lost PA
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 308B
Track: PA Conference, Non-accredited programs, PA Conference: beginner
Description: Starting a new position is a challenge in itself! Questions like…."How do I navigate this new group of people, are they nice, are they nasty? What kind of support is available to me? Is there training provided on the job or am I thrown into the deep end on day one?"

This scenario happens way too often for junior program administrators and this

workshop is designed to answer some of the questions for you and provides tips & tools on how to access onboarding tools like training on the job, wellness resources, support and networking groups and shared templates so you don't have to reinvent the wheel. If you are provided with the proper onboarding tools, you will succeed! Upon completion of this session, participants will be able to learn how to complete day to day tasks on MS platform or similar platforms, evaluation on web platforms like One45, Elentra, etc, accreditation platforms like the Royal College CanAMS; understand where and and how to access PD, resident, team lead/supervisor support, mentorship & wellness resources; and understand templates for rotation scheduling, CaRMS, accrediation, etc.
Speakers: D. Do, University of Alberta, Edmonton; K. Nicholas, University of Alberta, Edmonton

Title: PA19: It's all in your head: Invisible disabilities in the workplace
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 307AB
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: The aim of this session is to recognize that not all disabilities are visible. During the session, we will define and discuss the categories of invisible disabilities. Share personal stories and encourage an open and honest discussion. Warning: Please be aware that this presentation may contain triggers related to life trauma. Life trauma is defined as an event or series of incidents that may cause emotional distress or threaten an individual's well-being, leading to lasting adverse effects on their mental, physical, social, emotional, and/or spiritual health.
Upon completion of this session, participants will be able to define "invisible disability," understand disability discrimination, and learn how everyone can help accommodate those with invisible disabilities by reducing stigma and removing barriers.
Speakers: J. Aquin, University of Alberta, Beaumont; A. Reff, University of Alberta, Edmonton

Title: PA20: Speed Networking for PAs: Round table topic-based discussions
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 309B
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: This interactive round table session offers a unique opportunity for PAs, administrators, and PGME staff to collaborate, problem-solve, and share best practices in a flexible, peer-driven format. With topic-based tables led by facilitators and guided by a session moderator, attendees can choose discussions that align with their interests and swap tables throughout the session. Bring your challenges, projects, or questions and leave with new ideas, tools, and connections from across the PA community.
Upon completion of this session, participants will be able to expand your professional network and build valuable peer connections; gain practical tips and strategies for effective program administration; and collaboratively explore key issues and develop actionable solutions through shared experience.
Speakers: H. Summers, University of Ottawa, Ottawa; G. Blackwell, University of Saskatchewan, ; A. Coutts, The Ottawa Hospital, Ottawa; J. Marshall, University of Alberta, Edmonton; J. Weber, University of Alberta, Edmonton; S. McAslan, McMaster

University, Hamilton; C. Meloche, The Ottawa hospital - Medical Oncology Training Program, Ottawa; J. Taylor, McMaster University, Hamilton

Title: PA21: Building long-term, trust-based partnerships with Indigenous communities and supporting Indigenous-led solutions
Date / Time: Thursday, October 30, 2025 / 10:30 - 11:45
Location: Québec City Convention Centre - 308A
Track: PA Conference, Non-accredited programs, PA Conference: all levels
Description: This workshop highlights the essential role of authentic relationships with Indigenous communities in developing effective Indigenous health education, offering guidance on how and why to engage meaningfully.
Upon completion of this session, participants will be able to recognize the value of authentic relationships with indigenous communities in shaping effective health education programs; apply respectful engagement practices using guidance from Elders and Indigenous health organizations; and identify and address barriers to integrating Indigenous knowledge into medical education.
Speakers: T. Shena, Royal College of Physicians and Surgeons of Canada, Toronto; B. Dumont-Hill, Carleton University, Ottawa

Title: Program Administrators Conference: Lunch
Date / Time: Thursday, October 30, 2025 / 11:45 - 13:00
Location: Québec City Convention Centre - 2000BCD
Track: PA Conference, Non-accredited programs
Description: Soup (Chef's Choice)
Green Salad
Tomato Greek Salad
Assorted Sandwiches:
The Buffalo Chicken (Rosemary bread, Buffalo chicken, caramelized onions, tomatoes, blue cheese
mayonnaise and lettuce)
The Texan (Sweet and sour roasted beef Baguettine, arugula and jalapeño Havarti cheese)
Banh Mi inspiration (Seitan, curry, honey and lime, crunchy vegetables, fresh herbs and fried onions)
Sweet table
Fresh fruit salad
Coffee, tea

Title: PA22: Mindfulness and meditation workshop for medical residency Program Administrators
Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 307AB
Track: PA Conference, PA Conference: beginner, Non-accredited programs
Description: Residency program administrators navigate significant challenges, balancing the demands of faculty, residents, and institutional expectations. The stress and emotional labor of this role can lead to burnout, fatigue, and decreased job satisfaction. This workshop introduces evidence-based mindfulness and self-compassion practices that can enhance personal well-being, improve workplace efficiency and focus, and reduce stress and emotional exhaustion.

This session is designed for all residency program administrators. Upon completion of this session, participants will be able to understand the science behind mindfulness and its role in reducing stress; experience three core mindfulness practices; learn self-compassion techniques to build resilience; and apply mindfulness strategies to improve focus, communication, and well-being.
Speakers: R. Byrne, University of Toronto, Toronto; T. Hoppe, Centre for Addiction and Mental Health, Toronto

Title: PA23: Mindfulness in writing and presenting: Crafting personal land acknowledgements with breath and heart
Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 308B
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: This workshop combines mindfulness practices, storytelling, and public speaking techniques to help participants craft authentic and heartfelt land acknowledgments. Drawing from personal experiences and cultural perspectives, we will explore how mindfulness and intentional breathing can ground us, foster connection, and inspire creativity. Participants will leave with tools to manage nerves, speak with confidence, and write land acknowledgments that resonate deeply with their own narratives and values.
Upon completion of this session, participants will be able to learn tools to explore the meaning and significance of land acknowledgments, focusing on respect, relationship, and personal connection; integrate personal stories and experiences into land acknowledgments to make them more meaningful; learn breathing techniques to calm the mind, reduce stress, and enhance creativity; learn how to use mindfulness tools to manage nerves and speak with clarity and presence.
Speakers: T. Haytayan, University of British Columbia, Vancouver

Title: PA24: West World: The AI-dmin Edition
Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 306A
Track: PA Conference, PA Conference: all levels, Non-accredited programs
Description: Ready to rewrite the code of program administration? In West World: AI-dmin Edition, AI is the key to unlocking new levels of efficiency and impact. This workshop will equip you with the knowledge to navigate the complex landscape of AI, from ethical dilemmas to sustainable solutions. Learn not only HOW to harness the power of AI, but IF you should as you re-write your programs to truly take on a life of their own!
This session is designed for digital explorers of all backgrounds. Upon completion of this session, participants will be able to navigate the ethical wild west of Artificial Intelligence; identify when and which Artificial Intelligence to use while considering environmental taxes; and confidently play with robots (no quickdraws required).
Speakers: J. van Lieshout, Toronto Metropolitan University, Toronto

Title: PA25: Creating brave spaces: A simulation-based workshop on disarming microaggressions for faculty and staff
Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 308A

Track: PA Conference, PA Conference: all levels, Non-accredited programs, Learning Environment
Description: Many institutions including the Royal College have identified anti-racism/anti-oppression (ARAO) as a strategic priority. Health professions faculty and staff members strongly identify with these values. While a plethora of offerings in foundational concepts have been made available, it is still challenging to operationalize these values in the day-to-day professional environment.
This session is designed for those who have completed foundational anti-racism/anti-oppression training using personal or institutional resources. Upon completion of this session, participants will be able to identify microaggressions in anti-black racism, gender bias, and xenophobia; gain experience in disarming microaggressions in the clinical teaching environment through simulation; and outline opportunities and pitfalls in addressing ARAO learning objectives through simulation.
Speakers: X. Tong, McMaster University, Waterloo; M. Sibbald, McMaster University, Oakville; S. Monteiro, McMaster University, Hamilton; H. Jordan, McMaster University, Waterloo

Title: PA26: Leadership…so what really works? Evidence-based leadership in 2025
Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 306B
Track: PA Conference, PA Conference: all levels, Curriculum, Non-accredited programs
Description: Leadership matters at every level. Medical educators and practicing physicians face numerous challenges, such as well-being, the workplace learning environment, department culture, and retention of staff, among others. We spend an enormous amount of time teaching how to avoid clinical malpractice, but rarely do we talk about leadership malpractice. The field of medicine considers evidence-based medicine sacred and we pride ourselves in making the best decisions based on available data. Why do we not hold ourselves to the same standards when leading? Where is our evidence-based leadership (EBL)? How can we better incorporate data proven leadership strategies into our everyday leadership? What are those strategies and how do we train leaders based on the evidence? Well, good news – this workshop is the place to start!
This session is designed for leaders at all levels. While leaders in charge of supervising faculty and/or trainees may have the largest sphere of influence and hence the most to gain from our workshop, trainees, faculty members, and administrators working within small teams toward a common goal (e.g., effective patient care) will also benefit. Upon completion of this session, participants will be able to identify evidence-based leadership strategies from existing research in medicine and other fields; describe opportunities to implement evidence-based leadership in medical education; and brainstorm methods for teaching and reinforcing evidence based leadership strategies.
Speakers: A. Barelski, University of Tennessee, Memphis; E. Barry, Uniformed Services University, Bethesda; J. Blickle, Walter Reed National Military Medical Center, Bethesda; J. Hartzell, Uniformed Services University, Bethesda; R. Johnson, Naval Medical Center Portsmouth, Portsmouth

Title: PA27: Words that heal: The power of civil discourse in healthcare
Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15
Location: Québec City Convention Centre - 309A

Track: PA Conference, PA Conference: all levels, Curriculum, Non-accredited programs

Description: In a climate where it is becoming increasingly clear that incivility is a problem, a deeper awareness and understanding of civil discourse may allow us to heal divides, build interprofessional respect, enhance healthcare delivery, and promote healthy learning environments.

This session is designed for all partipants in healthcare education who want to learn skills to promote civil discourse within academic medicine. Upon completion of this session, participants will be able to describe the value and difficulty of civil discourse in healthcare leadership; discuss a framework for the practice of civil discourse; and implement strategies to improve civil discourse.

Speakers: J. Bunin, Uniformed Services University, Bethesda; L. Weber, All Levels Leadership, Wenatchee; G. Haischer-Rollo, Uniformed Services University, Bethesda

Title: PA28: Best practices in service delivery of central Postgraduate Medical Education (PGME) offices

Date / Time: Thursday, October 30, 2025 / 13:00 - 14:15

Location: Québec City Convention Centre - 309B

Track: PA Conference, PA Conference: all levels, Non-accredited programs

Description: Join us for an engaging and practical session that offers a deep dive into the day-to-day operations and strategic functions of PGME offices across the country. This interactive workshop will begin with a series of short panel presentations highlighting key focus areas such as onboarding (registration and orientation planning and delivery), international learner boot camps, CaRMS, accreditation, leaves of absence administration, accommodations for medical trainees and more. Each panelist will provide a snapshot of their program, best practices and lessons learned from their institution, followed by breakout table discussions where participants can explore the topics further in small groups led by the presenters. Whether you're new to PGME or a seasoned contributor, this session is designed to foster collaboration, share innovative ideas, and strengthen our collective impact on residency education.

Upon completion of this session, participants will be able to identify and compare best practices across PGME offices and choose your own adventure based on your role and interests as it relates to the different topic areas; engage in peer-to-peer dialogue to explore innovative approaches and lessons learned from institutions across Canada; apply insights gained from panel presentations and breakout discussions to enhance local PGME practices; and strengthen cross-institutional connections and identify potential opportunities for collaboration and shared resource development.

Speakers: H. Summers, University of Ottawa, Ottawa; D. Jones, Queen's University, Kingston; R. Brackenbury, University of British Columbia, Vancouver; S. McAslan, McMaster University, Hamilton; P. Morris, Western University, London; P. Nanayakkara, University of Manitoba, Winnipeg; W. Charette, University of Manitoba, Winnipeg; T. O'Brien, Memorial University of Newfoundland, St. John's; R. Rowe, Memorial University of Newfoundland, St. John's

Title: Program Administrators Conference: Refreshment break

Date / Time: Thursday, October 30, 2025 / 14:15 - 14:45

Location: Québec City Convention Centre - Hall 310

Track: PA Conference, Non-accredited programs

Description: Coffee, tea, cold beverages
Gourmet squares (Rice Krispie, brownie, sugar cream fudge)

Title: ICRE Pre-conference: Breakfast
Date / Time: Thursday, October 30, 2025 / 7:00 - 8:00
Location: Québec City Convention Centre - Foyer 206
Track: Non-accredited programs, Pre-conference events
Description: Seasonal diced fruit
Butter croissants, chocolate croissants, assorted muffins
Assorted yogurt
Coffee, tea, juice

Title: AI and life hacks: Empowering the human behind the physician
Date / Time: Thursday, October 30, 2025 / 8:00 - 11:30
Location: Québec City Convention Centre - 204AB
Track: AI and technology in residency education and practice, Separate Fee, Pre-conference events
Description: Amidst a struggling health care system, increasing administrative demands, and changing health care climate, physicians are facing increasing demands on their energy. Burnout is at an all-time high, with physicians feeling emotional exhaustion and reduced satisfaction with work-life integration. Despite physicians having multiple identities, burnout solutions focus too often only on improving work efficiencies and structure.
This session is designed for trainees, residents, fellows, educators, administrators, and physicians. Upon completion of this session, participants will be able to describe their core values, various identities and how they integrate with their professional responsibilities; and implement various life skills, tools, and technologies to support their personal and professional identities; apply the power of artificial intelligence for brainstorming, presentation, and emails.
Speakers: C. Lin, Hamilton Health Sciences, Waterdown; J. Frei, McMaster University, Hamilton

Title: An alternative universe: Nurturing learning environments in times of chaos
Date / Time: Thursday, October 30, 2025 / 8:00 - 11:30
Location: Québec City Convention Centre - 206AB
Track: Learning Environment, Separate Fee, Pre-conference events
Description: Are you worried and stressed about all the things? Well, you aren't alone. The current state of global affairs is having a huge impact on health care, which in turn impacts the delivery of quality residency education. Seemingly, everything you read these days globally, focuses on conflict, cuts, and chaos. As educators, this can distract from our core tenet of producing a competent and capable physician workforce, armed with the skills to care for the patients we serve in an ever-evolving world. Ignoring the chaos and "carrying on" is one commonly used strategy, but in the long run, may not help residents, faculty, or their leadership confront and manage the stressors of today.
This session is designed for educators of all levels, including program directors and educational leaders who are looking to think differently about their local clinical learning environments (CLE) during challenging times and have an intent to effect

meaningful change. Upon completion of this session, participants will be able to define alternative strategies that help to navigate the current realities and pressures that are stressing medical education and the provision of healthcare globally; identify coaching strategies for residents and faculty that are designed to accept current challenges and turn them into opportunities for growth and the development of adaptive expertise; and activate a culture of encouraging messaging to help redefine a positive learning environment that is built upon the premise that everyone should thrive.

Speakers: A. Atkinson, University of Toronto, Toronto; K. Caverzagie, Oregon Health & Sciences University, Portland

Title: Breaking it down to build them up: Using simulation to improve the remediation process

Date / Time: Thursday, October 30, 2025 / 8:00 - 11:30

Location: Québec City Convention Centre - 205A

Track: Curriculum, Separate Fee, Pre-conference events

Description: As educators, we identify learners who are struggling and develop learning plans to assist them. There is tremendous variability in the gaps that present themselves and the significance of those gaps. However, despite hard work it can be difficult to break down the identified learning gaps into manageable pieces and provide appropriate teaching that allows the learner to succeed. Often, the learner is simply given more time and more exposure to the same experiences or situations they were struggling in with the hope they would improve. This can result in situations where the trainee is placed in highly variable situations with distractions, interruptions, and variability in the quality of both the experience and clinical educator. As a result, trainees almost universally see remediation and learning plans as punitive and there is little trust in the system. Is there a better way?

This session is designed for anyone involved in the remediation process including but not limited to chief residents, residency and fellowship program directors, associate program directors, program coordinators, simulation educators, and those involved in academic and learning support. This session is ideal for those currently using or looking to use simulation within their remediation processes. Upon completion of this session, participants will be able to identify learning gaps that can be effectively addressed through simulation education; describe potential advantages and disadvantages of using simulation in remediation; and develop an action plan and set of tools to apply to difficult remediation situations within their own institution.

Speakers: C. Nickel, University of Ottawa, Ottawa; M. Chiu, University of Ottawa, Ottawa; S. Crooks, University of Ottawa, Ottawa; A. Garber, University of Ottawa, Ottawa; R. Sohi, University of Ottawa, Ottawa

Title: Creating brave spaces: A simulation-based workshop on disarming microaggressions for faculty and staff

Date / Time: Thursday, October 30, 2025 / 8:00 - 11:30

Location: Québec City Convention Centre - 203

Track: Learning Environment, Separate Fee, Pre-conference events

Description: Many institutions including the Royal College have identified anti-racism/anti-oppression (ARAO) as a strategic priority. Health professions faculty and staff members strongly identify with these values. While a plethora of offerings in foundational concepts have been made available, it is still challenging to

operationalize these values in the day-to-day professional environment.
This session is designed for those who have completed foundational anti-racism/anti-oppression training using personal or institutional resources. Upon completion of this session, participants will be able to identify microaggressions in anti-black racism, gender bias, and xenophobia; gain experience in disarming microaggressions in the clinical teaching environment through simulation; and outline opportunities and pitfalls in addressing ARAO learning objectives through simulation.
Speakers: X. Tong, McMaster University, Waterloo; M. Sibbald, McMaster University, Oakville; S. Monteiro, McMaster University, Hamilton; H. Jordan, McMaster University, Waterloo

Title: Play to learn: Theory and application of game-based learning in medical education
Date / Time: Thursday, October 30, 2025 / 8:00 - 11:30
Location: Québec City Convention Centre - 205B
Track: Curriculum, Separate Fee, Pre-conference events
Description: Decades of education literature have explored the effectiveness of serious games and game-based learning across multiple fields and mediums. However, uptake in medical education has been slower. A game refers to a rule-based construct in which players navigate a manufactured conflict to work toward a defined outcome. Serious games, in turn, refer to games with an objective beyond – but not necessarily at the expense of – entertainment. Games provide both unique affordances for engaging learners and unique spaces for graceful failures. By careful design of game mechanics, educators can create experiences that allow for incredible learner growth and self-regulation.
This session is designed for medical educators involved in curriculum design, assessment, or development of innovative learning strategies, or anyone interested in the potential applications of game-based learning to the medical education context. This session may be particularly useful for educators who seek to increase the engagement of their target learners with the curricular materials. Upon completion of this session, participants will be able to engage in informed discussions around established theory and frameworks supporting the use of game-based learning in medical education; design game-based learning experiences aligned with specific learning objectives; evaluate the impact and efficacy of game-based residency education; and reflect on how game-based learning principles can be utilized in the design of conventional medical curricula to improve learning.
Speakers: N. Damari, Cincinnati Children's Hospital Medical Center, CINCINNATI; B. Kinnear, University of Cincinnati, Cincinnati; E. Warm, University of Cincinnati, CINCINNATI; C. Zhou, University of Cincinnati, Cincinnati

Title: ASPIRE Essentials
Date / Time: Thursday, October 30, 2025 / 8:00 - 15:30
Location: Québec City Convention Centre - 202
Track: Quality improvement, Pre-conference events, Separate Fee
Description: An increased focus on education and assessment in patient safety (PS) and quality improvement (QI) is required across all stages of residency training. Accrediting bodies, healthcare systems and training programs across the globe recognize the need to increase trainee competence in patient safety. Yet there is limited faculty expertise in the principles of QI and patient safety education.
This session is designed for program directors, teaching faculty, and residents. Upon

completion of this session, participants will be able to incorporate patient safety education and assessment into residency training and faculty development; develop teaching skills in their colleagues to integrate patient safety training in a residency program; and prepare to implement an educational plan for patient safety in a residency training program or organization.

