

THE MICHENER INSTITUTE OF EDUCATION AT UHN

CONVERGENCE

2023

HEALTHCARE
EDUCATION CONFERENCE

REFLECT • RECONNECT • RENEW

FEBRUARY 15 - 16



WELCOME TO CONVERGENCE 2023

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Jennifer Levine, M.Ed (Digital Tech), B.Ed.

*Manager, Instructional Design
Convergence Chair*

Welcome to Convergence2023!

The Michener Institute of Education at UHN's Annual Education Conference! Over the last four years we have covered many topics that are important to the advancement of education for healthcare professionals. Together as a community, we have weathered many storms that have forced us to look at education through different lenses, and to quickly pivot and adapt to our new landscape. This helped us to grow in our understanding of what can be possible when we come together as a community.

The theme for this year's conference is that of "**Reflect, Reconnect and Renew**". To reflect on the past, reconnect to our roots as educators, and renew our passion for work and our commitment to equity. The Convergence committee has worked tirelessly to create a simplified, yet impactful experience that focuses on the moment and creates the opportunity to disconnect from our lives and engage with each other.

Over the next two days we will be exploring many different topics. We have speakers who bring their individual and collective yearslong experience in health care and will engage with you in an intimate (while virtual) experience that is sure to nourish your minds, and give you time and space to ask, and think through, critical questions.

Thank you for taking the time to join us for Michener's fourth annual conference, and for contributing to our incredible and rapidly growing Convergence Conference community!

KEYNOTE



Stella Ng, PhD, Reg CASLPO

Director & Education Scientist

We are thrilled to announce that this year's Convergence Keynote on February 15, 2023 will be delivered by inspiring scientist, educator, practitioner, and leader in the field of Health Professions Education & Practice, Stella Ng, Ph.D. Stella has actively worked to advance critical reflection and transformative education toward more collaborative, compassionate, and ethical health care and health science.

Stella is passionate about preparing those who work in health care and health science to work collaboratively, ethically and with compassion, as acting in these ways creates the foundation for trustworthy and respectful relations within the health sciences and between health sciences and communities. Her tri-council, ministry and foundation-funded research program has shown that critical reflection is crucial to compassionately, collaboratively, and ethically navigating value-conflicted and uncertain aspects of everyday work. Her passion was sparked by challenges she experienced as a pediatric audiologist in the public-school system, which motivated her to launch her research program in reflective practice, critical reflection, and critical pedagogies. She mobilizes this theory and research within her extensive education and leadership work. Stella is the recipient of the Ministry Early Researcher Award, Meridith Marks New Educator Award and an AMS Healthcare Fellowship in Compassion and AI/Digital Technology.

SPECIAL PRESENTATION



Phil Jacobs

Integrative Vibrational Therapist Founder of Toronto Sound Therapy

Phil is a Musician, Sound Healer, Integrative Vibrational Therapist, Medical Qi-Gong Practitioner, Plant Medicine Guide and retired (13Yrs Clinical Practice) Traditional Chinese Medicine practitioner and acupuncturist based in Toronto. Phil is the Founder of Toronto Sound Therapy and has created Canada's First Accredited Sound Therapy Practitioner Certification program.

Phil has been therapeutically using Vibro-Acoustic therapy (VAT), Sound and Song for many years in his private practice for Mental Health, Addictions and Chronic Illness, offering in person and online virtual Healing, Integrated Breathwork, Embodiment and Meditation sessions.

Integrating multi-disciplinary training from Schools, Institutions, Universities and Life experience throughout UK, Canada, Guatemala, and China, Training includes Intensive Experience in Plant Medicine in Yelapa, Mexico and Toronto, Canada with Dr. Gabor Maté.

Phil combines his University Level Training in Music and Mathematics his first real Love and Relationship is with Music, Sound, and Vibration.

He brings together 40 years love of Music with his intensive training in Integrative Health, Eastern Medicine, Herbal Medicine, Medical Qi-Gong, Mindfulness Meditation & Contemplative Therapy, Relational Psycho-Somatic Therapy and Sound Therapy to create a safe space for you to attain your mind and body connection, and is deeply committed to guiding you to draw from your own inner wisdom to