Speakers: C. Hillis, McMaster University, Hamilton; N. Korah, Montreal Children's Hospital, Montreal; J. La, University of Toronto, Toronto; M. Refaei, McMaster University, St Catharines; J. Vafi, Montreal Children's Hospital, Montreal; J. Bradley, Dartmouth Health, Norwich

Title: ICRE Pre-conference: Morning Break
Date / Time: Thursday, October 30, 2025 / 9:45 - 10:15
Location: Québec City Convention Centre - Foyer 206
Track: Non-accredited programs, Pre-conference events
Description: Coffee, tea, cold beverages

Title: ICRE Pre-conference: Lunch
Date / Time: Thursday, October 30, 2025 / 11:30 - 12:30
Location: Québec City Convention Centre - Foyer 206
Track: Non-accredited programs, Pre-conference events
Description: Bento style boxed-lunch
Green Salad
Tomato Greek Salad
Choice of:
The Buffalo Chicken (Rosemary bread, Buffalo chicken, caramelized onions, tomatoes, blue cheese
mayonnaise and lettuce)
The Texan (Sweet and sour roasted beef Baguettine, arugula and jalapeño Havarti cheese)
Banh Mi inspiration (Seitan, curry, honey and lime, crunchy vegetables, fresh herbs and fried onions)
Lemon meringue pie
Coffee, tea

Title: Failure modes for growth mindset: How not to do it wrong when you're trying to do it right
Date / Time: Thursday, October 30, 2025 / 12:00 - 15:30
Location: Québec City Convention Centre - 203
Track: Learning Environment, Separate Fee, Pre-conference events
Description: When did holding a growth mindset become a competitive sport? Mindset and self-theories are everywhere in the learning environment now, with an approach that at times feels performative rather than grounded in faculty development and skill-building. Can educators and education leaders seek to cultivate a growth mindset in their learners without understanding and holding this mindset themselves? And how do institutions, educational environments, structures and norms that are held up as infallible compromise growth by reinforcing fixed ideas about success and failure? The UME to GME transition is a time of heightened vulnerability for medical learners, during which they may experience intense feelings of self-doubt or inadequacy that are reinforced by overt and subtle messages about learning and professional development. It is also a juncture that carries potential for

important identity formation, particularly around lifelong learning and receptivity to feedback.

This session is designed for educational leaders and core faculty members at medical centers with trainees across the UME-GME spectrum. Upon completion of this session, participants will be able to define mindsets and learning orientations, differentiating fixed mindset from growth mindset and performance orientation from mastery orientation; explain examples of discordance between intentions and actions with respect to the growth mindset with specific attention to the UME/GME transition; and practice new skills to foster growth mindsets in their learners, in themselves and in the learning environment.

Speakers: N. Osman, Brigham and Women's Hospital/Harvard Medical School, Boston; M. Frost, University of Cincinnati, Cincinnati; S. Solomon, Harvard Medical School, Boston; E. Warm, University of Cincinnati, CINCINNATI

Title: Importance of being earnest: Building connections and trust in your educational teams

Date / Time: Thursday, October 30, 2025 / 12:00 - 15:30

Location: Québec City Convention Centre - 204AB

Track: Teaching and learning in residency education, Separate Fee, Pre-conference events

Description: In today's dynamic medical education landscape, fostering strong connections and trust within medical education teams is crucial for achieving optimal patient care, the effective professional identity formation of leaners, and building team cohesion.

This session is designed for medical educators at all levels, clinicians, administrators, trainees, and anyone involved in medical education who seeks to enhance their team's cohesiveness and trust. Upon completion of this session, participants will be able to demonstrate effective communication techniques that promote open, honest, and clear dialogue within their medical education teams, fostering a more trusting and collaborative environment; recognize and respond to the emotional needs of team members, enhancing empathy and emotional intelligence; apply practical conflict resolution tools and strategies, enabling them to address and resolve interpersonal conflicts constructively, thereby maintaining a positive and cohesive team culture.

Speakers: R. Wardrop, University Hospitals Geauga Medical Center, Chardon; E. Johnson, American Board of Internal Medicine, Baltimore; N. Kataria, Cleveland Clinic, Cleveland; E. Barrett, Workit Health, Albequerque

Title: Jumpstart your journey: A toolkit for emerging medical education leaders

Date / Time: Thursday, October 30, 2025 / 12:00 - 15:30

Location: Québec City Convention Centre - 205B

Track: Curriculum, Separate Fee, Pre-conference events

Description: This session is designed for early and emerging leaders in medical education—such as associate program directors, chief residents, and new course directors—who are eager to build foundational leadership skills, foster meaningful professional connections, and create a lasting impact in residency programs. Ideal participants are those ready to embrace a growth mindset, learn from challenges, and take actionable steps toward advancing both their careers and their programs. Upon completion of this session, participants will be able to foster a growth mindset within residency programs; manage and learn from failures; practice supportive leadership and followership; and build professional connections for ongoing development.

Speakers: D. Clark, University of Cincinnati, Cincinnati; L. Applegate, University of Cincinnati, Cincinnati; N. Damari, Cincinnati Children's Hospital Medical Center, CINCINNATI; M. Segev, University of Cincinnati, Cincinnati

Title: Leveraging mixed methods research to tackle complex medical education problems: Planning feasible and impactful research
Date / Time: Thursday, October 30, 2025 / 12:00 - 15:30
Location: Québec City Convention Centre - 205C
Track: Scholarship in residency education, Separate Fee, Pre-conference events
Description: The field of medical education considers diverse and complex questions, whereby often a single research design will not be sufficient to fully understand the breadth and depth of the problems and potential solutions. However, currently, independent of the complexity of the problem, most education scientists prefer to use a qualitative or a quantitative methodology. Mixed methods research (MMR), which combines qualitative and quantitative methodologies, can help us merge the two approaches to address problems that require the integration of data to comprehensively explore a problem from various perspectives.
This session is designed for scholars and researchers with experience in quantitative or qualitative research, who are interested in discovering the role of mixed methods research in medical education. Upon completion of this session, participants will be able to define mixed-methods research (MMR) and explain when MMR could be undertaken; differentiate MMR from other study types (e.g. Multimethods); and evaluate MMR studies for evidence of integration.
Speakers: E. Bilgic, McMaster University, Hamilton; D. Brandt-Vegas, McMaster University, Hamilton; R. Kahlke, McMaster University, Hamilton; S. Monteiro, McMaster University, Hamilton

Title: Navigating the "messiness" of leadership work: Towards an artful practice of leadership
Date / Time: Thursday, October 30, 2025 / 12:00 - 15:30
Location: Québec City Convention Centre - 205A
Track: Curriculum, Separate Fee, Pre-conference events
Description: Effective leadership is a critical element to engage the constituents and achieve organizational outcomes. The actual practice of leadership, which is highly contextualized and situational navigates the structural, cultural, human resource and political organizational constraints and enablers. There are limitations in the shared understanding of evolving and currently relevant leadership perspectives such as complexity leadership, systems leadership and relational leadership. Further, translating these into actual specific behaviors for effectiveness is even more troublesome. In essence, practice of leadership is "messy" and although there are scientific aspects to this in the form of best practices and suggestions, in actuality it is akin to an alchemy requiring a complex weaving of the science and art of leadership.
This session is designed for leaders at all three organizational hierarchical levels (strategic-apex, operating core, and front-line), leadership educators, aspiring leaders, organizational development consultants/managers. Prior knowledge and experience in leadership roles is desirable. Upon completion of this session, participants will be able to adapt personal social styles to win and enhance trust and navigate organizational politics without being unethical; appraise personal abilities to make decisions considering multiple and opposing perspectives and in resource

constrained contexts; and discern the use of power and influence in engaging and aligning internal and external constituents.
Speakers: A. Saxena, University of Saskatchewan, Saskatoon; J. Nordquist, Karolinska Institutet, Stockholm

Title: ICRE Pre-conference: Afternoon Break
Date / Time: Thursday, October 30, 2025 / 14:00 - 14:30
Location: Québec City Convention Centre - Foyer 206
Track: Non-accredited programs, Pre-conference events
Description: Coffee, tea, cold beverages

Title: Conference opening remarks
Date / Time: Thursday, October 30, 2025 / 16:00 - 16:30
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Non-accredited programs
Description: Join us for the conference opening remarks.
Speakers: A. Atkinson, University of Toronto, Toronto; R. Clarke, Yorkshire & Humber School of Surgery, Sheffield; M. Cloonan, University of Nebraska Medical Center, Omaha; N. Frija-Gruman, McGill University, Montreal; M. Khoshnevis, Karolinska University Hospital, Stockholm; O. Oguntimehin, NHS | Melanin Medics, Laindon; T. Caulfield, University of Alberta, Edmonton

Title: Conference opening plenary featuring the Royal College Lecture in Residency Education: Misinformation and trust crisis: How did we get here and what can we do?
Date / Time: Thursday, October 30, 2025 / 16:30 - 17:30
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Resident recommended
Description: Our information environment is increasingly chaotic and filled with misleading, harmful, and exploitive contents. This reality is a defining characteristic of our time. And research tells us it is doing tangible harm – to public health, mental health, public discourse, personal relationships, policy development, and public trust. How did we get here, why do people believe, and what can we do about it? In this provocative presentation Professor Caulfield will explore what the most recent evidence tells us about the nature and source of the current infodemic. He will also provide science-informed recommendations to cut through the noise and forge a constructive path forward. This is a crisis. Time to step up!
Upon completion of this session, participants will be able to describe the history, scope and nature of health misinformation & the marketing of unproven therapies; identify the primary sources, drivers, and harms associated with the spread of health misinformation; overview the emerging evidence about why people believe and spread health misinformation; and provide science-informed recommendations about how both individuals and organizations can respond in a constructive manner.

Speakers: T. Caulfield, University of Alberta, Edmonton; A. Atkinson, University of Toronto, Toronto

Title: Conference Welcoming Reception
Date / Time: Thursday, October 30, 2025 / 17:30 - 18:45
Location: Québec City Convention Centre - 200AB
Track: Social events, Non-accredited programs, Resident recommended
Description: Start your ICRE experience with a warm welcome at our Conference Welcoming Reception! Reconnect with familiar faces, meet new colleagues from around the world, and set the stage for meaningful conversations. It's the perfect way to get energized for the exciting programming ahead.
Passed hors d'oeuvres:
Gourmet grilled cheese duet: Oka cheese, apple and almonds; Brie and cranberries
Halibut satay, miso, red curry and coconut milk
Seared scallops, maple flavored parsnip mousseline
Chicken and cabbage gyoza, Mirin sauce and sesame
Vegetarian spring roll
Smoky hummus, Smoked pimenton, chickpeas and crispy tofu
Duck rillettes and haskap berry jam
Stationned hors d'oeuvres:
Assorted sushi
Quebec cheese assortment
Crudites with dip
Beer, wine, non-alcoholic beverages

Title: Scholarly Conversations: Promoting trust and connection in residency: Communities of practice
Date / Time: Thursday, October 30, 2025 / 18:45 - 21:00
Location: Québec City Convention Centre - 206AB
Track: Teaching and learning in residency education, Separate Fee, Resident recommended
Description: In the past decade residency training has had to adapt to increasing discontinuities in the clinical and educational arenas. On the clinical side, increasing patient loads and limited duty hours have led to more frequent turnover in supervisor-resident interactions. On the educational side, the increased use of remote learning and web-based modules has similarly affected teacher-learner proximity and connection. These changes, while providing more flexibility, have led to challenges in creating and maintaining meaningful connections that are so crucial to effective apprenticeship.
This year's session of Scholarly Conversations sets out to explore these challenges, and consider possible solutions. The discussions will aim to help us reflect on how educators can foster communities of practice that enhance learning in this new, more discontinuous landscape.
This interactive dinner is designed for all conference participants interested in the learning environment. Upon completion of this session, participants will be able to articulate the pressures that have led to loss of connections in residency training; brainstorm solutions that are both practical and meaningful; and share strategies on how to redesign residency programs to promote connections and trust.
Speakers: R. Cavalcanti, University of Toronto, Toronto; M. Cloonan, University of Nebraska Medical Center, Omaha; O. Rodrigo, Boston Children's Hospital/Harvard Medical School, Boston; J. Trier, Queen's University, Kingston

Title: Refreshments
Date / Time: Friday, October 31, 2025 / 7:00 - 8:00
Location: Québec City Convention Centre - Foyer 2
Track: Non-accredited programs
Description: Assorted breakfast breads
Assorted yogurts
Hard boiled eggs
Coffee, tea, cold beverages

Title: Registration
Date / Time: Friday, October 31, 2025 / 7:00 - 17:00
Location: Québec City Convention Centre - Hall 300
Track: Non-accredited programs

Title: Conference plenary: SimTrek CanMEDS
Date / Time: Friday, October 31, 2025 / 8:00 - 9:00
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Curriculum, Resident recommended
Description: This session is designed for all conference participants. Upon completion of this session, participants will be able to recognize the role of simulation based medical education in the teaching of the intrinsic CanMEDS roles; utilize conceptual and emotional realism to promote multidisciplinary team training; and reflect on the post-simulation debrief as a mode of formative assessment in resident education.
Speakers: A. Garber, University of Ottawa, Ottawa; S. Crooks, University of Ottawa, ottawa; C. Nickel, University of Ottawa, Ottawa; I. Birchall, University of Ottawa, Ottawa; M. Labossière, Université de Sherbrooke, Sherbrooke; C. Coleman, University of Ottawa, Ottawa; R. Sohi, University of Ottawa, Ottawa

Title: Conference plenary: Productive struggle, adaptive expertise, psychological safety and the space between
Date / Time: Friday, October 31, 2025 / 9:00 - 10:15
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Resident recommended, Teaching and learning in residency education
Description: Are we failing our learners by protecting them from the very struggles that help them grow? Join us for a bold and evidence-informed conversation that tackles this "wicked problem" of balance in medical education. How do we navigate what the evidence shows is essential for building competence while incorporating the social landscape in which we work and learn? How do we create space for discomfort and growth—without compromising trust?
Upon completion of this session, participants will be able to describe the concepts of productive struggle and adaptive expertise and their paramount importance in the development of clinical competence; analyze the tension between having learners exist and grow within the zone of discomfort while maintaining psychological safety; and discuss evidence-informed principles that can guide us towards creating a psychologically safe yet rigorous learning environment that enables adaptive expertise to flourish.

Speakers: J. Hall, University of Calgary, Calgary; J. Warchol, University of Nebraska Medical Center, Omaha; M. Mylopoulos, University of Toronto, Toronto; N. Frija-Gruman, McGill University, Montreal

Title: Refreshment break with exhibits
Date / Time: Friday, October 31, 2025 / 10:15 - 10:45
Location: Québec City Convention Centre - 200AB
Track: Non-accredited programs
Description: Diced fruit salad
Assorted Muffins and Plain Croissants
Coffee, tea, cold beverages

Title: Climate-related health effects: Creative educational strategies for overcrowded post-graduate curricula
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 202
Track: Curriculum
Description: Global climate change is increasingly affecting humans, yet there is a gap in post-graduate medical training in preparing physicians to proactively care for patients experiencing climate effects. Some climate effects are more likely in specific locales – poor air quality, extreme heat, and flooding – while other effects are universal – shortages of medical treatments and personnel, power outages, and expanding vector-borne illnesses, all with multiplier effects on marginalized communities. Beyond geographic differences, residents and fellows need specialty-specific skills to prevent illness and decompensation from climate-related health problems. This contrasts with the more generic content found in medical schools. However, post-graduate curricula usually have little room to squeeze in new experiences. Faculty also often feel unprepared to design and teach content, such as anticipatory guidance, disaster preparedness, or sustainable use of resources.
This session is designed for anyone involved with post-graduate education who would like to learn about, plan, and implement training experiences to address climate-related effects on patient health. Upon completion of this session, participants will be able to identify three climate-related health education needs for their post-graduate medical training specialty; identify one climate-related health need, for post-graduate medical training, that applies to several clinical specialties; and develop strategies, using existing curriculum and training requirements, to integrate one or more new climate-related health content areas into their program's educational sessions or clinical experiences.
Speakers: T. Cooney, Oregon Health & Science University, Portland; G. Sullivan, UConn Health, Farmington; M. Tuck, George Washington University, Washington, DC; L. Yarris, Oregon Health & Science University, Portland

Title: Coaching the at-risk learner through challenge to success: Transforming remediation
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 206AB
Track: Faculty development

Description: Few situations in medical education are as anxiety-provoking as remediation. This stress is experienced by not only at-risk learners, but also by program directors and other educators who are involved in making decisions that could be career limiting or ending. These high-stakes scenarios are often made even more complex by significant variability in institutional resources for both learners and programs.

Coaching is an extremely effective evidence-based technique that is being increasingly integrated into the arc of medical education. It is a developmental process that empowers learners to build their own capabilities. The trust developed within a coaching partnership promotes reflection, vulnerability, and accountability; this partnership can lead to real progress on goals important to learners. Coaches can therefore be a tremendous resource for learners and programs alike. However, if coaches are going to be asked to assist learners going through high-stakes remediation, it is important that there be additional safeguards in place, as well as clarity around the process.

This session is designed for coaches, educational program leaders, institutional leaders, and faculty and trainees with an interest in coaching and/or remediation. Upon completion of this session, participants will be able to utilize coaching tools and approaches to promote engagement and otherwise support at-risk learners who are navigating remediation; practice deep listening, impactful questioning, and advanced conversational dynamics for coaching through resistance, fear, and other strong emotions; and develop a framework to clearly define the roles of learner, coach, program director, and/or institution in the remediation process that they might utilize at their own institution.

Speakers: P. Brand, Isala Hospital, Zwolle; S. Dowling, Stanford University, Stanford; D. Richardson, University of Alberta, Edmonton; P. Tanaka, Stanford University, Stanford; S. Williams, Stanford University, Stanford; R. Dall Jensen, Aarhus University, MidtSim, Department of Clinical Medicine, Aarhus

Title: Decoding/coding the learning environment: Strategies for working towards an environment in which everyone thrives (and meeting accreditation standards!)
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 2000C
Track: Learning Environment
Description: The General Standards of Accreditation for Institutions with Residency Programs are a national set of accreditation standards whose aim is to ensure that residency programs are supported in their efforts to prepare residents to meet the health care needs of all Canadians. One important standard is to ensure that there are quality improvement processes in place to regularly review and improve the learning environment so that it is appropriate, safe, and conducive for learning.

This session is designed for learners, educators, program directors, and administrators who want a greater understanding of how to improve the learning environment and meet accreditation standards. This session is designed for those interested in developing practical strategies for integrating evidence-based, quality improvement processes to ascertain how well the learning environment functions. Upon completion of this session, participants will be able to describe an optimal learning environment and its relevance for learners, faculty, and patients; review strategies for integrating a focus on the learning environment as part of current quality improvement initiatives; and practice generating priority areas for change with a focus on optimizing the teaching and learning environment.

Speakers: T. Martimianakis, The Hospital for Sick Children, Toronto; A. Atkinson, University of Toronto, Toronto; T. Mickleborough, University of Toronto, Toronto; S. Talarico, University of Toronto/SickKids, Toronto

Title: Designing a competence committee destined for success
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 307AB
Track: Curriculum
Description: One of the key features of any CBME-based program is the implementation of a Competence Committee (CC). These committees use a variety of assessment data on individual residents to deliver summative feedback and guidance to residents and to make progression decisions. Having a CC is a requirement in many jurisdictions using a CBME pedagogical approach. In Canada, it is an accreditation standard of the Royal College of Physicians and Surgeons of Canada. Setting up and sustaining a CC can be intimidating and resource intensive, but new CC chairs and committee members need not do it alone!
This session is designed for competence committee chairs, program directors, and committee members who are either preparing to start a committee or are within the first few years of their committee. Longer serving competence committee members who want to 'get back to basics' are welcome to attend. Upon completion of this session, participants will be able to develop the philosophy, structure, and function of their CC; create process documents to support committee function as well as a recruitment strategy and faculty development plan for CC members; and design an effective process for presenting, discussing, and making decisions around resident progression including developing effective growth-mindset oriented learning plans.
Speakers: J. Johnstone, University of Toronto, Toronto

Title: Enhancing clinical team cohesiveness and patient safety through cognitive diversity and psychological safety in healthcare
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 204AB
Track: Quality improvement
Description: In today's complex healthcare environment, fostering team cohesiveness and ensuring patient safety are paramount.
This session is designed for residency program directors, educators, and healthcare leaders responsible for shaping effective, collaborative, and resilient clinical teams. It will also benefit clinicians, medical educators, and administrators interested in implementing evidence-based approaches to enhance team dynamics and patient safety within their organizations. Participants should have an interest in innovative strategies for fostering inclusivity, promoting psychological safety, and embracing cognitive diversity to drive improved patient care and safety. This session will appeal to those who recognize the value of structured assessments and tailored action plans in achieving sustainable, high-performing healthcare teams. Upon completion of this session, participants will be able to recognize how diverse thinking styles within clinical teams can enhance problem-solving, adaptability, and team resilience; create an environment where team members feel safe to contribute openly, building trust and reducing errors; and assess cognitive diversity and psychological safety, enabling the creation of tailored action plans that enhance team cohesiveness, patient safety, and overall care quality.
Speakers: A. Messager, Human Leadership Humain, Ottawa

Title: I just can't get them to do it: How can we engage teachers in workplace assessment and other observations?
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 2000D
Track: Faculty development
Description: Workplace based assessment (WBA) of observed entrustable professional activities (EPAs) comprise an important component of a broader program of assessment in competency based medical education (CBME) training programs. These EPA observations are meant to promote trainees' learning and development and also contribute to a portfolio of assessments for review by the competence committee to inform progression decisions. However, supervisors' completion of these EPA observations as part of CBME is a new activity that has presented multiple challenges.
This session is designed for program leaders who support front line supervisors. Upon completion of this session, participants will be able to list common challenges in getting faculty to complete workplace assessment
and EPA observations in the clinical setting; discuss strategies to
overcomes EPA completion challenges; and locate shared resources and discuss best-practices.
Speakers: A. Hall, University of Ottawa, Ottawa; R. Anderson, NOSM University, Sudbury; A. Oswald, University of Alberta, Edmonton

Title: It's a two-way street: Fostering healthy dialogue between trainees and faculty to promote program and individual growth
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 306B
Track: Faculty development, Resident recommended
Description: The medical education continuum relies on individual growth. Graduate Medical Education accreditation bodies worldwide, in some capacity, describe the expected progression from novice to mastery. Iterative coaching and feedback catalyze this professional progression. Coaching and feedback are integral parts of daily training, often occurring informally.
Training programs and faculty must also adapt and develop to meet the ever-evolving demands of clinical practice and trainee engagement and progression yearly. Programs can encourage and leverage feedback from faculty and trainees to help determine the best way to adapt to new challenges, while role-modeling a culture of growth. In our experience, a growth mindset oriented program culture (GMO-PC) establishes the necessary milieu to optimize the progression of trainees, faculty, and program curricula alike.
This session is designed for primarily for trainees, clinicians, and non-clinicians involved in GME programs (and especially involved in any program leadership). Upon completion of this session, participants will be able to create personalized and shared definitions for growth-mindedness that lay the foundation for implementation of growth mindset oriented strategies for individuals, small groups, and programs; cultivate a list of strategies to promote a growth mindset oriented program culture; and prioritize strategies to develop or sustain a growth mindset oriented program culture that best aligns with each participant's program.
Speakers: D. Blitzer, Columbia University Medical Center, New York; K. Fabyan, Walter Reed National Military Medical Center, Bethesda; K. Gerling, Johns Hopkins Hospital, Baltimore; B. Vipler, University of Colorado, Aurora; R. Johnson, Naval Medical Center Portsmouth, Portsmouth

Title: Milestones without borders: Global insights on transitioning from time-based to competency-based residency education
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 306A
Track: Curriculum
Description: Competency-based medical education (CBME) was adopted as a training paradigm in residency programs across the United States in the early 2000s. CBME is grounded in the premise that the path to independent practice in any clinical specialty should be achieved through demonstration of competence across 6 key domains: patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. Over the years, CBME has not only matured within the U.S., but has also expanded globally through internationalization of accreditation standards set by the Accreditation Council of Graduate Medical Education International (ACGME-I). International residency programs that aim to implement CBME models may face challenges from differences in cultural norms, local practice standards, regulatory oversight, and the attitudes and experiences of trainees and faculty.
This session is designed for a wide audience including institutional leaders in graduate medical education, residency program leaders, core faculty, medical educators interested in assessment and evaluation, and residency program coordinators. Upon completion of this session, participants will be able to describe challenges in transitioning from time-based to competency-based residency training in a global setting; discuss strategies for creating CBME-aligned evaluations, assessments, and milestones within local regulatory frameworks; and apply CBME principles to commonly-encountered Clinical Competency Committee scenarios (faculty development and sensitization, struggling learners, etc).
Speakers: B. Carroll, University of Pennsylvania, Philadelphia; R. McAuley, University of Pennsylvania, Philadelphia; T. Nguyen, VinUniversity, Ha noi

Title: Modeling discomfort and adaptive expertise to build trust with learners
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 2000A
Track: Teaching and learning in residency education, Resident recommended
Description: Society trusts physicians to be competent across a vast array of skills, knowledge and abilities. However, evidence is mounting that physicians' current training models don't adequately prepare them for the future of medicine, which is fast-paced, ever-changing, with new technology and procedures rapidly being added. The COVID-19 pandemic only highlighted the need for physicians to be adaptable to new situations, new conditions, new concerns, and new models of teaching, training, and caring for patients.
This session onis designed for innovative educators involved in residency education who want to challenge their residents (and themselves) to be life-long adaptive learners. Upon completion of this session, participants will be able to differentiate between the concepts of core competency, competent corps, and adaptive expertise in residency training education; incorporate adaptive expertise training into difficult situations to foster trust with their learners; and demonstrate methods of building trust with learners built on uncertainty and in high-stress situations.
Speakers: S. Cico, University of Central Florida College of Medicine, Orlando; C. Merritt, Boston University, Providence; M. Pusic, Harvard University, Boston

Title: Paper session: AI and technology in residency education and practice
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 205B
Track: AI and technology in residency education and practice
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: R. Wardrop, University Hospitals Geauga Medical Center, Chardon; S. Gauthier, Queen's University, Kingston
10:50 001   Assessment of artificial intelligence chatbot performance on the Canadian Otolaryngology and Head and Neck Surgery In-Training Exam: Insights from an experimental comparative analysis; Presenter: E. Ajit-Roger, McGill University, Montreal; Author(s): K. Semsar-Kazerooni, McGill University, Montreal; J. Savage, Royal Berkshire Hospitals NHS Trust, Reading; L. Nguyen, McGill University, Montreal; E. Ajit-Roger, McGill University, Montreal
11:00 002   Automating feedback: Analysis of resident Radiologist imaging reports using ChatGPT; Presenter: B. Kwan, Queen's University, Kingston; Author(s): B. Kwan, Queen's University, Kingston; A. Sander, Queen's University, Kingston; A. Chung, Queen's University, Kingston
11:10 003   Collaborative learning in postgraduate medical education; Presenter: K. Vantomme, Queen's University, Kingston; Author(s): H. Braund, Queen's University, Kingston; J. Lakoff, Queen's University, Kingston; I. Kandil, Queen's University, Kingston; K. Schultz, Queen's University, Kingston; A. Szulewski, Queen's University, Kingston; L. Crawford, Queen's University, Kingston
11:20 004   Detecting the chatbot: Differentiating between GPT-generated and human-written narrative feedback; Presenter: B. Kwan, Queen's University, Kingston; Author(s): B. Kwan, Queen's University, Kingston; Z. Zhou, Queen's University, Kingston; A. Rizwan, Queen's University, Kingston; N. Rogoza, Logike Inc, Kingston; A. Chung, Queen's University, Kingston
11:30 005   Can diagnostic excellence be measured?; Presenter: C. Rohlfsen, University of Nebraska Medical Center, Omaha; Author(s): C. Rohlfsen, University of Nebraska Medical Center, Omaha, Nebraska
11:40 006   Introducing STUAART: A Semiautomated Tool Using AI for Applications to Residency Training; Presenter: P. Tai, University Health Network, Toronto; Author(s): D. Chan, Unity Health, Toronto; P. Tai, University Health Network, Toronto
11:50 007   Leveraging big data to characterize clinical practice variation among resident physicians; Presenter: B. Tang, University of Toronto, Toronto; Author(s): B. Tang, University of Toronto, Toronto; A. Lam, University of Toronto, Toronto; C. Liu, Unity Health Toronto, Toronto; M. Ismail, Unity Health Toronto, Toronto; S. Roberts, Unity Health Toronto, Toronto; M. Wankiewicz, Unity Health Toronto, Toronto; D. Schumacher, Cincinnati Children's Hospital Medical Center, Cincinnati; B. Kinnear, Cincinnati Children's Hospital Medical Center, Cincinnati; Y. Park, University of Illinois Chicago, Chicago; A. Tess, Harvard Medical School, Boston; A. Verma, Unity Health Toronto, Toronto; F. Razak, Unity Health Toronto, Toronto; M. Pusic, Harvard Medical School, Boston; S. Ginsburg, Mount Sinai Hospital, Toronto; B. Wong, Sunnybrook Health Sciences Centre, Toronto

Title: Paper session: Health and education systems in residency education
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 205C

Track: Health and education systems in residency education, Quality improvement
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: J. Nordquist, Karolinska Institutet, Stockholm

10:50 040   Transition tensions: Program Directors' perspectives on the impact of selection on the transition to residency; Presenter: H. Caretta-Weyer, Stanford University, Palo Alto; Author(s): H. Caretta-Weyer, Stanford University, Palo Alto; L. Yarris, Oregon Health and Science University Hospital, Portland; K. Eva, University of British Columbia, Vancouver; P. Teunissen, Maastricht University, Maastricht; D. Schumacher, University of Cincinnati, Cincinnati

11:00 041   Outsourcing admissions decisions: Entrusting third party agencies in international medical credential verification in Canada; Presenter: A. Couch, Queen's University, Kingston; Author(s): A. Couch, Queen's University, Kingston

11:10 042   Sex representation on social media accounts of surgical residency programs; Presenter: M. Georgescu, McMaster University, Hamilton; Author(s): M. Georgescu, McMaster University, Hamilton; S. Dancey, McMaster University - Department of Obstetrics & Gynecology, Hamilton; J. Rawal, McMaster University, Hamilton; S. Sharma, McMaster University - Department of Obstetrics & Gynecology, Hamilton; M. Morais, McMaster University - Department of Obstetrics & Gynecology, Hamilton

11:20 043   Motivational factors influencing the recruitment of primary care physicians to a rural Canadian region; Presenter: D. Haseltine, McGill University, Montreal; Author(s): D. Haseltine, McGill University, Montreal; M. Siddiqi, University of Ottawa, Ottawa; W. Elmasry, McGill University, Gatineau; P. Mounsef, McGill University, Montréal; A. Pattni, McGill University, Gatineau; M. Wagner, McGill University, Montreal; C. Gomez-Garibello, McGill University, Montreal

11:40 062   Enhancing social determinants of health education in Pediatric Residency: A quality improvement initiative; Presenter: N. Lum, University of British Columbia, Vancouver; Author(s): N. Lum, University of British Columbia, Vancouver; S. Jassemi, University of British Columbia, Vancouver

11:50 063   Using quality improvement to reduce learner workload on general internal medicine clinical teaching units; Presenter: L. Stroud, University of Toronto, Toronto; Author(s): B. Wong, University of Toronto, Toronto; Z. Feilchenfeld, University of Toronto, Toronto; E. Bartsch, University of Toronto, Toronto; C. Skorupski, University of Toronto, Toronto; S. Shadowitz, University of Toronto, Toronto

Title: Poster session: Teaching and learning in residency education
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - Foyer 2
Track: Teaching and learning in residency education
Description: Upon completion of this session, participants will be able to discuss the findings from educational posters and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: S. Silva, McMaster University, Kitchener

Title: Royal College/JGME Top Resident Research
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 205A

Track: Assessment: Cutting edge tools and practical techniques, Curriculum, Learning Environment, Teaching and learning in residency education, Resident recommended

Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.

Speakers: T. Turner, Baylor College of Medicine, Houston

11:05 008   Residents' perceptions of programmatic assessment: How do residents perceive assessments and what do they learn?; Presenter: M. Corrado, University of Toronto, Toronto; Author(s): L. Stroud, University of Toronto, Toronto; S. Ginsburg, University of Toronto, Toronto; M. Corrado, University of Toronto, Toronto

10:50 017   Evaluation without representation? Pediatric resident perspectives on CBME; Presenter: H. Anzinger, University of British Columbia, Victoria; Author(s): H. Anzinger, University of British Columbia, Victoria; B. Schrewe, University of British Columbia, Victoria

11:20 051   Behind the shield: Grief and the emotional armour among medical residents; Presenter: M. Farid, Dalhousie University, Halifax; Author(s): S. Burm, Dalhousie Medicine, Halifax; M. Farid, Dalhousie University, Halifax; T. Bierer, Nova Scotia Health, Halifax

11:35 052   Lateral view x-ray theory: A new theory of sexual misconduct in the surgical workplace; Presenter: R. Fisher, University of Manchester, UK, Manchester; Author(s): R. Fisher, University of Manchester, UK, Manchester; P. Jackson, North Bristol NHS Trust, Bristol; G. McLachlan, London Deanery, London; C. Newlands, University of Surrey, Guildford; C. Begeny, University of Exeter, Exeter; R. Searle, University of Glasgow, Glasgow

11:50 065   Medical improv as an effective and innovative tool for teaching non-technical skills to surgical foundations residents at the University of British Columbia; Presenter: K. van Kampen, University of British Columbia, Vancouver; Author(s): K. Sliwowicz, University of British Columbia, Vancouver; R. Vilayil, University of British Columbia, Vancouver; K. van Kampen, University of British Columbia, Vancouver

Title: Teaching and learning for transformation: Embracing hybrid flexibility (HyFlex) learning experiences for the greater good

Date / Time: Friday, October 31, 2025 / 10:45 - 12:15

Location: Québec City Convention Centre - 308B

Track: Teaching and learning in residency education

Description: The pandemic allowed educators a unique glimpse into the scale of distributed and remote online learning. We realized we could learn from our medical and health professions education-community without the need for travel, while increasing accessibility for those previously unable to attend in person. With the return of in-person learning, how can we maintain meaningful online learning connections?

This session is designed for faculty and learners at all career stages who are interested in learning more about creating HyFlex learning experiences that foster flexibility, accessibility, and reach for both the learner and teacher. Upon completion of this session, participants will be able to define HyFlex and its associated terms and benefits, including its impact on equitable access to learning; identify enablers and barriers to building HyFlex learning environments; and co-create strategies to reconceptualize learning and support successful implementation of a HyFlex learning model.

Speakers: M. Chan, University of Manitoba, Treaty 1 Territory/Homeland Red River Metis; S. Lee, University of Toronto, Ottawa; J. Maniate, Equity in Health Systems, Ottawa; L. Sonnenberg, University of Alberta, Otttawa; Y. Steinert, McGill University, Montreal

Title: The civility kaleidoscope: Exploring the many facets of civility and incivility within medical education
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 309B
Track: Learning Environment, Resident recommended
Description: During the session we will focus particularly on exploring the intrinsic humanity embedded within the concepts of civility and incivility. We will discuss the resultant complexity engendered as a consequence and the characteristics of the systems within which we learn and educate. The juxtaposition of civility, incivility and different facets of DEI will also be discussed and how knowledge of this can strengthen our approach, be it as a healthcare educator or as a learner within any situation. Throughout, we will explore how a 'one size fits all' approach to addressing incivility and promoting civility might not necessarily prove effective. Instead, we will examine approaching it in a dynamic and strategic way, drawing from a 'toolkit' of skills outlined. Diversity of perspective, knowledge and experience is key to promote civility effectively within PGME. Together, and through your valuable contributions, we will build a richer understanding of, and approach to, the humanity and complexity intrinsic within civility and incivility in PGME. Upon completion of this session, participants will be able to better understand the potential complexities woven within civility and incivility in healthcare education; explain how and why civility and incivility are interconnected with Diversity, Equity and Inclusion (DEI) whilst playing a key role within postgraduate medical education (PGME); and discover how to feel more confident in navigating the complexities of incivility as an educator and/or trainee.
Speakers: J. Cheetham, Cardiff University, Abergavenny

Title: Thriving through clinical transitions: Leveraging bootcamps to support resident development at critical periods of residency training
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 309A
Track: Curriculum, Resident recommended
Description: Clinical transition periods—whether at the start of residency or at other critical points during training—are pivotal moments in the professional development of medical residents. These transitions are often marked by heightened stress as trainees assume new roles and navigate increasingly complex responsibilities. However, they also present powerful opportunities for learning and growth. Bootcamps—focused courses designed to enhance learning, orientation, and preparation for new clinical roles— are increasingly used in postgraduate medical education (PGME) to improve trainee competence and well-being, as well as patient safety during these critical periods. However, existing bootcamp curricula often do not address all critical transitions within programs and lack a robust theoretical foundation, thus limiting their full educational potential.
This session is designed for all trainees, clinician-educators, program directors and/or faculty involved in curriculum development in residency training. Upon completion of this session, participants will be able to discuss the role and

importance of Transition-Specific Bootcamps (TSBs) in supporting trainees' learning, growth and well-being at key clinical transition periods along their post-graduate training; apply a structured framework and theory-driven educational principles to design, implement, and evaluate a Transition-Specific Bootcamp tailored to the unique needs of your training program; and identify and explore actionable strategies to mitigate potential barriers to implementing a Transition-Specific Bootcamp, ensuring relevance and adaptability within your local training environment.

Speakers: M. Bourdeau, McGill University, Montreal; M. Dandavino, McGill University, Montreal; E. Ruano Cea, McGill University, Lachine; L. Toban, McGill University, Montreal

Title: Trust your GUTSS: A practical approach to autonomy and communication in residency education
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 203
Track: Teaching and learning in residency education, Resident recommended
Description: In postgraduate medical education in North America, increasing procedural complexity, reduced autonomy, and increased training demands a challenge to traditional education models. Enhancing procedural education can improve patient safety and trainee learning. Structured educational timeouts (ETOs) enhance learning efficiency and patient safety by integrating competency-based education with real-time feedback. A standardized educational timeout model has been proposed in surgery but has yet to be applied to other domains of medicine. In surgery, these structured educational timeouts reduce cognitive load and improve entrustability between trainees and clinical educators, resulting in more efficient and effective learning.
This session is designed for trainees from all specialties who have any procedural or operative roles, chief trainees, fellows, clinical educators, advanced practice providers who have a role in education, advanced practice provider who have students. Upon completion of this session, participants will be able to implement the GUTSS model (Goals, Undertaking, Techniques, Sign-out, Set Next Goal) to enhance graduated trainee autonomy in procedural education; analyze and synthesize procedural tasks to align them with trainee competency levels in dynamic scenarios; and assess and refine feedback delivery techniques through role-playing exercises to ensure the development of procedural autonomy in high-stakes environments.
Speakers: A. Duffy, University of Nebraska Medical Center, Omaha; S. Figy, University of Nebraska Medical Center, Omaha; T. Kumar, University of Nebraska Medical Center, Omaha; T. Tanner, University of Nebraska Medical Center, Omaha

Title: Using pattern thinking to diversify and strengthen your feedback
Date / Time: Friday, October 31, 2025 / 10:45 - 12:15
Location: Québec City Convention Centre - 308A
Track: Curriculum, Resident recommended
Description: Feedback has become increasingly important in the era of competency based medical education. Although the literature often refers to feedback as if it were a generic and well-defined entity; in practice, it seems to vary greatly between instances. For example, in some instances feedback refers to information obtained from the motion sensor in a haptic laparoscopic trainer whereas in others it refers to the complex cyclic process of defining performance, observing, and collecting

information, using the information, providing a specific message and the processing and subsequently undertaken goals, actions and follow-up. This instability in conceptualization of feedback is a barrier to using it effectively to guide learners towards growth and development in Competence by Design (CBD)

Pattern thinking, the recognition of something new or unfamiliar in terms of something familiar, affords a different approach to examining feedback, that accommodates variety and uncertainty. Through modified scoping review methodology, we developed and provided validity evidence for a 36-item pattern system of feedback in medical education organized under 6 domains (Feedback Referent, Feedback Intentions, Feedback Performances, Feedback Processing, Feedback Response, and Feedback Meta).

This session is designed for educators, program directors, and learners seeking to broaden their perspectives on feedback and diversify their approaches to providing it. Upon completion of this session, participants will be able to recognize the diversity of feedback definitions and understand the challenges this variability can introduce in large-scale implementations like Competence-by-Design (CBD)Differentiate; differentiate between the use of traditional definitions and pattern inquiry in feedback, and justify the advantages of adopting a pattern-based feedback system over conventional definition-based approach; and use a pattern system of feedback to generate fresh insights and develop new approaches to feedback tailored to participants' unique contexts.

Speakers: R. Ellaway, University of Calgary, Calgary; L. Harper, University of Calgary, Calgary; C. O'Connor, Alberta Children's Hospital, Calgary; C. Patocka, University of Calgary, Calgary

Title: Lunch with exhibits
Date / Time: Friday, October 31, 2025 / 12:15 - 13:45
Location: Québec City Convention Centre - 200AB
Track: Non-accredited programs
Description: Build-Your-Own Thai Box
Quinoa, edamame, sweet cornand grilled peppers, Thai vinaigrette
Tomato, cucumber, radish and green onion, lemon oil and fresh mint
Thai vegetables and fried tofu
Sautéed chicken breast with garlic and toasted sesame seeds
Sautéed tiger prawns with sweet and sour chili sauce
Basmati rice
Lime and assorted sauces
Coconut milk tapioca pudding and fortune cookies
Fruit salad
Coffee and tea

Title: KeyLIME+ live @ ICRE
Date / Time: Friday, October 31, 2025 / 12:25 - 13:40
Location: Québec City Convention Centre - 2000B
Track: Teaching and learning in residency education, Resident recommended
Description: KeyLIME+ Live is back!
Following the successful re-launch of the Royal College's bi-weekly KeyLIME+ Podcast (Key Lessons and Innovations in Medical Education) at ICRE 2024, we're excited to announce the return of KeyLIME+ Live at this year's ICRE! Join us over the lunch hour on Friday, October 31st for a special live recording session.

Host Adam Szulewski will be joined by resident guest co-host Rory Clarke from Hull University Teaching Hospitals NHS Trust for a conversation with Dr. Martin Pusic (Associate Professor of Pediatrics and Emergency Medicine, Harvard Medical School) and Dr. Kimberly Lomis (Vice President of Medical Education Innovations, American Medical Association). Together, they'll dive into how AI is reshaping trust, connection, and growth in residency education—and the practical strategies educators can use to strike the right balance.

This session is designed for clinician educators, medical education scholars, medical teachers and trainees with an interest in up-to-date, new, and important literature in medical education. Upon completion of this session, participants will be able to describe the role of trust in integrating AI into medical education, including the perspectives of learners, educators, and institutional systems; discuss how AI is currently transforming medical education experiences, assessments, and the educator's role, along with the challenges of responsible adoption; identify new skills and literacies necessary for medical educators and trainees to effectively engage with AI-enhanced learning environments; and evaluate the potential for AI to foster human connection, personalized learning, and mentorship within medical education, balancing scalability with individual needs.

As seating is limited for this event, pre-registration is required. Lunch will be provided.

Speakers: A. Szulewski, Queen's University, Kingston; M. Pusic, Harvard University, Boston; K. Lomis, American Medical Association, Chicago; R. Clarke, Yorkshire & Humber School of Surgery, Sheffield

Title: A crash course in coaching: Developing coaching skills for leaders in #MedEd
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 2000C
Track: Faculty development, Resident recommended
Description: Coaching is a powerful, learner-centered approach that supports personal and professional growth. It is a valuable tool for leadership development and well-being and has become an integral part of the medical profession. Coaching can help residents or faculty set meaningful goals, identify performance gaps, and develop actionable plans. Unlike traditional mentoring or advising, coaching empowers learners to take ownership of their development, fostering self-reflection, goal setting, and accountability.

This session is designed for both medical residents and faculty, emphasizing the value of coaching in personal and professional growth. Participants will learn to set meaningful, achievable goals while identifying performance gaps critical to their development. The session focuses on actionable strategies for self-improvement, equipping participants with the tools to navigate challenges, enhance performance, and achieve their full potential. Ideal for those looking to elevate their careers, this session encourages a culture of continuous learning and development for both learners and educators. Upon completion of this session, participants will be able to identify fundamental principles of coaching in medical education; apply coaching frameworks, such as WOOP and reflective "What" questions, to facilitate goal setting, gap identification, and action planning; and develop coaching skills, including active listening, open-ended questioning, and learner-driven solutions.

Speakers: J. Hartzell, Uniformed Services University, Bethesda; E. Willis, Wright State University, Dayton; K. Wilson, Wright State University, Dayton; K. Burtson, Uniformed Services University, Dayton

Title: A framework for incorporating the health humanities into postgraduate medical education: Across the lifespan approaches
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 202
Track: Curriculum, Resident recommended
Description: Health humanities refers to an interdisciplinary field which incorporates the arts and humanities into medical education and clinical practice. There is a growing body of literature that highlights the benefits of incorporating health humanities into medical education. Health humanities can play an important role in skills such as: critical thinking, reflective skills, and observational skills, as well as enhancing empathy.
This session is designed for educators and program directors in postgraduate medical education; however, is open to other educators and trainees interested in health humanities and medical education. Upon completion of this session, participants will be able to outline the essential role that the health humanities can play in developing critical thinking, observational skills, reflective skills, and patient-centered care; identify and model ways in which the health humanities can enhance CanMEDS roles; and apply a health humanities lens to tackle common medical education challenges.
Speakers: A. Asim, University of Toronto, Toronto; M. Rapoport, University of Toronto, Toronto; K. Weingarten, The Hospital for Sick Children, Toronto

Title: Advanced Competence Committees: Maximizing value for programs, faculty, and trainees
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 306A
Track: Curriculum
Description: A Competence Committee (CC)'s primary role is to use assessment data to deliver summative feedback and to make progression decisions on individual residents. The CC has immense potential, however, to go beyond 'checking boxes' to create processes by which they add value to training program functioning, support faculty development, and impact the resident experience in a positive way.
The CC should act as driver of positive change within a program. As assessment data provides information on individual residents, it also uncovers key themes around a training program's functioning. Finding and understanding this data and leveraging it through a CQI process within the training program allows for curriculum changes and targeted faculty and trainee development.
This session is designed for Competence Committee Chairs, Program Directors, and committee members working on established committees. Participants will be expected to have a basic understanding of the structure and function of a CC and be looking for more advanced discussions to optimize their CC. Participants who are looking ahead to the next steps for a new committee are welcome to attend. Upon completion of this session, participants will be able to develop strategies to strengthen the link between the work of their CC and training program that improves the program's effectiveness and adds value to faculty on their CC; have built a Continuous Quality Improvement process within their CC function that addressed the CC's role within the context of medical education excellence; and assess and improve the extent to which their CC is adding value to the residents' learning experiences through their process of developing and communicating personalized learning strategies.
Speakers: J. Johnstone, University of Toronto, Toronto; A. Oswald, University of Alberta, Edmonton; A. Atkinson, University of Toronto, Toronto

Title: Beyond the sting: Harnessing negative feedback for positive culture
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 206AB
Track: Teaching and learning in residency education, Resident recommended
Description: In medical leadership, delivering feedback is widely taught, but receiving feedback—especially negative or difficult feedback—remains an underdeveloped art and skill. To foster a growth mindset and lifelong learning, physicians must excel in soliciting, processing, and integrating feedback, even when it addresses sensitive topics like psychological safety, racism, sexism, or toxicity. This session is designed for any learners and faculty who have struggled with the impact of negative feedback at a personal or institutional level. Upon completion of this session, participants will be able to develop insight into how personality traits, learning tendencies, emotions, and ego impact the reception of feedback; cultivate effective strategies for a nuanced evaluation of feedback, distinguishing between validity, usefulness, and irrelevant content; and identify strategies for creating a culture of open and constructive feedback that fosters mutual growth, while addressing challenges such as anonymous feedback and performance incentives tied to learner satisfaction.
Speakers: J. Bunin, Uniformed Services University, Bethesda; L. Weber, All Levels Leadership, Wenatchee; G. Haischer-Rollo, Uniformed Services University, Bethesda

Title: Building socially accountable global health partnerships in medical education
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 307AB
Track: Health and education systems in residency education, Resident recommended
Description: The World Health Organization (WHO) defines social accountability in medical education as "the obligation to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve." Specifically, the WHO urges medical educators to not only train physicians to provide high-quality care, but to also ensure access to that high-quality care.
The most common model of global health partnership in postgraduate medical education is one in which a resident from an institution in a structurally advantaged region undertakes a short-term visiting elective in a structurally disadvantaged region. Although this model offers educational benefits to the individual resident, without formal structures for knowledge exchange, it is often difficult to translate these benefits into broader local impact. Because this model often implicitly recreates colonial understandings that value expertise from high-income countries over expertise from lower-income countries, it can also fail to build pathways for institutions in structurally advantaged regions to adopt or adapt innovations from structurally disadvantaged regions. The notion of social accountability challenges this model, and instead encourages longer-term, bidirectional relationships that improve medical education at all involved institutions, ultimately improving access to high-quality health services for the communities served by those institutions.
This session is designed for program directors, faculty and preceptors, post-graduate deans and other university leaders, residents, and program coordinators interested in global health partnerships in medical education. Upon completion of this session, participants will be able to define the principles of solidarity, respect for community, reciprocity, and equity; analyze new or existing global health partnerships in postgraduate medical education through the lens of social accountability; and

implement strategies to overcome barriers to implementing socially accountable global health partnerships in postgraduate medical education.
Speakers: T. Baron, NOSM University, Greater Sudbury; U. Bayisenge, University of Global Health Equity, Kigali & Butaro; E. Groot, NOSM University, Sudbury; P. Henley, University of Global Health Equity, Kigali & Butaro; C. Kalinda, University of Global Health Equity, Kigali & Butaro; D. Regnier, University of Global Health Equity, Kigali & Butaro

Title: Cultivating psychological safety through connection, trust, and vulnerability
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 309B
Track: Teaching and learning in residency education, Resident recommended
Description: Psychological safety, a shared belief that a team is a safe place to take interpersonal risks (Edmondson 2018), is a crucial element of a productive learning environment. Psychological safety is now recognized as an important standard in the Canadian residency program accreditation framework (CanRAC 2024). However, the experience of psychological safety is influenced by numerous complex factors in the learning environment.
One key factor is the interpersonal relationships between learners and teachers. Effective relationships between clinical teachers and learners have been characterized as meaningful, collaborative, and safe (Trier et al., 2022). Necessary elements of safe relationships include connection, trust, and vulnerability (Nichol et al., 2024). Given that psychological safety is shaped by the relationship between teachers and learners, it is important for educators to reflect on how to foster connection, trust, and vulnerability in learning environments.
This session is designed for educators at all stages who are interested in exploring how connections, trust, and vulnerability influence psychological safety in the clinical learning environment. Upon completion of this session, participants will be able to describe the concepts of psychological safety, trust, and vulnerability in the clinical learning environment; identify social and environmental factors that can influence connection, trust, and vulnerability; apply strategies to foster psychologically safe learning environments characterized by connection, trust, and vulnerability.
Speakers: N. Dalgarno, Queen's University, Kingston; H. Nichol, Stan Cassidy Centre for Rehabilitation, Fredericton; J. Trier, Queen's University, Kingston; J. Turnnidge, Queen's University, Kingston

Title: Embedding patient safety practices in clinical teaching: Practical strategies to help residents build patient safety and risk management practices
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 308A
Track: Quality improvement, Resident recommended
Description: This session is designed for postgraduate educators, residency program directors, curriculum leads and residents. Upon completion of this session, participants will be able to explain the four fundamental patient safety domains that residents are taught in the Patient Safety Primer (PSP) workshop; develop one approach for tailored, in-situ skills integration within a selected patient safety domain delivered in the PSP workshop for junior residents at their institution; and engage in peer-to-peer learning to facilitate knowledge exchange re novel strategies for in-situ patient safety fundamentals teaching and feedback opportunities.

Speakers: E. Boileau, Canadian Medical Protective Association (CMPA), Ottawa; E. Constantin, Canadian Medical Protective Association (CMPA), Ottawa; C. Hunchak, Canadian Medical Protective Association (CMPA), Ottawa; H. Murray, Canadian Medical Protective Association (CMPA), Ottawa, ON; L. Thurgur, Canadian Medical Protective Association (CMPA), Ottawa

Title: Empowering clinician educators: Leveraging the C-L-A-R-A method for conflict management
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 204AB
Track: Curriculum
Description: Clinician educators have a vested interest in fostering the psychological safety that is crucial to successful clinical learning environments, a responsibility sometimes tensioned with a simultaneous commitment to corrective feedback and conflict management. Utilizing a structured framework can help navigate this challenge. To support educators in this critical role, we outline the C-L-A-R-A method, a practical approach for managing conflict and delivering feedback. C-L-A-R-A emphasizes autonomy-supportive strategies that fulfill psychological needs such as autonomy, competence, and relatedness, fostering motivation and engagement among learners.
This session is designed for clinician educators who seek to enhance their conflict management and communication skills. It is ideal for those looking to improve their ability to provide effective feedback, navigate difficult conversations, and resolve conflicts in clinical teaching settings. Upon completion of this session, participants will be able to apply the C-L-A-R-A method to manage conflicts effectively in their own medical education environment; apply autonomy-supportive communication techniques in corrective feedback scenarios to enhance feedback skills; and evaluate the C-L-A-R-A method with alternative conflict management strategies to assess the effectiveness in managing communication during challenging clinical situations.
Speakers: M. Cloonan, University of Nebraska Medical Center, Omaha; C. Dass, University of Nebraska Medical Center, Omaha; T. Peterson, The Noll Wilson Group, West Des Moines; P. Rodrigues Armijo, University of Nebraska Medical Center, Omaha; C. Rohlfsen, University of Nebraska Medical Center, Omaha; H. Thompson III, University of Nebraska Omaha, Omaha

Title: In-person upward feedback to teachers: Overcoming learner mistrust and skepticism
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 2000D
Track: Teaching and learning in residency education, Resident recommended
Description: Upward feedback in health professions clinical education traditionally relies on anonymized teaching evaluations, which often lack context and timeliness. This approach limits teachers' ability to connect feedback to specific incidents and make immediate improvements. These limitations may be surmounted by in-person upward feedback in the context of specific learning experiences, as part of meaningful learning conversations between learners and teachers. Teachers can respond by adjusting their teaching strategies to better support individual learners. However, the asymmetry of power between learners and teachers hinders authentic feedback. Learners fear retribution affecting their grades, career prospects, and mentoring relationships. Learners also doubt that their feedback will be valued and

useful. Teachers face challenges of their own, and may react defensively to feeback, undermining learner trust. Establishing trust is crucial to mitigating these vulnerabilities and fostering authentic dialogue.

This session is designed for clinical teachers, residents, faculty developers and educational leaders in the health professions, who are involved in teaching or learning, improving the learning environment or developing educational strategies and policies. Upon completion of this session, participants will be able to discuss learner vulnerabilities and skepticism in the context of in-person upward feedback; identify the key elements that establish trustworthiness of the teacher; and develop practical strategies that promote authtic upward in-person feedback.

Speakers: K. Veerapen, University of British Columbia, North Vancouver; C. Wallace, University of British Columbia, New Westminster; K. Wisener, University of British Columbia, Vancouver

Title: Paper session: Curriculum in residency education
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 205B
Track: Curriculum
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: B. Thoma, University of Saskatchewan, Saskatoon
13:50 018   Integration of simulation in Competency by Design (CBD) in Post-Graudate Medical Education (PGME): Challenges and opportunities; Presenter: P. Abdool, University of Toronto, Toronto; Author(s): P. Abdool, Centre for Addiction and Mental Health; University of Toronto, Toronto; L. St.Amant, University of Toronto, Toronto; C. Andreasen, University of Toronto, Toronto; J. Fletcher, University of Toronto, Toronto; D. Dagnone, Queen's University, Waterloo; M. Giuliani, University of Toronto, Toronto; M. Hynes, University of Toronto, Toronto
14:00 019   A crash course in Internal Medicine: Implementation and pilot results of a PGY1 bootcamp; Presenter: C. Andronic, University of Ottawa, Ottawa; Author(s): C. Andronic, University of Ottawa, Ottawa; J. Wang, University of British Columbia, Vancouver; A. Vedadi, University of Ottawa, Ottawa; S. Halman, University of Ottawa / The Ottawa Hospital, Ottawa; N. Quinn, Dalhousie University, Halifax
14:10 020   Growth versus performance-orientation in Entrustable Professional Activity assessment; Presenter: N. Arora, University of Ottawa, Ottawa; Author(s): J. Rich, School of Contemporary Teaching & Learning (SCTL) St. Lawrence College; Adjunct Assistant Professor, Faculty of Education, Queen's University, Kingston; N. Arora, University of Ottawa, Ottawa; H. Sheikh, Faculty of Medicine, University of Ottawa, Ottawa; W. Cheung, Associate Director Education Innovation, Director of Assessment, and Associate Professor, Department of Emergency Medicine, University of Ottawa, Ottawa; L. Lacroix, Assistant Professor, Department of Emergency Medicine, University of Ottawa, Ottawa; B. Kinnear, Associate Professor, Internal Medicine - Pediatrics. Department of Pediatrics, Cincinnati Children's Hospital Medical Center, University of Cincinnati, Cincinnati; A. Hall, Vice-Chair, Education, and Associate Professor, Department of Emergency Medicine, University of Ottawa; Canada Clinician Educator, Royal College of Ph, Ottawa
14:20 021   Early burn: Medical students and burnout in the pre-clerkship period; Presenter: A. Bailey, Uniformed Services University, Bethesda; Author(s): J. Hartzell, Uniformed Services University of Health Sciences, Bethesda; A. Bailey, Uniformed

Services University, Bethesda; A. Wildermuth, Uniformed Services University of Health Sciences, Bethesda

14:30 022   Partnering with patients and families to prioritize competencies of physicians caring for children with medical complexity; Presenter: V. Do, University of Alberta, Edmonton; C. Diskin, The Hospital for Sick Children, Toronto; Author(s): N. Gryfe-Saperia, The Hospital for Sick Children, Toronto; C. Coleman, Bluebirds Consulting, United States; K. Huth, Boston Childrens Hospital, Boston; C. Diskin, The Hospital for Sick Children, Toronto

14:40 023   Navigating CBME implementation and development in subspecialty training through co-design: A design-based research approach; Presenter: H. Franco, Western University, London; Author(s): H. Franco, Western University, London; M. Goldszmidt, Western University, London; M. Ott, York University, Toronto

14:50 034   Assessment burden by design: Exploring the variability in Competence by Design assessment forms; Presenter: R. Ismaeel, University of Saskatchewan, Saskatoon; Author(s): R. Ismaeel, University of Saskatchewan, Saskatoon; B. Thoma, University of Saskatchewan, Saskatoon; J. Riggs, University of Toronto, Toronto; M. Khan, Emily Carr University, Vancouver; M. Parikh, University of Toronto, Saskatoon; C. Patocka, University of Calgary, Calgary; M. Ott, York University, Toronto; A. Hall, University of Ottawa, Ottawa; T. Chan, Toronto Metropolitan University, Toronto; A. Petrosoniak, University of Toronto, Toronto; A. Szulewski, Queen's University, Kingston

Title: Paper session: Learning environment in residency education
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 205C
Track: Learning Environment
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: J. Hall, University of Calgary, Calgary

13:50 053   Transitioning program for new international fellows; Presenter: A. Al-Awamer, University of Toronto, Toronto; Author(s): A. Al-Awamer, University of Toronto, Toronto; E. Kaya, University of Toronto, Toronto; J. Jardine, University Health Network, Toronto

14:00 054   Learning how to listen: A collaborative approach to understanding and addressing the residency learning environment; Presenter: C. Ho, University of Toronto, Toronto; N. Singhal, University of Toronto, Toronto; Author(s): C. Ho, University of Toronto, Toronto; W. Rashad, Department of Psychiatry, University of Toronto, Toronto; E. Stergiopoulos, Department of Psychiatry, University of Toronto, Toronto; N. Singhal, Department of Psychiatry, University of Toronto, Toronto; T. Sarmiento, Department of Psychiatry, University of Toronto, Toronto; A. Tan, Department of Psychiatry, University of Toronto, Toronto; D. Chaukos, Department of Psychiatry, University of Toronto, Toronto

14:10 055   Frequency of Daytime Sleepiness among medical professionals: A cross-sectional study; Presenter: E. Koseoglu, Koc Univeristy, Istanbul; Author(s): E. Koseoglu, Koc Univeristy, Istanbul; E. Tagal, Koc Univeristy School of Medicine, Istanbul; A. Sarikaya, Koc Univeristy School of Medicine, Istanbul; E. Erdogan, Koc Univeristy School of Medicine, Istanbul; R. Gorgulu, Koc Univeristy School of Medicine, Istanbul; A. Rencuzogullari, KOc University School of Medicine, Istanbul; C. Arikan, Koc University School of Medicine, Istanbul

14:20 056   Evaluating quality of debriefing following critical events for surgical

residents; Presenter: M. Matta, University of Calgary, Calgary; Author(s): D. Chang, University of Calgary, Calgary; R. Rochon, University of Calgary, Calgary; K. Thornton, University of Calgary, Calgary; M. Matta, University of Calgary, Calgary

14:30 057   Behind the screen: Exploring trainee experiences with consultant-involved conflicts through Reddit narratives; Presenter: B. Preti, Emory University School of Medicine, Snellville; Author(s): B. Shih, Western University, London; M. Merrick, Western University, London; M. Sanatani, Western University, London; T. Moniz, Mount Saint Vincent University, Halifax; B. Preti, Emory University School of Medicine, Snellville

14:40 058   Lived experiences of trauma in residency education; Presenter: A. Roze des Ordons, University of Calgary, Calgary; Author(s): A. Roze des Ordons, University of Calgary, Calgary; A. Kassam, University of Calgary, Calgary; R. Ellaway, University of Calgary, Calgary

14:50 059   The impact of accreditation on medical residents' learning environment: Insights across three years of evaluations; Presenter: A. Saxena, University of Saskatchewan, Saskatoon; Author(s): L. Desanghere, University of Saskatchewan, Saskatoon; A. Saxena, University of Saskatchewan, Saskatoon; T. Roberston-Frey, University of Saskatchewan, Saskatoon

Title: Paper session: Teaching and learning in residency education
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 205A
Track: Teaching and learning in residency education
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: R. Cavalcanti, University of Toronto, Toronto

13:50 066   Exploring the impact of organizational structures within physician education on postgraduate informal interprofessional learning; Presenter: A. Azim, McMaster University, Hamilton; Author(s): R. Stalmeijer, Maastricht University, Maastricht; M. Sibbald, McMaster University, Hamilton; E. Kocaqi, McMaster University, Hamilton; M. Barker, McMaster University, Hamilton

14:00 067   Approaches to the doctor-patient relationship when the patient is a physician; Presenter: N. Cupido, The Wilson Centre, Hamilton; Author(s): M. Forte, University of Toronto, Toronto; N. Cupido, The Wilson Centre, Hamilton; K. Powles, University of Toronto, Toronto; S. Ginsburg, University of Toronto, Toronto; A. Gingerich, University of Northern British Columbia, Prince George

14:10 068   Foundational experiences of early pathology trainees: An argument for structured transitional initiatives for non-core residencies; Presenter: K. Farrington, University of Calgary, Calgary; Author(s): K. Farrington, University of Calgary, Calgary; R. Ellaway, University of Calgary, Calgary; A. Bromley, University of Calgary, Calgary

14:20 069   The social identity approach as a framework for understanding interprofessional socialization during patient agitation encounters; Presenter: E. Kocaqi, McMaster University, Hamilton; Author(s): E. Kocaqi, McMaster University, Hamilton

14:30 070   A systematic scoping review of Professional Identity Formation amongst Surgical Residents; Presenter: M. Koh, Lee Kong Chian School of Medicine, Singapore; Author(s): M. Koh, Lee Kong Chian School of Medicine, Singapore; Y. Ong, NCCS Division of Cancer Education, Singapore; D. Lee, NCCS Division of Cancer Education, Singapore; L. Krishna, NCCS Division of Cancer Education, Singapore; A.

Sinnathamby, National University of Singapore Paediatrics, Singapore

14:40 071   Assessing the impact of an OSCE-style workshop on an Internal Medicine Resident's ability to manage hematologic emergencies: A pilot study; Presenter: D. Ladha, University Health Network, Milton; Author(s): D. Ladha, University Health Network, Milton; S. Mithoowani, McMaster University, Hamilton; Z. Liederman, University Health Network, Toronto

14:50 072   How exploring social structures can shape the training of physician-physician collaboration in outpatient workplace settings; Presenter: R. Wong, University of Toronto, Toronto; Author(s): C. Whitehead, University of Toronto, Toronto; R. Wong, University of Toronto, Toronto

Title: Poster session: Research in residency education
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - Foyer 2
Track: AI and technology in residency education and practice, Assessment: Cutting edge tools and practical techniques, Curriculum, Learning Environment, Quality improvement
Description: Upon completion of this session, participants will be able to discuss the findings from educational posters and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: S. Fleming, Central Queensland Hospital & Health Service, Rockhampton

Title: Sharing personal stories of challenge as an educational tool to foster trust, growth and connection amongst residents
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 308B
Track: Teaching and learning in residency education, Resident recommended
Description: 'National Health Stories' is a new innovative UK initiative offering residents the opportunity to work with a coach (who is also educational faculty) on crafting their lived experience into an engaging ten-minute story and sharing it in front of an audience. The inaugural event explored hope and humanity in the NHS and provided a space to explore challenging content often overlooked, e.g. uncertainty, vulnerability and shame. Exploration of such themes in education is essential in fostering trust, growth and connection.
This session is designed for residents at all stages of their training and willing to be vulnerable with each other, and faculty interested in contributing to and facilitating this learning. Upon completion of this session, participants will be able to recognise and discuss common themes and their impact on training and growth; consider a learning point from one's own experience; write a story outline; and perform a story draft to a small group.
Speakers: R. Clarke, Yorkshire & Humber School of Surgery, Sheffield; D. Imo-Ivoke, National Health Service England, Grimsby; R. Lewis, National Health Service England, Leeds; S. Stirling, National Health Service England, Sheffield; J. Tomlinson, Sheffield Teaching Hospitals, Sheffield

Title: The death of individualism in medicine: Interdependence or bust
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 203

Track: Teaching and learning in residency education

Description: Independence as an educational goal and individualism within medicine are no longer reflective of the lived learning environment and team-based practice that is healthcare today. Interdependence is not novel, yet a relatively new paradigm in health professions education. Interdependence acknowledges that, with individual independence as a pre-requisite, healthcare delivery in fact occurs as a team and harnesses the power of the collective. In an era of unprecedented health professional burnout, new solutions and strategies to strengthen resiliency and foster sustainable longevity are of paramount importance. While many of our current health professions education systems have independence of learners as its final objective, we must now look beyond, to a paradigm that is more contextual and reflective of real-world practice.

This session is designed for any health professional or learner. It is most practical for those in leadership positions, but is also impactful at the undergraduate student level. Upon completion of this session, participants will be able to identify the individualist cultural aspects that exist in the current models of "team-based" practice and their origins; define and discuss interdependence, and explore its application in cultural and professional contexts; and co-create novel strategies that utilize aspects of an interdependent approach for cultural change within participants' organizations and groups.

Speakers: E. Ahn, University of Ottawa, Ottawa; K. Endres, University of Ottawa, Ottawa, Ontario; J. Maniate, Equity in Health Systems, Ottawa

Title: Trust and discomfort in medical education: Finding the appropriate balance
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 2000A
Track: Learning Environment, Resident recommended
Description: Residents need to feel safe in order to promote optimal learning in the clinical environment. The clinical learning environment is stressful, often changing, and sometimes scary, even for the most seasoned of physicians. However, there is also a benefit to productive struggling that will foster learning and ownership of patients' care. This discomfort builds resilience, professional competence, and pushes residents to learn, adapt, and ultimately improve the care they deliver. The question all educators struggle with is finding the appropriate balance between psychological safety and productive struggle for each individual learner in different clinical environments and patient situations.

This session is designed for innovative educators involved in residency education, as well as learners who want a better understanding of how to push themselves and their faculty to maximize learning. Upon completion of this session, participants will be able to differentiate productive discomfort build on a trusting relationship and discomfort build on fear and intimidation (or lack of supervision); incorporate productive struggling into difficult situations to foster trust with their learners; and demonstrate methods of building trust with learners built on uncertainty and in high-stress situations and understand the importance of this balance in modern medicine.

Speakers: S. Cico, University of Central Florida College of Medicine, Orlando; K. Lipner, Brown University, Providence; C. Merritt, Boston University, Providence; J. Warchol, University of Nebraska Medical Center, Omaha

Title: Trusting the entrustors: How do we create a trustworthy assessment system?
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00

Location: Québec City Convention Centre - 306B
Track: Assessment: Cutting edge tools and practical techniques
Description: The cornerstone of assessment within competency-based education is trust. However, due to a myriad of factors, there has been a significant erosion of trust in assessment by all stakeholders within medical education, ranging from faculty to learners to the public. In order to reestablish trust in assessment, all stakeholders must reengage with one another to pave a productive way forward. As such, both identifying what trust means and how to incorporate it within assessment for the diverse 21st century physician workforce is complex and requires a multitude of lenses to determine how best to approach this significant challenge. As education leaders consider how best to move forward, the identification of shared values and outcomes for patients, educators, and physicians in training, and how to reincorporate trust within the assessment system in an equitable and fair way while remaining accountable to the profession and society is essential.
This session is designed for anyone along the continuum of medical education from undergraduate to graduate medical education. It is ideal for those who are contemplating implementing programmatic assessment, are struggling with trust in their assessments (by faculty or learners!), or are curious about adapting their assessment system as the landscape of medicine and the definition of trust and entrustment evolves to encompass the diversity of perspectives and values of our learners and patients. We welcome a robust discussion and debate on trust in assessment to ensure broad representation of stakeholder viewpoints and shared pearls and pitfalls. Upon completion of this session, participants will be able to identify the underlying drivers of the erosion of trust in assessment; discuss the use of a coproduction model to identify shared values and outcomes that will create the basis for shared trust in assessment; and begin to design assessment systems that align with their defined values and outcomes that may be used in their own context.
Speakers: M. Barone, American Board of Pediatrics, Philadelphia; H. Caretta-Weyer, Stanford University, Palo Alto; K. Lomis, American Medical Association, Chicago; L. Yarris, Oregon Health & Science University, Portland; B. Kinnear, University of Cincinnati, Cincinnati; M. Pusic, Harvard University, Boston

Title: Using good judgment: Applying the principles of simulation education in clinical practice to foster trainee trust, growth and learning
Date / Time: Friday, October 31, 2025 / 13:45 - 15:00
Location: Québec City Convention Centre - 309A
Track: Learning Environment, Resident recommended
Description: Trainees experience a variety of learning environments and clinical supervisors during their training, ranging from near-peer senior trainees to experienced clinician educators. Faculty interactions with trainees have a significant impact on their immediate and longitudinal learning, but often these interactions leave much to be desired. Trainee responses to poor interactions include decreased trust in the supervisor and training program, difficulty accepting feedback, and a feeling of being scrutinized under the microscope. As a result, trainees may feel stifled and have a difficult time learning and growing from these experiences.
This session is designed for anyone interested in improving the experience of faculty and trainees in the clinical learning environment. This includes those involved in the teaching and supervision of trainees including clinicians, clinical educators, residency and fellowship program directors, and chief residents. Upon completion of this session, participants will be able to identify current barriers and difficulties in their trainee-supervisor interactions; describe how key principles of simulation-based

education can be applied to the clinical learning environment; and develop an action plan to improve trainee-supervisor interactions at their centre to foster trust, growth, and learning.
Speakers: S. Crooks, University of Ottawa, ottawa; A. Garber, University of Ottawa, Ottawa; C. Nickel, University of Ottawa, Ottawa; R. Sohi, University of Ottawa, Ottawa

Title: Refreshment break
Date / Time: Friday, October 31, 2025 / 15:00 - 15:30
Location: Québec City Convention Centre - 200AB
Track: Non-accredited programs
Description: Coffee, tea, cold beverages

Title: Common medical education manuscript problems: How to overcome obstacles and avoid rejection
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 306B
Track: Scholarship in residency education
Description: Although most medical educators have experience with reading, writing, and appraising clinical research, many may not feel prepared to submit manuscripts and conference proposals to medical education venues. Conflicting academic responsibilities, financial constraints, and limited program opportunities may prevent most from obtaining advanced training in medical education research and writing. This may lead medical education editors and conference review committees to perceive common quality problems when reading submitted manuscripts or abstracts. This may result in swift manuscript or abstract rejection, which could have been avoided with careful planning and thoughtful revision.
This session is designed for anyone interested in writing up education scholarship for publication in a health professions education journal or other venue. The content will be of interest to a broad range of experience levels, from novice to expert. Upon completion of this session, participants will be able to describe common flaws in manuscript or abstract planning, writing, and revising; design and implement education studies with dissemination in mind; and apply strategies for avoiding "fatal flaws" and overcoming problems in manuscript writing.
Speakers: T. Cooney, Oregon Health & Science University, Portland; G. Sullivan, UConn Health, Farmington; M. Tuck, George Washington University, Washington, DC; L. Yarris, Oregon Health & Science University, Portland

Title: Creating connection: Building belonging and community in online courses
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 309B
Track: Teaching and learning in residency education
Description: With the rapid shift to platforms like Zoom and Microsoft Teams, and the growing prominence of FOAM resources, online tools now play a central role in education. However, as the reliance on these technologies continues, maintaining social interaction and a sense of belonging remains a critical challenge.
This session is designed for trainees, faculty in undergraduate and graduate medical education, curriculum developers, and program leaders. Upon completion of this

session, participants will be able to discuss the key challenges of building community in online courses; integrate the principles of connectivism in online learning; and develop strategies to foster a sense of community in online learning environments.
Speakers: B. Elliott, Uniformed Services University, Bethesda; K. Wilson, Wright State University, Dayton; C. Chiu, Ohio State University Medical Center, South Charleston; K. Burtson, Uniformed Services University, Dayton

Title: Elevate your career: Mastering personal branding in academic medicine
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 309A
Track: Teaching and learning in residency education, Resident recommended
Description: Do you have an academic brand? Should you? What will branding do for your career and life?
This session is designed for medical professionals at all career stages, from residents and fellows to early-career and established faculty. Upon completion of this session, participants will be able to identify their brand within medical education and prioritize their work to support their brand; describe how their academic work could be disseminated, including original research articles, perspectives, blog posts, national meetings, and other venues to build their brand; and develop a branding plan for career development.
Speakers: A. Azah, National Capital Consortium, Bethesda; K. Fabyan, Walter Reed National Military Medical Center, Bethesda; J. Hartzell, Uniformed Services University, Bethesda; B. Vipler, University of Colorado, Aurora; R. Wardrop, University Hospitals Geauga Medical Center, Chardon

Title: Empowering local change: Insights from global CBME critiques
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 2000A
Track: Curriculum
Description: With the goal of improving both learner and patient outcomes, Competency-Based Medical Education (CBME) systems of education are theorized to be more learner-centered than traditional pedagogical approaches by focusing on individualized learning within programs. However, the implementation has been critiqued for being resource-intensive, contributing to anxiety in our learners and faculty and eroding learner educational autonomy without improving the quality of education provided. We have a responsibility within the medical education community to understand this feedback, reflect on it, and design strategies to address these issues.
This session is designed for program directors, CBME leads, competence committee chairs, residents, CQI leads, and medical education leaders who are focused on driving positive change within their faculty of medicine and/or training programs. Upon completion of this session, participants will be able to explain the global literature of critique surrounding the implementation of CBME and link these discussions to their own contexts; design a CQI process that uses available literature and local data as a driver for positive programmatic change; and integrate the resident perspective in change management and develop a process through the residency training program, or equivalent, that supports innovations that support pedagogical effectiveness, learner growth, identity formation, and wellbeing.

Speakers: A. Chen, University of Toronto, Toronto; V. Do, University of Alberta, Edmonton; J. Johnstone, University of Toronto, Toronto; M. Stoopler, University of Toronto, Toronto; A. Atkinson, University of Toronto, Toronto

Title: From theory to solutions: Harnessing professional identity formation to tackle graduate medical education challenges
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 308B
Track: Curriculum, Resident recommended
Description: Professional identity formation (PIF), or the process by which a medical graduate is socialized into a community of practice resulting in their thinking, feeling and acting like a physician, has long been called upon as a key aim in medical education. Social shifts including changes in trainees' conceptions of the profession, erosion of societal trust in physicians, and crises in physician wellness and burnout make the support of PIF for medical trainees more important than ever. But translating theories of PIF into actionable solutions in graduate medical education has remained elusive to many educators on the ground - how can educators use a theory that feels like it encompasses everything about what it is to be a physician?
This session is designed for all conference participants who want to explore professional identity formation (PIF) with learners, and program leaders who want to integrate PIF into their residency curricula. Upon completion of this session, participants will be able to define professional identity formation (PIF) and identify the challenges of applying PIF as an organizing principle in graduate medical education; examine an inter-visit care curriculum at an internal medicine residency program as a case study of using PIF as a lens for approaching educational challenges in graduate medical education; and apply PIF as a lens for developing solutions to various challenges in graduate medical education using case-based discussion.
Speakers: A. Bachmann, University of Texas Health Science at Houston, Houston; J. Birnbaum, University of Washington, Seattle; A. Engler, Houston Methodist Hospital, Houston; K. Lavere, Baylor College of Medicine, Houston

Title: Growth through practice: A structured approach to observation and feedback on communication skills for trainees and faculty
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 306A
Track: Faculty development, Resident recommended
Description: Direct observation with feedback is a key component of competency based medical education and required by the ACGME and RCPSC for residency training programs. Regarding communication skills, residents commonly report lack of preparedness for difficult conversations and desire more real-time feedback to improve. However, research and experience show that direct observation of clinical encounters with high-quality formative feedback is uncommon during residency training and beyond. Commonly cited barriers include time constraints on supervisors, clinical productivity demands, lack of faculty training, inflexible clinic structures, and psychological discomfort with direct observation.
This session is designed for clinical preceptors, teaching attendings, and supervising residents who work with learners in clinical settings. Further, this session is relevant for educational leaders and core faculty members focused on feedback and

assessment. Upon completion of this session, participants will be able to reflect on their own experiences with direct observation and giving/receiving communication skills feedback, identifying elements of impactful feedback; describe and practice applying a structured method for observing and providing feedback on clinical communication skills that promotes trust, connection and a growth mindset; and brainstorm around opportunities and challenges in implementing robust direct observation and feedback programs within their residency programs.
Speakers: H. Borowsky, Harvard Medical School, Boston; S. Solomon, Harvard Medical School, Boston; A. Lawton, Northwestern Medicine & Feinberg School of Medicine, Chicago; R. Rodríguez, Harvard Medical School, Boston

Title: Listening to heal: Practicing narrative medicine
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 2101
Track: Teaching and learning in residency education, Resident recommended
Description: Narrative Medicine lies at the intersection of medicine and the humanities, empowering healthcare providers to connect with patients as human beings with stories that transcend their health conditions. Through storytelling, close reading, and reflective writing, narrative medicine fosters deep connection and has the power to improve both patient experience and healthcare delivery.
This session is designed for trainees, educators, and program leaders with an interest in incorporating narrative medicine into their practices or pedagogy. Upon completion of this session, participants will be able to enhance their close reading, reflective writing, and facilitation skills; design actionable elements of a Narrative Medicine Workshop; and reflect on the applications of narrative medicine in their practice or institution.
Speakers: K. Mendonca, University of Manitoba, Winnipeg; J. Sandha, University of Manitoba, Winnipeg; M. Cooney, University of Manitoba, Winnipeg

Title: Not my pack: Navigating tensions of fear and trust across differences
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 2000D
Track: Teaching and learning in residency education, Resident recommended
Description: Based in human evolution, fear is a daily emotion that leads to decisions which either avoid conflict or result in a retreat to safety. In modern times, this retreat to our 'packs' of specialty, value-aligned group, political party, or any myriad of other identities can lead to silos of influence and understanding that will negatively impact patient care. The labeling of the 'other' also leads to isolation and negatively impacts one's sense of belonging.
Fear in academic settings is often manifested as a mistrust in the 'other'. The risk of perceived exposure or vulnerability is a common source of fear in a multi-disciplinary, academic clinical environment. Yet, displaying vulnerability is a behavior that engenders trust across differences, particularly when modeled or practiced with learners. Such behaviors can be difficult to model due to extrinsic and intrinsic factors including prior interactions between participants, suspected value differences, perceived and real consequences of authentic interactions, demands of clinical responsibilities, or cultural norms.
Unfortunately, like human evolution, we often retreat to those "like us" (discipline, career stage, experience, values, etc.) at the first sign of conflict, including before engaging if there is perception that conflict may occur, rather than making efforts to

build or practice trust across our group differences.

This session is designed for educators, administrators, and learners who work in environments where there is a lack of trust amongst and between learners, faculty, or administration over differences in attitude, affiliation, or action. Overall, this should include all conference attendees as we all have differences which make us unique human beings. Upon completion of this session, participants will be able to recognize logical fallacies, heuristics, and biases that are universal to our human nature of fear-based decisions; explore tensions around the demonstration of vulnerability across educational contexts and group differences; and leverage the pedagogy of trust framework to brainstorm practical solutions in building alliances when faced with divergent perspectives, interpersonal conflicts, or uncertainties.

Speakers: K. Caverzagie, Oregon Health & Sciences University, Portland; S. Figy, University of Nebraska Medical Center, Omaha; C. Rohlfsen, University of Nebraska Medical Center, Omaha; J. Warchol, University of Nebraska Medical Center, Omaha

Title: Paper session: Assessment: Cutting edge tools and practical techniques
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 205B
Track: Assessment: Cutting edge tools and practical techniques
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: N. Dudek, University of Ottawa, Ottawa

15:35 009   Surgical utilisation of performance enhancing routines: The SUPER study; Presenter: R. Clarke, Yorkshire & Humber School of Surgery, Sheffield; Author(s): R. Clarke, Yorkshire & Humber School of Surgery, Sheffield; J. Murray, Sheffield Teaching Hospitals, Sheffield; E. Howie, Edinburgh Surgical Sabermetrics Group, University of Edinburgh, Edinburgh; N. Totton, University of Sheffield, Sheffield; H. Church, Faculty of Medicine and Health Sciences, University of Nottingham, Nottingham; S. Yule, Edinburgh Surgical Sabermetrics Group, University of Edinburgh, Edinburgh; A. Peckham-Cooper, Leeds Institute of Emergency General Surgery, St James's University Hospital, Leeds; J. Tomlinson, Sheffield Teaching Hospitals, Sheffield

15:45 010   Creating a holistic assessment of physician competence: Developing and validating a meta-competency assessment for system citizenship; Presenter: A. DeWaters, Penn State College of Medicine, Hummelstown; Author(s): A. DeWaters, Penn State College of Medicine, Hummelstown; J. Kim, NYU, New York City; B. Mutcheson, Virginia Tech, Roanoke; B. Thompson, Penn State College of Medicine, Hershey; N. Karp, Virginia Tech, Roanoke; N. Riegels, Kaiser Permanente, Oakland

15:55 011   Adjusting for patient characteristics and supervising physician eliminates most of the inter-trainee variability in some common clinical metrics; Presenter: S. Dewhirst, University of Ottawa, Ottawa; Author(s): S. Dewhirst, University of Ottawa, Ottawa; N. Szabo, University of Ottawa, Ottawa; A. Hall, University of Ottawa, Ottawa; J. Frank, University of Ottawa, Ottawa; W. Cheung, University of Ottawa, Ottawa

16:05 012   Development and validity of a construct-aligned assessment instrument for internal medicine residents; Presenter: S. Gauthier, Queen's University, Kingston; Author(s): R. Hatala, UBC, Vancouver; D. Taylor, Queen's University, Kingston; A. Gingerich, University of Northern British Columbia, Prince George; L. Melvin, UofT, Toronto; S. Ginsburg, UofT, Toronto; A. Tekian, UIC, Chicago; S. Gauthier, Queen's University, Kingston; Y. Park, UIC, Chicago

16:15 013 Assessing geriatric competencies in residents: Validating the 5Ms dimensions; Presenter: S. Montreuil, Université Laval, Saint-Augustin-de-Desmaures; Author(s): S. Montreuil, Université Laval, Saint-Augustin-de-Desmaures; É. Marchand, Geriatrics residency program director, Department of Medicine. Laval University Faculty of Medicine, Quebec City; P. Van Gerven, Associate professor, School of Health Professions Education. Maastricht University Faculty of Health, Medicine and Life Sciences, Maastricht; A. Lafleur, Associate professor, Department of Medicine. Laval University Faculty of Medicine, Quebec City

16:25 014 Pilot of a virtual simulation in multipatient care in pediatric emergency medicine; Presenter: Q. Ngo, McMaster University, Hamilton; Author(s): Q. Ngo, McMaster University, Oakville; E. Bilgic, McMaster University, Hamilton; A. Schwartz, University of Illinois at Chicago, Chicago; J. Cheung, University of Illinois at Chicago, Chicago; T. Chan, Toronto Metropolitan University, Toronto

Title: Paper session: Curriculum and faculty development
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 205C
Track: Curriculum, Faculty development
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: D. Dagnone, Royal College of Physicians and Surgeons of Canada, Kingston

15:35 025 Incorporating health economics curriculum in residency education in Alberta; Presenter: V. Li, Alberta Health Services, Calgary; Author(s): V. Li, University of Calgary, Calgary; B. Manns, University of Calgary, Calgary

15:45 026 Developing inclusive medical education: Addressing ableism through a community-driven interactive resource; Presenter: A. MacLellan, Dalhousie University, Halifax; Author(s): A. MacLellan, Dalhousie University, Halifax; M. Farid, Dalhousie University, Halifax; Z. Ford, Dalhousie University, Halifax

15:55 027 Teaching dynamics of public trust: Assessing the impact of a novel public health education intervention; Presenter: D. Ocholi, McMaster university, Hamilton; Author(s): D. Ocholi, Dalhousie University, Halifax; B. Bigham, Dalla Lana School of Public Health, University of Toronto; Scarborough Health Network Research Institute, Toronto; S. Bondy, Dalla Lana School of Public Health, University of Toronto, Toronto; R. Steiner, Dalla Lana School of Public Health, University of Toronto, Toronto

16:05 028 Making dreams come true: A collaborative approach to redesigning the surgical rotation for Family Medicine residents; Presenter: N. Ramji, Unity Health - St. Michael's Hospital, Toronto; Author(s): N. Ramji, Unity Health - St. Michael's Hospital, Toronto; M. De Rocher, Unity Health - St. Michael's Hospital, Toronto

16:15 029 Exploring the intended and unintended consequences of Competence by Design implementation on the experiences of trainees in a pediatric residency program: Adapting or apathetic?; Presenter: S. van Mil, Western University, London; Author(s): S. van Mil, Western University, London; E. Bilgic, McMaster University, Hamilton; M. Zubairi, McMaster University, Hamilton; A. Acai, McMaster University, Hamilton

16:25 030 Breaking out of silos: A multi-stakeholder needs assessment on key characteristics of interdisciplinary training for collaborative practice; Presenter: L. Gerstein, McGill University, Montreal; Author(s): N. Sun, McGill University, Montreal; A. Bessissow, McGill University, Montreal; L. Gerstein, McGill University, Montreal; J.

Moonen-van Loon, Maastricht Unviersity, Maastricht
16:35 038   Driving change: Empowering health optimization leaders in medical education; Presenter: V. Wright, Walter Reed National Military Medical Center, Bethesda; Author(s): V. Wright, Walter Reed National Military Medical Center, Bethesda; J. Bunin, Uniformed Services University of the Health Sciences, Bethesda
16:45 039   Changing standards to accommodate religious attire in health care settings: A case study of policy advocacy and change; Presenter: U. Najeeb, Sunnybrook Health Sciences Centre, Toronto; Author(s): U. Najeeb, University of Toronto, Toronto; R. Jahangeer, York University, North York; C. Whitehead, University of Toronto, Toronto

Title: Pathways to growth: The game-changing milestones every clinician educator needs
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 203
Track: Teaching and learning in residency education
Description: Clinician Educators play a critical role in shaping future medical professionals but often lack structured guidance for ongoing development.
This session is designed for clinician educators and faculty development leaders from across the continuum of medical education. Upon completion of this session, participants will be able to enhance self-assessment skills by using the Clinician Educator Milestones to identify teaching strengths and areas for improvement, fostering professional growth; facilitate institutional development by exploring strategies to improve clinical education quality, support scholarly activities, and nurture leadership among clinician educators; and promote collaborative learning by sharing experiences and best practices to identify innovative approaches for clinician educator training and support, advancing medical education practices.
Speakers: L. Edgar, Accreditation Council for Graduate Medical Education, Orland Park; S. McLean, Accreditation Council for Graduate Medical Education, Chicago; A. Miller Juve, Oregon Health & Science University, Portland

Title: Poster session: Faculty development and health systems in residency education
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - Foyer 2
Track: Faculty development, Health and education systems in residency education
Description: Upon completion of this session, participants will be able to discuss the findings from educational posters and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: M. Khoshnevis, Karolinska University Hospital, Stockholm

Title: Residency program curriculum revision using a "Kern"el of quality improvement methodology
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 204AB
Track: Curriculum
Description: Continuous quality improvement (CQI) in residency education is increasingly emphasized and recently recognized as an important domain through

the updated standards for Canadian Excellence in Residency Accreditation. While programs may use several processes to achieve CQI, developing a quality improvement (QI) subcommittee (working group within our residency program comprised of faculty and residents) has encouraged active resident participation. The goal is to improve the residency training program while providing residents with instruction in, and hands-on experience with, QI scholarly work.

This session is designed for residents, residency program leaders and other medical education leadership, in particular individuals involved in curricular design, program evaluation, and/or continuous quality improvement. Upon completion of this session, participants will be able to identify and understand problem(s) related to residency curricula where quality gaps exist; develop a specific aim and driver diagram (with relevant outcome measures) for a curricular project while considering other QI measures; and select and test curricular improvement efforts.

Speakers: S. Dinn, Memorial University of Newfoundland, St. John's; G. Galante, University of Calgary, Calgary; J. Strauss, University of Calgary, Calgary; I. Wrobel, University of Calgary, Calgary; S. Kortbeek, University of Calgary, Calgary

Title: Residency training in the age of AI: Hype, hope, and reality
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 2000B
Track: AI and technology in residency education and practice, Resident recommended
Description: With the rapid evolution of artificial intelligence (AI), residency education stands at a crossroads: Will AI serve as an invaluable tool or a disruptive force? In this workshop, participants will explore tangible ways AI can support resident learning while addressing potential risks, including fairness, bias, and educational integrity.

This session is designed for both residency program leaders, front-line educators, administrators, and residents interested in advancing residency training through AI. Ideal participants are those ready to refine their use of AI for moving from data to insights, and optimizing their medical education programs. Attendees will benefit from actionable insights and practical strategies to implement AI-based interventions within their institutions.

Upon completion of this session, participants will be able to define artificial intelligence (AI), machine learning (ML), and generative AI (GenAI); identify opportunities and risks of using AI for resident assessment, feedback, simulation, and coaching; and develop an action plan for equitable AI-based resident education within their own institutions.

Speakers: F. Leung, University of Toronto, Toronto; D. Sartori, NYU Grossman School of Medicine, New York; B. Thoma, University of Saskatchewan, Saskatoon; L. Turner, University of Cincinnati, Cincinnati; C. Drake, NYU Grossman School of Medicine, Astoria

Title: Spotlight on the learner experience: Insights towards improvement
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 307AB
Track: Teaching and learning in residency education, Resident recommended
Description: This workshop is intended for medical learners, or anyone working with learners or implementing policies regarding learner wellbeing. This includes faculty, chief residents, residents supervising more junior learners, programme

coordinators and other education leadership, and more. Upon completion of this session, participants will be able to identify three types of experiences which could hinder growth and learning; describe how these experiences impact the educational process negatively; identify, by reflection, possible contributing factors in their own clinical learning environments; and develop practical strategies aimed at ameliorating the learner experience in their own context.
Speakers: B. Preti, Emory University School of Medicine, Snellville; M. Sanatani, Western University, London

Title: Supercharging the ambulatory teaching experience: Fostering growth and building community through faculty development
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 308A
Track: Faculty development
Description: Who among us hasn't dreaded having a learner in a busy clinic? The ambulatory clinic environment poses a challenge to medical educators who must integrate teaching into busy clinic workflows. These challenges demand faculty development tailored to the ambulatory setting, but faculty development programs rarely consider the individual's clinical work environment. As a result, ambulatory educators often leave faculty development programs without the support or strategies necessary to transfer skills or knowledge into their individual clinic settings. Effective ambulatory faculty development requires relevant content and opportunities for experiential learning and reflection. Faculty development approaches that are grounded in authentic support, respect, and collaboration create communities of practice that are validating, motivating, and empowering for ambulatory medical educators.
This session is designed for educational leaders and ambulatory faculty members of residency programs. Upon completion of this session, participants will be able to describe the components of effective ambulatory faculty development; recognize the impact of the ambulatory clinic environment on the outpatient teaching experience; and support a community of ambulatory medical educators through collaborative problem-solving.
Speakers: A. Atalay, Harvard Medical School, Boston; D. Callahan, Brigham and Women's Hospital, Boston; N. Osman, Brigham and Women's Hospital/Harvard Medical School, Boston; E. Petersen, Harvard Medical School, Boston

Title: When a cup of coffee is about more than caffeine: Helping health professional educators address incivility
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 2000C
Track: Health and education systems in residency education
Description: Unprofessional behaviour in the health care workplace undermines working relationships and team dynamics. The current climate of health care resource scarcity, access to care challenges and provider stress and burnout contribute to workplace incivility. Physicians who exhibit incivility may have concurrent challenges with stress and mental health.Learners experiencing it report a wide range of negative impacts on their mental health and ability to learn and practice medicine, with downstream impacts on their career plans.
Educational institutions with structures in place to identify these events can compassionately debrief events with involved learners, offer faculty with concerning

behaviours insight into its impact, and connect faculty to supports and strategies for positive behaviour change.

This session is designed for medical educators and program directors. Upon completion of this session, participants will be able to define incivility and describe impacts on patient care and medical education; apply a contributing factor framework to analyze causes of incivility towards or from trainees; and practice peer-to-peer intervention to address incivility involving residents in the health care workplace.

Speakers: E. Boileau, Canadian Medical Protective Association (CMPA), Ottawa; E. Constantin, Canadian Medical Protective Association (CMPA), Ottawa; C. Hunchak, Canadian Medical Protective Association (CMPA), Ottawa; H. Murray, Canadian Medical Protective Association (CMPA), Ottawa, ON; L. Thurgur, Canadian Medical Protective Association (CMPA), Ottawa

Title: Words that heal: The power of civil discourse in healthcare
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 202
Track: Curriculum, Resident recommended
Description: In a climate where it is becoming increasingly clear that incivility is a problem, a deeper awareness and understanding of civil discourse may allow us to heal divides, build interprofessional respect, enhance healthcare delivery, and promote healthy learning environments.

This session is designed for all partipants in healthcare education who want to learn skills to promote civil discourse within academic medicine. Upon completion of this session, participants will be able to describe the value and difficulty of civil discourse in healthcare leadership; discuss a framework for the practice of civil discourse; and implement strategies to improve civil discourse.

Speakers: J. Bunin, Uniformed Services University, Bethesda; G. Haischer-Rollo, Uniformed Services University, Bethesda; L. Weber, All Levels Leadership, Wenatchee

Title: Working with residents to evaluate and adapt Competency Based Medical Education (CBME): An application of innovation configuration mapping within the Resident Pulse Check Study
Date / Time: Friday, October 31, 2025 / 15:30 - 17:00
Location: Québec City Convention Centre - 206AB
Track: Curriculum, Resident recommended
Description: CBME is a transformative educational innovation intended to enhance residency training and specialty practice. As the direct recipients of this curricular change, residents are in a unique position to characterize the implementation of CBME at a national, institutional and specialty level. In response to this opportunity, the Resident Doctors of Canada (RDoC) and the Royal College collaboratively designed and conducted the Resident Pulse Check studies to better understand residents' lived experience with Competence by Design (CBD), utilizing an innovation configuration mapping approach. This national study explored the fidelity of implementation of key components of CBD, the challenges that have been faced by residents as part of their experience with CBD, as well as the impact that some of these challenges have had on residents' wellness. This study also sought feedback on what adaptations to CBD would be felt to most positively impact the quality of residency education.

This session is designed for residents, program directors, CBME leads, faculty, PG deans. Upon completion of this session, participants will be able to construct an innovation configuration map for local educational innovations; apply innovation configuration mapping as a means to evaluate the fidelity of implementation of an innovation in their local environment; characterize the current implementation of key components of CBD across national, institutional and specialty levels as described by residents in Canada; describe the challenges and impact on wellness that residents experience with CBD; and rate the adaptations to CBD that residents believe are most valuable in improving the quality of residency education and understand how they are being implemented on the ground.

Speakers: T. Dalseg, University of Toronto, Toronto; A. Hall, University of Ottawa, Ottawa; B. Benson, University of Saskatchewan, Saskatoon; S. Brzezina, Royal College of Physicians and Surgeons of Canada, Ottawa

Title: Trainee Networking Reception
Date / Time: Friday, October 31, 2025 / 17:00 - 18:00
Location: Hilton Québec - Villeray / De Tourny
Track: Social events, Resident recommended, Non-accredited programs
Description: ICRE's Resident Co-chairs invite trainees attending ICRE 2025 to the Trainee Networking Reception.
This exclusive event is an opportunity for residents, medical students and fellows to network among colleagues and medical educators from around the world.
Passed hors d'oeuvres:
Spinach samosa, lemon and chive tofu cream
Spiced-crusted beef tataki, miso sour cream, fried buckwheat, and micro-slice of herb-infused confit tomato
Chef's Choice Vegetarian canape
Stationed hors d'oeuvres:
Mini Chinese ramen box, smoked cashews and vegetables (cashews served on the side)
Beer, wine, non-alcoholic beverages

Title: Refreshments
Date / Time: Saturday, November 1, 2025 / 7:00 - 8:00
Location: Québec City Convention Centre - Foyer 2
Track: Non-accredited programs
Description: Yogurt parfait (berries, honey and granola)
Sliced Fresh Fruit
Mini breakfast pastries
Coffee, tea, cold beverages

Title: Registration
Date / Time: Saturday, November 1, 2025 / 7:00 - 16:00
Location: Québec City Convention Centre - Hall 300
Track: Non-accredited programs

Title: Conference plenary: Truth, trust, and training to competence: Preparing our learners for uncertain times
Date / Time: Saturday, November 1, 2025 / 8:00 - 9:00
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Resident recommended, Teaching and learning in residency education
Description: In today's healthcare landscape, trust, growth and connection are fragile and hard-won, and something we must intentionally build and instill into our learners. In this session, we will explore how to train residents not just towards clinical competence, but in the skills needed to navigate a system that is globally strained. How can medical education foster and build upon these important tenants to realize a future in which they will thrive. Upon completion of this session, participants will be able to evaluate current challenges in the world related to trust, growth and connection and the impact on residency training globally; analyze the impact of these current global challenges on all levels (i.e., individuals, institutions, systems) in the provision of healthcare including medical training; and design and intentionally embed curricular elements or interventions that support residents in learning to foster trust, growth and connection within diverse, global healthcare contexts.

Speakers: J. Tomlinson, Sheffield Teaching Hospitals, Sheffield; M. Baker, Sheffield Teaching Hospitals, Sheffield; C. Moulton, University of Toronto, Toronto; E. Ahn, University of Ottawa, Ottawa

Title: Conference plenary: Royal College/JGME Top Research in Residency Education
Date / Time: Saturday, November 1, 2025 / 9:00 - 10:15
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Assessment: Cutting edge tools and practical techniques, Learning Environment, Resident recommended
Description: Upon completion of this session, participants will be able to discuss the findings from educational research projects and describe the implications of this research to their colleagues for application to their specific educational context.
Speakers: S. Hamstra, University of Toronto, Toronto
9:05 015   Beyond certification: Developing a robust theory for understanding readiness to practice; Presenter: C. Lee, University of Calgary, Calgary; Author(s): C. Lee, University of Calgary, Calgary; N. Cristall, University of Calgary, Calgary; G. Leung, University of Calgary, Calgary; A. Hall, University of Ottawa, Ottawa; W. Cheung, University of Ottawa, Ottawa; A. Oswald, University of Alberta, Edmonton; J. Frank, University of Ottawa, Ottawa; T. Dalseg, University of Toronto, Toronto; L. Cooke, University of Calgary, Calgary
9:20 016   Entrustment scores and feedback in faculty-triggered versus learner-triggered workplace-based assessments; Presenter: A. Tran, Queen's University, Kingston; Author(s): A. Tran, Queen's University, Kingston; O. Kuforiji, Queen's University, Kingston; N. Dalgarno, Queen's University, Kingston; D. Taylor, Queen's University, Kingston; J. Donkers, Maastricht University, Maastricht
9:35 060   Cultivating psychologically safe learning environments: Residents' experiences of interpersonal risk-taking in training; Presenter: J. Trier, Queen's University, Kingston; Author(s): C. Watling, Royal College of Physicians and Surgeons of Canada, Ottawa; J. Trier, Queen's University, Kingston

Title: Refreshment break with exhibits
Date / Time: Saturday, November 1, 2025 / 10:15 - 10:45
Location: Québec City Convention Centre - 200AB
Track: Non-accredited programs
Description: Energy Balls
Quebec Cheese assortment
Coffee, tea, cold beverages

Title: An approach to developing a sustainable mentoring program for URiM residents
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 308A
Track: Learning Environment
Description: Mentoring plays a crucial role in every physician's journey. Residency is a formative professional development period when residents embody the ideals and roles of their profession, contemplate their career trajectories, sharpen necessary clinical skills, and gain insights into non-clinical aspects within the larger context of their profession. During this journey, residents seek guidance from experienced physicians. However, residents who are underrepresented in medicine (URiM) may have limited access to expert mentorship. URiM residents have unique experiences that affect their training and career development, including bias and challenges negotiating personal/socio-cultural and professional identities. Establishing structured mentorship programs for URiM residents demonstrates attentiveness to their needs and commitment to their professional success, which can promote trust in their academic institutions. Furthermore, fostering a culture of inclusive mentoring promotes connection and a sense of belonging between URiM residents and their training programs.
This session is designed for educational leaders and core faculty members at all career stages. Upon completion of this session, participants will be able to describe the importance of mentorship to professional development; understand the challenges to mentorship faced by individuals from diverse backgrounds; and apply an evidence-based framework to designing a successful mentoring program for diverse residents at their training programs.
Speakers: B. Gottlieb, Harvard Medical School, Boston; N. Osman, Brigham and Women's Hospital/Harvard Medical School, Boston; Z. Jaji, Harvard Medical School, Boston; A. Morrow, Baylor College of Medicine, Houston; R. Rodríguez, Harvard Medical School, Boston

Title: Beyond one-size-fits-all: Leveraging EHR data for precision education
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 307AB
Track: AI and technology in residency education and practice
Description: The evolving landscape of medical education necessitates personalized approaches to effectively address the diverse learning needs of residents. Precision education leverages data and technology to tailor educational experiences, with the potential to enhance both learning outcomes and patient care.
This session is designed for program directors, residency educators, administrators, and residents who are interested in advancing residency training through personalized, data-informed approaches. Ideal participants are those ready to

explore or refine the use of EHR data for targeted educational initiatives, aiming to better meet the individual learning needs of residents and improve patient care outcomes. Upon completion of this session, participants will be able to describe the concept of precision education and its application in residency training; identify practical opportunities and pitfalls in using EHR data for characterizing resident experiences, assessing skills, and targeting educational interventions; and develop an action plan to begin exploring or enhancing EHR-based precision education within their own institutions.

Speakers: S. Ginsburg, University of Toronto, Toronto; M. Knopp, Cincinnati Children's Hospital Medical Center, Cincinnati; D. Sartori, NYU Grossman School of Medicine, New York; B. Tang, University of Toronto, Toronto; C. Drake, NYU Grossman School of Medicine, Astoria

Title: Building clinical academic leaders: Advancing research training in residency education
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 309B
Track: Health and education systems in residency education
Description: This session is designed for residency programme directors, clinical educators, and mentors interested in integrating clinical academic training into residency curricula. It is particularly relevant to those in family medicine and primary care, as well as leaders looking to support research engagement among trainees, including IMGs. The session is also valuable for institutional leaders seeking to advocate for resourcing and faculty development in research, medical education, and health policy within residency training programmes. Upon completion of this session, participants will be able to evaluate models for clinical academic training in residency, with a focus on family medicine and IMGs; implement mentorship and leadership strategies that support research capacity among residents; apply global examples of integrated academic training pathways to enhance local programme development; and advocate for the inclusion of research training and mentorship in residency curricula.
Speakers: D. Archibald, University of Ottawa, Ottawa; D. Grushka, Western University, London; A. Pinto, University of Toronto, Toronto; P. Redmond, RCSI University of Medicine and Health Sciences, Dublin; A. Terry, Western University, London

Title: Building efficiency under pressure: Navigating the puzzle of time, identity, and discomfort in residency
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 306A
Track: Teaching and learning in residency education, Resident recommended
Description: This session is designed for residents, early-career physicians, program directors and medical educators focused on improving PGME. Upon completion of this session, participants will be able to argue the impacts of time constraints on well-being, clinical reasoning, and professional roles; share three key situations where efficiency is crucial, hence presenting teaching opportunities in a given clinical setting; and implement two practical strategies to enhance efficiency and adaptability.
Speakers: A. Lafleur, Université Laval, Québec; J. Leclerc, CHU de Montpellier - Hôpital La Peyronie, Montpellier; A. Sawatsky, Mayo Clinic, Rochester

Title: Coaching connections: Developing coaching capacity for supporting trainees' professional skill development in postgraduate medicine
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 2000A
Track: Faculty development
Description: While CanMEDS highlights the importance of competency development in the Professional role as foundational to upholding society's trust in the medical profession, it is the second most common role, after Medical Expert, for which trainees require remediation support.   While principles for professionalism remediation are described in the literature, few programs and faculty feel equipped to confidently engage in coaching trainees to promote their growth in this role. This session is designed for faculty involved in education leadership, who are interested in developing strategies for professional skill development in trainees. Upon completion of this session, participants will be able to describe coaching frameworks as they relate to professional skill development; implement an approach to developing a collection of faculty with skill in providing professionalism coaching to trainees; and consider elements such as coaching contracts, confidentiality, and provision of feedback to programs and trainees, as well as explore possible challenges that may be faced in developing a coaching program along with possible solutions.
Speakers: J. Corey, McMaster University, Dundas; P. Wasi, McMaster University, Hamilton

Title: Context matters: Lessons learned from implementing the core components of CBME
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 2000C
Track: Curriculum
Description: Competency-based medical education (CBME) has established itself as the predominant paradigm for the future of medical education. CBME is comprised of five components: 1) An outcomes competency framework that defines the desired outcomes based on societal needs, 2) Progressive sequencing of competencies to support learner progression, 3) Learning experiences tailored to the defined competencies which requires flexibility in the individualization of learning experiences within the authentic workplace, 4) Teaching tailored to competencies which requires a coaching approach and learner investment in the process, and 5) Programmatic assessment with emphasis on workplace-based assessment and utilizing multiple data points and methods of assessment. Each of these components has given rise to both significant promise and potential pitfalls identified by those on the front lines of medical education who are tasked with the implementation of CBME.
This session is designed for anyone along the continuum of medical education from undergraduate to graduate medical education and into practice. It is ideal for those who are contemplating implementing competency-based medical education, are currently struggling with the challenges to design and implementation, skeptics of CBME, and anyone in between. We welcome a robust discussion in order to continue to move the discussion of CBME forward and ensure broad representation of stakeholder viewpoints and shared pearls and pitfalls. Upon completion of this session, participants will be able to identify the underlying drivers, goals, and challenges of implementing CBME; discuss intended and unintended outcomes of

CBME and potential impact on stakeholders and the learning environment; and design solutions to the challenges of CBME implementation that allow for its realization in their context.

Speakers: H. Caretta-Weyer, Stanford University, Palo Alto; L. Hopson, University of Michigan, Ann Arbor; B. Schnapp, University of Wisconsin, Madison; L. Yarris, Oregon Health & Science University, Portland

Title: Empowering leadership: Developing a formal mentorship program for program directors
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 309A
Track: Curriculum
Description: Mentorship within academic medicine promotes professional development, personal growth, and physician wellness. Positive mentoring relationships correlate with long-term career success, academic promotion, job satisfaction, and confidence, while acting as a protective mechanism against attrition and burnout. The literature shows that Program Directors often feel unprepared when taking on this role and many do not receive formal/informal mentorship. This represents a gap in medical education and professional development.
This session is designed for current residency/fellowship program directors new to their roles as well as former program directors and educational leaders interested in mentorship. Upon completion of this session, participants will be able to describe the skills and knowledge required to be a program director; discuss the importance of mentorship in facilitating the professional and personal development of program directors as medical education physician leaders; and design and evaluate a formal mentorship program for new program directors.
Speakers: J. Croke, University of Toronto, Toronto

Title: Empowering medical professionals: Strategies for moral courage and constructive confrontation
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 2000D
Track: Faculty development
Description: Now more than ever we need to link the relevance and strategies of moral courage to professional identity formation. Professional identify formation challenges the historical notion that professionalism is developed purely from external forces. Instead, it acknowledges the foundation of individual values that are further shaped by the external environment. The medical community accepts that it is probable medical trainees and professionals may clash with the external value system expected of health care professionals. For this, behavioral and communication strategies have been developed (e.g. TEAM STEPS) to help individuals close the gap between knowing the right thing and doing the right thing. This session is designed for all educators, faculty, and healtcare staff that finds sometimes their personal values and beliefs are at odds with their current environment and are committed to learning strategies to challenge professionally. Upon completion of this session, participants will be able to recognize the importance of moral courage as it pertains to professional identity formation; challenge leadership professionally and courteously when patient safety, resident education and wellness, and team morale is at risk; and identify situations when it is morally

appropriate to leave a particular situation how to manage the personal consequences that may ensue.
Speakers: J. Bunin, Uniformed Services University, Bethesda; G. Haischer-Rollo, Uniformed Services University, Bethesda; L. Weber, All Levels Leadership, Wenatchee

Title: Integrating AI into assessment: Practical applications for medical education
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 206AB
Track: AI and technology in residency education and practice
Description: This interactive workshop will explore practical applications of artificial intelligence in medical education assessment. Participants are encouraged to bring their own laptops for two hands-on case demonstrations: 1) Virtual Standardized Patient: Utilizing a chatbot and natural language processing to simulate learner interactions and generate automated feedback summaries and 2) AI-Driven Simulation Case: A live demonstration of creating an immersive case using voice-enabled avatars to simulate clinical scenarios. Upon completion of this session, participants will be able to identify key challenges in implementing assessment strategies within medical education; describe current and emerging AI applications that support assessment, feedback, and learning analytics; and evaluate the trustworthiness and limitations of AI-based tools in clinical education settings.
Speakers: P. Tanaka, Stanford University, Stanford; B. Gin, University of Illinois at Chicago, Chicago; A. Goodell, Stanford University, Palo Alto

Title: Leadership…so what really works? Evidence-based leadership in 2025
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 2000B
Track: Curriculum, Resident recommended
Description: Leadership matters at every level. Medical educators and practicing physicians face numerous challenges, such as well-being, the workplace learning environment, department culture, and retention of staff, among others. We spend an enormous amount of time teaching how to avoid clinical malpractice, but rarely do we talk about leadership malpractice. The field of medicine considers evidence-based medicine sacred and we pride ourselves in making the best decisions based on available data. Why do we not hold ourselves to the same standards when leading? Where is our evidence-based leadership (EBL)? How can we better incorporate data proven leadership strategies into our everyday leadership? What are those strategies and how do we train leaders based on the evidence? Well, good news – this workshop is the place to start!
This session is designed for leaders at all levels. While leaders in charge of supervising faculty and/or trainees may have the largest sphere of influence and hence the most to gain from our workshop, trainees, faculty members, and administrators working within small teams toward a common goal (e.g., effective patient care) will also benefit. Upon completion of this session, participants will be able to identify evidence-based leadership strategies from existing research in medicine and other fields; describe opportunities to implement evidence-based leadership in medical education; and brainstorm methods for teaching and reinforcing evidence based leadership strategies.
Speakers: A. Barelski, University of Tennessee, Memphis; E. Barry, Uniformed Services University, Bethesda; J. Blickle, Walter Reed National Military Medical

Center, Bethesda; J. Hartzell, Uniformed Services University, Bethesda; R. Johnson, Naval Medical Center Portsmouth, Portsmouth

Title: Lessons and tensions in leadership: Developing practical approaches for educational challenges using situational leadership theory
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 202
Track: Curriculum, Resident recommended
Description: As educational leaders we are asked to take on a myriad of challenges - implementing new assessments for CBME, adequately addressing resident concerns on wellness and workload, and inter-departmental disagreements - that each may require different leadership styles. Traditional leadership approaches emphasize directive expertise and top-down control, whereas an emerging leadership style prioritizes adaptive learning and flexibility. Situational leadership theory offers a useful framework to understand how leadership approaches can be tailored to the situation.
This session is designed for trainees interested in leadership and junior faculty who are in educational leadership positions. Experienced leaders are also encouraged to join to enrich the discussions and provide their insights and perhaps they too may gain knowledge from the review of leadership literature. Upon completion of this session, participants will be able to compare and contrast the seven tensions between traditional and emerging leadership styles; apply situational leadership theory to educational leadership challenges through case-based practice; and critically appraise decisions for leadership strategies and create alternative approaches.
Speakers: J. Birnbaum, University of Washington, Seattle; J. Lim, Baylor College of Medicine, Houston; Z. Sargsyan, Baylor College of Medicine, ; S. Sachs, Weill Cornell Medicine, New York City; C. Strong, Duke University, Durham

Title: Lifting up lived experiences to bridge divides in CBME
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 306B
Track: Curriculum, Resident recommended
Description: The implementation of Competency-Based Medical Education (CBME) has been met with mixed results in postgraduate medical education (PGME). Variability in learning contexts, stakeholder values, and intended outcomes surrounding CBME have only added to the dizzying fray of learner, administrator, and faculty feedback. As new tensions arise with each iteration, trainees and faculty are eager to offer productive insights to optimize learning experiences. To achieve trust, growth, and connection in residency education, learners and teachers must be engaged in an iterative process of curriculum design to ensure constructive alignment between teaching, assessment, and intended learning outcomes (Ott et al., Med Educ 2024). However, many residents and faculty have struggled to find a seat at the planning tables for CBME in their institutions amidst evolving and often conflicting dialogues (Chow et al., Med Educ 2024). This disconnect has led to a re-invigorated commitment to ground future education initiatives within a pedagogy of trust (Caretta-Weyer et al., PME 2024). A shared language is also needed to more precisely define when, where, and why CBME may fall short when transferred from one context to the next. The lived experience of trainees and faculty with prior iterations of CBME must enter these conversations. The purpose of this workshop is

to listen to and amplify these "non-expert" voices to brainstorm opportunities for improvement. The value of this experiential lens is it can better highlight realized (rather than idealized) forms of CBME.

This session is designed for stakeholders across the spectrum of PGME, including current trainees, recent graduates, early career faculty, system partners, administrators, and seasoned clinician educators. A mixture of lived experiences from various specialties, contexts, and stages of training will enrich the conversations that take place. However, a specific lived experience within CBME as a learner or educator is not a requirement to meaningfully participate. Upon completion of this session, participants will be able to describe tensions of CBME from lived experiences; identify contextual factors that impact the effectiveness or educational value of CBME; and generate potential values-based solutions to local CBME implementation efforts.

Speakers: S. Blissett, Western University, London; M. Ott, York University, Toronto; C. Rohlfsen, University of Nebraska Medical Center, Omaha; J. Torti, Western University, London

Title: Make your own low fidelity simulator
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 308B
Track: Curriculum
Description: Low fidelity simulation is an effective tool for teaching clinical skills, can be as effective as high fidelity simulation, with the added benefit of accessibility and low cost. Additionally, low fidelity simulation lowers the barriers for learners to practice their skills within multiple settings. A variety of low fidelity simulation models have been integrated into the clinical learning environment and have demonstrated success in teaching clinical skills.

This session is designed for all medical educators interested in gaining exposure to simulation training. Upon completion of this session, participants will be able to discuss the utilization and implementation of low fidelity simulation models in the clinical setting; apply a novel rubric to evaluate low fidelity simulation models; and create and test new low fidelity simulation models to be used in their own clinical setting.

Speakers: M. Chaikof, University of Toronto, Toronto; C. Jones, University of Toronto, Toronto; D. Karol, University of Toronto, Toronto; L. Mcleod, University of Toronto, Toronto; C. Warshafsky, University of Toronto, Toronto; J. White, University of Ottawa, Ottawa

Title: Medical improv as a tool for building non-technical skills in surgical residents
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 203
Track: Curriculum
Description: Non-Technical Skills for Surgeons (NOTSS) are an integral part of surgical training. The NOTSS framework identifies key competencies in situational awareness, decision making, leadership, communication, and teamwork. These skills are essential for patient safety, as many adverse outcomes result from behavioral failures.

Medical improv is an experiential learning method that draws on the principles of theater improvisation to strengthen similar skills in physicians, including those emphasized in the CANMEDS roles. In addition to enhancing clinical performance, it

fosters psychological safety, collaboration, and connection within teams.

This session is designed for any physician or allied health worker, especially those practicing in the operating room. We encourage participants of all stages of training to attend our workshop. No previous experience in improv or theater is needed. Upon completion of this session, participants will be able to articulate the 4 nontechnical skills for surgeons categories and their importance in surgical care; identify how medical improv can improve interpersonal skills; and apply medical improv techniques to demonstrate effective leadership, communication and teamwork.

Speakers: R. Vilayil, University of British Columbia, Vancouver; K. Sliwowicz, University of British Columbia, Vancouver; K. van Kampen, University of British Columbia, Vancouver

Title: Paper session: Curriculum in residency education
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 205C
Track: Curriculum
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: T. Dalseg, University of Toronto, Toronto

10:45 032   Evaluating changes in the Consultation-Liaison Psychiatry curriculum using a self-assessment tool; Presenter: C. Ho, University of Toronto, Toronto; A. Wai, Dept of Psychiatry, University of Toronto, Toronto; Author(s): C. Ho, University of Toronto, Toronto; J. Lee, Department of Psychiatry, University of Toronto, Toronto; Z. Xiao, Department of Psychiatry; Leslie Dan Faculty of Pharmacy, University of Toronto, Toronto; Z. Zhou, Leslie Dan Faculty of Pharmacy, University of Toronto, Toronto; X. Zhao, Leslie Dan Faculty of Pharmacy, University of Toronto, Toronto; R. Styra, Department of Psychiatry, University of Toronto, Toronto; A. Wai, Department of Psychiatry, University of Toronto, Toronto

10:45 033   Pediatric Residents' preparedness to care for Indigenous patients and families: A needs assessment survey to inform clinical curriculum development; Presenter: K. Hynes, Alberta Children's Hospital, Calgary; Author(s): K. Hynes, Alberta Children's Hospital, Calgary; A. Sandhu, Alberta Childrens Hospital, Calgary; L. Morris, Alberta Childrens Hospital, Calgary

10:45 035   Effectiveness of a novel Consent and Capacity Board simulation training; Presenter: J. Joannou, CAMH - University of Toronto, Toronto; Author(s): J. Joannou, CAMH - University of Toronto, Toronto; T. Gordon, Centre for Addiction and Mental Health, Toronto; R. Antinucci, Centre for Addiction and Mental Health, Toronto; A. Torfason, Centre for Addiction and Mental Health; University of Toronto, Toronto; T. Milovic, Centre for Addiction and Mental Health; University of Toronto, Toronto; P. Abdool, Centre for Addiction and Mental Health; University of Toronto, Toronto

10:45 036   Revised Canadian Medical Education Directives for Specialists (CanMEDS) roles framework: Suggestions and recommendations from a Modified Delphi Study; Presenter: H. Kettaneh, Queen's University, KINGSTON; Author(s): H. Kettaneh, Queen's University, KINGSTON

10:45 037   Evaluating medical residents' opinions on adding formal curriculum content on the social determinants of health; Presenter: N. Larivee-Relja, Dalhousie University, St. John's; Author(s): J. Leblanc, Dalhousie University, Saint John; N. Larivée-Relja, Horizon Health Network, Fredericton

Title: Paper session: Health and education systems in residency education
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 205B
Track: Health and education systems in residency education, Learning Environment
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: O. Rodrigo, Boston Children's Hospital/Harvard Medical School, Boston
10:50 045   Gendered experiences of medical training and their impact on career progression and specialty choice: A scoping review; Presenter: R. Fisher, University of Manchester, UK, Manchester; Author(s): R. Fisher, University of Manchester, UK, Manchester; T. Fisher, Severn Deanery, Bristol; M. Lyons, London Deanery, London; M. Brown, Newcastle University, Newcastle; P. Tiffin, University of York, York; S. Conen, University of Manchester, Manchester; G. Finn, University of Manchester, Manchester
11:00 046   Association of positive deviant ACGME milestones ratings with Internal Medicine residents' academic medicine careers; Presenter: J. Kim, New York University Grossman School of Medicine, New York; Author(s): D. Boatright, New York University Grossman School of Medicine, New York; K. Yamazaki, ACGME, Chicago; S. Hogan, ACGME, Chicago
11:10 047   Examining equity, diversity and inclusion in the residency selection process: A scoping review; Presenter: T. Prindle, Alberta Health Services, Edmonton; Author(s): T. Prindle, Alberta Health Services, Edmonton; C. Patocka, University of Calgary, Calgary; C. LeBlanc, Dalhousie University, Halifax; A. Coutin, University of British Columbia, Vancouver; T. Newmarch, Univercity of Toronto, Toronto; R. Primavesi, McGill Univercity, Montreal; B. Johnston, University of Calgary, Calgary; D. Lorenzetti, University of Calgary, Calgary; C. Stephens, University of Calgary, Calgary
11:30 048   Exploring the relationship between Casper scores, CaRMS rankings, and medical education outcomes; Presenter: A. Saxena, University of Saskatchewan, Saskatoon; Author(s): L. Desanghere, University of Saskatchewan, Saskatoon; T. Roberston-Frey, University of Saskatchewan, Saskatoon; A. Saxena, University of Saskatchewan, Saskatoon
11:40 049   The relational structure between medical and surgical specialties in Canada: Using statistical network analysis for insights on the educational role and expertise of small specialties; Presenter: C. Tsang, University of Toronto, Toronto; Author(s): C. Tsang, University of Toronto, Toronto; K. Kulasegaram, University of Toronto, Toronto
11:50 050   Three years' experience of a new selection test for Family Medicine; Presenter: K. Wycliffe-Jones, University of Calgary, Calgary; Author(s): K. Wycliffe-Jones, University of Calgary, Calgary; M. Morros, University of Alberta, Edmonton; J. Gerber, University of Calgary, Calgary; M. Washbrook, Work Psychology Group, Derby; F. Patterson, Work Psychology Group, Derby
11:20 061   Lessons from the Hijabi Docs podcast: A thematic analysis of Muslim women's experiences in medicine; Presenter: A. Rahat Qureshi, University of Toronto, Toronto; Author(s): A. Rahat Qureshi, University of Toronto, Toronto; N. Al Kaabi, Temerty Faculty of Medicine, University of Toronto, Toronto; A. Mohammadi, Laboratory Medicine and Pathobiology, University of Toronto, Toronto; U. Najeeb, Department of Medicine, University of Toronto, Toronto

Title: Paper session: Teaching and learning in residency education

Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 205A
Track: Teaching and learning in residency education
Description: Upon completion of this session, participants will be able to discuss the findings from educational innovation papers and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: S. Silva, McMaster University, Kitchener

10:50 073   How do trainers think they should train? A qualitative study investigating the training practices that general surgical consultants value; Presenter: R. Clarke, Yorkshire & Humber School of Surgery, Sheffield; Author(s): R. Clarke, Yorkshire & Humber School of Surgery, Sheffield

11:00 074   Self-regulated learning in a Post-graduate Emergency Medicine curriculum; Presenter: C. Patocka, University of Calgary, Calgary; Author(s): T. Loch, University of Calgary, Calgary

11:20 076   Methods for teaching resuscitation of critically ill patients in the clinical setting: A scoping review; Presenter: A. Turcotte, Université de Montréal, Montréal; Author(s): A. Turcotte, Université de Montréal, Montréal; A. Szulewski, Queen's University, Kingston; I. Colmers-Gray, Queen's University, Kingston; S. McKeown, Queen's University, Kingston; N. Zhu, Université de Montréal, Montréal; V. Pentland, Queen's University, Kingston; L. Baril, Université Laval, Québec; M. Cowls, Queen's University, Kingston; O. I. Hajjaj, Queen's University, Kingston; C. Morrison, Queen's University, Kingston

11:30 077   Assessing lifestyle habits in medical residents: Insights from the SMILE study at Koç University Hospital; Presenter: D. Tufan Ceylan, Koc University, Istanbul; Author(s): D. Tufan Ceylan, Koc University, Istanbul; E. Tagal, Koc University School of Medicine, Istanbul; S. Gulmez, Koc University Scholl of Medicine, Istanbul; T. Gursoy, Koc University School of Medicine, Istanbul; C. Arikan, Koc Univeristy School of Medicine, Istanbul

11:40 078   Exploring preceptor perspectives on advancing professional responsibilities for Family Medicine residents; Presenter: M. Chorney, University of Calgary, Calgary; Author(s): J. Baergen, University of Alberta, Edmonton; M. Chorney, University of Calgary, Calgary; S. Horvey, Family Medicine - University of Alberta, St. Albert; M. Tieu, University of Alberta, Edmonton; M. Morros, University of Alberta, Edmonton; N. Turner, University of Alberta, Edmonton

11:50 079   Physician health advocacy in the 21st Century: A grounded theory analysis of barriers and enablers; Presenter: C. Whaley, University of Toronto, Toronto; Author(s): C. Whaley, University of Toronto, Toronto; D. Ocholi, McMaster university, Hamilton; J. Shah, University of Toronto, Toronto; B. Tang, University of Toronto, Toronto; B. Bigham, University of Toronto, Toronto; S. Marwaha, University of Toronto, Toronto

Title: Poster session: Curriculum in residency education
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - Foyer 2
Track: Curriculum
Description: Upon completion of this session, participants will be able to discuss the findings from educational posters and describe the implications of this innovation to their colleagues for application to their specific educational context.
Speakers: L. Madrazo, University of Ottawa, Ottawa

Title: Pregnancy disclosure among trainees: How to create a culture of trust
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 2101
Track: Teaching and learning in residency education, Resident recommended
Description: Over the past decade, pregnancy discrimination in the US has been a significant issue, with more than 50,000 claims filed. This discrimination can lead to lower salaries and fewer promotions. In general surgery training, women face challenges including unmanageable work schedules, pregnancy stigma, inadequate maternity leave, insufficient childcare and lactation support, and lack of mentorship. Pregnancy disclosure can be stressful for trainees, potentially leading to extended residency, delayed fellowship, and graduation.
This session is designed for residents, staff, program directors. Upon completion of this session, participants will be able to discuss barriers in disclosure of pregenancy in the work place; identify strategies for creating a culture of trust allowing for better ability to plan and disclose potential pregenancies; and discuss parental care giver leave as a partner of a person who is pregnant.
Speakers: D. Hale, Brook Army Medical Center, San Antonio; M. Navarro, Brook Army Medical Center, San Antonio; M. Orestes, National Capital Consortium, Bethesda; A. Thornton, National Capital Consortium, Bethesda

Title: Supervising, delegating and coaching in residency: Tips for understanding and mitigating medico-legal risk
Date / Time: Saturday, November 1, 2025 / 10:45 - 12:00
Location: Québec City Convention Centre - 204AB
Track: Health and education systems in residency education, Resident recommended
Description: Residents and attending physicians face potential medicolegal risk, not only for the care they directly provide, but also for the care of patients in their role as supervisor; they are responsible for appropriately supervising and delegating care. Policies from universities, medical schools, hospitals, and provincial and territorial regulatory authorities (Colleges) guide residents and their supervisors about supervision and delegation, For residents, key aspects of competency-based medical education include progressive autonomy, appropriate levels of supervised patient care, and coaching from medical educators, resident supervisors, and resident peers. As such, role clarity, effective communication and psychological safety are key concepts that underpin safe supervision and delegation.
This session is designed for postgraduate educators, residents (all levels), residency program directors, and attending physicians who supervise and coach residents. Upon completion of this session, participants will be able to describe and understand the responsibilities for safe delegation and supervision for residents and supervisors, and the potential medico-legal implications; analyze the role of the supervising physician as coach, in particular within competency-based medical education in residency; and demonstrate the importance of trust and psychological safety, effective communication (verbal skills and documentation), as well as growth and connections in supervision and delegation and apply strategies to everyday clinical situations for residents.
Speakers: E. Boileau, Canadian Medical Protective Association (CMPA), Ottawa; E. Constantin, Canadian Medical Protective Association (CMPA), Ottawa; C. Hunchak, Canadian Medical Protective Association (CMPA), Ottawa; H. Murray, Canadian Medical Protective Association (CMPA), Ottawa, ON; L. Thurgur, Canadian Medical Protective Association (CMPA), Ottawa

Title: Lunch with exhibits
Date / Time: Saturday, November 1, 2025 / 12:00 - 13:15
Location: Québec City Convention Centre - 200AB
Track: Non-accredited programs
Description: Build-Your-Own meal salad
Maple mustard roasted salmon fillet served on a green salad with diced vegetables and balsamic vinegar with mustard vinaigrette
Sliced curry chicken breast with vegetables and cider and herbs vinaigrette
Crispy tofu salad with roasted beet, chickpeas, feta cheese, orange sesame and rice vinegar
vinaigrette
Double chocolate brownie
Coffee and tea

Title: Wicked Problem: "BYO AI": What your residents have not told you
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 306A
Track: AI and technology in residency education and practice, Resident recommended
Description: The recent accessibility of artificial intelligence (AI) tools has driven a rapid uptake in experimentation for a variety of use cases, yet few physicians at any level have had foundational training in AI. According to the 2024 Microsoft Work Trend Index, 75% of knowledge workers are using AI at work, predominantly bringing their own AI tools (BYO AI). But 60% of leaders report lack of organizational vision to implement AI - don't be among those lacking a plan!
Upon completion of this session, participants will be able to describe the urgency for incorporating training about AI into their program and the need to collaborate with residents in doing so.
Speakers: K. Lomis, American Medical Association, Chicago; N. Frija-Gruman, McGill University, Montreal

Title: Wicked Problem: "Don't worry! It's safe" Can we really create a safe and supportive mistreatment reporting process for learners AND faculty?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 203
Track: Learning Environment, Resident recommended
Description: Discuss the experiences of and potential impacts on learners and faculty members are who are involved in a mistreatment allegation or report as either claimants, witnesses, or respondents (sources of mistreatment). Can we create an environment where everyone feels like concerns are reviewed fairly?
Upon completion of this session, participants will be able to describe enablers of mistreatment; explain the potential fears and consequences that exist for learners and faculty; and discuss how to build systems that create trust and accountability.
Speakers: R. Pattani, University of Toronto, Toronto; R. Anderson, NOSM University, Sudbury

Title: Wicked Problem: Beyond the 'Passport stamp': Can entrustment be both defensible and developmental?

Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 309A
Track: Assessment: Cutting edge tools and practical techniques
Description: Delve into one of the most important conundrums of competency committees. With factors such as task complexity, time constraints, and the variation in supervisors experience and skill - is it really possible to entrust a resident based on the evaluations a CC receives, and moreover, defend that decision?! With a focus on entrustment, will learners and faculty truly be able to support growth and development? Upon completion of this session, participants will be able to describe the issue of "bad data in, bad data out"; explain the how a CC might circumnavigate these issues; and discuss how to encourage staff (and learners) to best set up the CC for success.
Speakers: K. Weingarten, The Hospital for Sick Children, Toronto; F. Bhanji, Royal College of Physicians and Surgeons of Canada, Montréal

Title: Wicked Problem: Brain drain or global gain? The complexities of health workforce migration
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 309B
Track: Health and education systems in residency education
Description: Unpack the ethical tensions and regulatory hurdles of international health workforce migration. As health systems compete for talent, the stakes grow higher for both source and destination countries. Can we design licensure systems that protect patients without compromising fairness or global equity?
Upon completion of this session, participants will be able to describe the ethical implications of workforce migration; explain how licensure requirements impact internationally trained professionals; discuss innovations that promote equitable access to practice while maintaining public safety.
Speakers: V. Naik, Medical Council of Canada, Ottawa; E. Holmboe, Intealth – Advancing the Global Health Workforce, Philadelphia

Title: Wicked Problem: Burning the candle and the curriculum: How do learners and learning fuel faculty burnout?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 308A
Track: Learning Environment
Description: Most medical educators are drawn to teaching by the opportunities to engage with eager learners and innovate to improve how we train the next generations of physicians. However, these same elements can inadvertently become the driving forces that fan the flames of burnout. Join us for a frank conversation about the challenges of teaching and working with clinical learners. How should we protect our own needs so that we may bring our best selves to our clinical education settings?
Upon completion of this session, participants will be able to explain how our interactions with learners may lead to faculty burnout, identify systemic factors of clinical learning environments and curricular elements that may contribute to faculty burnout, and develop practical tactics to mitigate the draining impacts of teaching and working with learners.
Speakers: O. Rodrigo, Boston Children's Hospital/Harvard Medical School, Boston

Title: Wicked Problem: DEI: Is it the word or the work that matters?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 308B
Track: Resident recommended, Health and education systems in residency education
Description: This session challenges participants to examine whether diversity, equity, and inclusion rest on rhetorical affirmation or transformative action. With the additional pressure of DEI being deprioritized in some settings, this session will unpack not only external pressures but also the language we use—DEI, diversity, inclusion, belonging—and discuss what it means and whether it has gravitas and is sufficient without substantive, measurable, intentional change. Is it the words or the work that matters?
Upon completion of this session, participants will be able to describe the external pressures on DEI; explain some ideas for translating commitments into sustained institutional change that reduces bias, increases inclusion, and improves outcomes; and evaluate real-world DEI practices to determine whether they embed equity and inclusion—or simply check compliance boxes.
Speakers: S. Figy, University of Nebraska Medical Center, Omaha; S. Stewart, Royal College of Physicians and Surgeons of Canada, Ottawa; O. Oguntimehin, NHS | Melanin Medics, Laindon

Title: Wicked Problem: Do faculty just not care any more? The struggle with faculty engagement in MedEd
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 205A
Track: Faculty development
Description: Why is it becoming increasingly difficult to engage faculty in Medical Education? Should we keep blaming lack of time, recognition, academic currency and burnout related to the pandemic? Did we ask too much by introducing CBME or is it the learners that are becoming too demanding? Are faculty just too afraid of saying the wrong thing, challenging learners, or getting a negative evaluation? Most importantly, have we really got to the bottom of the issue and what can we do to keep faculty engaged?
Upon completion of this session, participants will be able to identify root causes contributing to decreased faculty engagement; debate some key tensions in faculty engagement; and share challenges, strategies, and successes in engaging faculty.
Speakers: S. Talarico, University of Toronto/SickKids, Toronto; A. Oswald, University of Alberta, Edmonton

Title: Wicked Problem: Productive struggle, psychological safety and adaptive expertise: Have we lost our way?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 307AB
Track: Teaching and learning in residency education, Resident recommended
Description: We all know learners learn best when they are in a safe learning environment. However, uncertainty, high-stress situations, and life-and-death decisions are part of medicine. By making residents and fellows feel too safe, are we doing a disservice and not truly preparing them for life after training?
Upon completion of this session, participates will begin to understand the complex

relationship between psychological safety and learning; be able to recognize times when productive struggle is beneficial to resident education; and understand how to model adaptive expertise as a method of dealing with stress and uncertainty in the clinical care of patients.

Speakers: S. Cico, University of Central Florida College of Medicine, Orlando; K. Lipner, Brown University, Providence; C. Merritt, Boston University, Providence

Title: Wicked Problem: Service, education, and CBME: Have our words and our priorities put us at odds with learning?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 204AB
Track: Curriculum, Resident recommended
Description: We encourage our trainees to be vulnerable, find opportunities to learn, and embrace a growth mindset; but then ask them to demonstrate their competence and provide countless hours of service with questionable value. How can we balance the educational demands of CBME with the performance requirements of our current clinical care systems? Upon completion of this session, participants will be able to describe the educational goals of CBME; understand the tension between the growth, performance, and service demands of our trainees in a CBME program; and provide a path forward that optimizes learning in the face of these tensions and challenges.
Speakers: A. Hall, University of Ottawa, Ottawa; M. Cloonan, University of Nebraska Medical Center, Omaha; P. Teixeira, Universidade de São Paulo, São Paulo

Title: Wicked Problem: The hidden curriculum has the mic: Why is teaching professionalism so hard?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 306B
Track: Resident recommended, Curriculum
Description: Everyone agrees professionalism matters. It affects our patients and their outcomes, it affects the joy we find in our work and so much more — yet most of us quietly struggle to teach and assess it. Is it because the "hidden curriculum" speaks louder than any lecture or framework or checklist? In this session, we'll confront the uncomfortable realities of how professionalism is modeled, misinterpreted, resisted and even weaponized. Upon completion of this session, participants will be able to identify elements of the hidden curriculum that shape learners' understanding of professionalism; discuss why teaching and assessing professionalism is particularly challenging in clinical environments; and explore strategies to address these challenges and foster a more authentic culture of professionalism.
Speakers: S. Ginsburg, University of Toronto, Toronto; M. Khoshnevis, Karolinska University Hospital, Stockholm

Title: Wicked Problem: The Silence Dilemma: What is the impact of learner handover in a resident's trajectory?
Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15
Location: Québec City Convention Centre - 2101
Track: Teaching and learning in residency education, Resident recommended

Description: Come discuss the role of learner handover in supporting learner development—Can we harness the benefits of learner handover without perpetuating bias?

Upon completion of this session, participants will be able to define learner handover and forward feeding; analyze the role of learner handoffs in learner development, including identifying and supporting struggling learners; describe the ethical concerns regarding feeding forward learner information including the perpetuation of bias; and propose an approach to learner handoffs that optimizes the benefits while minimizing the concerns of forward feeding learner information.

Speakers: A. Sawatsky, Mayo Clinic, Rochester; R. Clarke, Yorkshire & Humber School of Surgery, Sheffield

Title: Wicked Problem: Weaponized wellness and the resiliency racket: Who owns resident well-being?

Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15

Location: Québec City Convention Centre - 206AB

Track: Learning Environment, Resident recommended

Description: Is wellness simply the absence of burnout—or a more dynamic concept that includes "eustress" and professional growth through challenge? And is the real solution skill-building, system reform, or a cultural shift toward collectivism and institutional accountability? Who owns the responsibility for wellness? Is it an individual skill or a programmatic deliverable? What would it look like to reimagine wellness beyond the burnout binary?

Upon completion of this session, participants will be able to surface the implicit power dynamics embedded in wellness discourse; identify practical and philosophical approaches that shift wellness from an individual burden to a collective responsibility; and challenge attendees to reframe wellness as a system-level, culturally embedded commitment.

Speakers: E. Ahn, University of Ottawa, Ottawa; K. Caverzagie, Oregon Health & Sciences University, Portland; A. Atkinson, University of Toronto, Toronto; L. Madrazo, University of Ottawa, Ottawa

Title: Wicked Problem: When helping feels hard: Can we navigate the hidden curriculum and barriers to accommodations in medicine?

Date / Time: Saturday, November 1, 2025 / 13:15 - 14:15

Location: Québec City Convention Centre - 202

Track: Teaching and learning in residency education, Resident recommended

Description: As we increasingly recognize the importance of accommodations in the learning environment, program directors and educators are grappling with competing demands of equity, fairness, and feasibility. From the hidden curriculum and structural constraints to tensions shaping accommodation practices, is it possible to create supportive, sustainable learning environments in postgraduate medical education?

Upon completion of this session, participants will be able to identify key systemic and structural barriers to providing accommodations in medical education, including workforce and resource constraints; analyze how the hidden curriculum and power dynamics influence perceptions of fairness, legitimacy, and trust in accommodation processes; and discuss strategies to create equitable, sustainable approaches to learner support that acknowledge both individual needs and program responsibilities.

Speakers: M. Lewis, University of Alberta, Edmonton; V. Do, University of Alberta, Edmonton

Title: Refreshment break
Date / Time: Saturday, November 1, 2025 / 14:15 - 14:45
Location: Québec City Convention Centre - Foyer 2
Track: Non-accredited programs
Description: Coffee, tea, cold beverages

Title: Conference closing plenary featuring the Dr. María Elizabeth Montaño Fernández Royal College Lecture: Thinking out loud together: Civil discourse and healing our body politic
Date / Time: Saturday, November 1, 2025 / 14:45 - 15:45
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Teaching and learning in residency education, Resident recommended
Description: In this plenary address Randy Boyagoda, a writer and professor of English at the University of Toronto, where he serves as the university's advisor on civil discourse, the only such position in Canada, will explore the challenges of civil discourse today and also, its necessity. Proposing that thinking out loud together is as fraught as it is essential to learning and discovery and collaboration, in personal, educational, professional and public settings, Boyagoda will consider the reasons for why difficult conversations have become so difficult and in turn propose a series of approaches to having them and why we should. The talk will focus on the irreducible importance of curiosity and epistemic humility, as stays against fear and ideological certainty, as the sources to restoring and sustaining shared conversations, across differences. Only by thinking out loud together, by practicing civil discourse, can we together heal our body politic.
This plenary session is designed for all participants at ICRE. Upon completion of this session, participants will be able to understand the concept of civil discourse across personal, educational, professional, and public settings; describe the defining features of civil discourse itself, in historical terms and also the contemporary challenges to its practice; practice advancing civil discourse itself, within shared personal, educational, professional, and public settings, in support of advancing knowledge and serving the common good.
Speakers: R. Boyagoda, University of Toronto, Toronto; K. Caverzagie, Oregon Health & Sciences University, Portland

Title: Closing remarks
Date / Time: Saturday, November 1, 2025 / 15:45 - 16:15
Location: Québec City Convention Centre - 200C
Track: Plenary Session, Non-accredited programs
Description: Join us for the conference closing remarks including the presentation of the Top Paper Awards and the Top Poster Award.
Speakers: A. Atkinson, University of Toronto, Toronto; R. Clarke, Yorkshire & Humber School of Surgery, Sheffield; M. Cloonan, University of Nebraska Medical Center, Omaha; N. Frija-Gruman, McGill University, Montreal; M. Khoshnevis,

Karolinska University Hospital, Stockholm; O. Oguntimehin, NHS | Melanin Medics, Laindon

Title: International Residency Education Awards Dinner
Date / Time: Saturday, November 1, 2025 / 19:30 - 21:30
Location: Hilton Québec - Villeray / De Tourny
Track: Resident recommended
Description: Join colleagues from around the world to celebrate the closing night of ICRE, along with the 2025 International Residency Education award winners.
International Medical Educator of the Year Award
International Resident Leadership Award
Kristin Sivertz Resident Leadership Award
Program Administrator Award for Excellence
Program Director of the Year Award
Top Paper, Top Poster and Top What Works awards
The reception starts at 1845; dinner with wine will be served at 1930. Dress is business attire.
Fee: $180
Residents/ Medical Students: $100
Speakers: J. Nordquist, Karolinska Institutet, Stockholm; F. Osler, Senate of Canada, ottawa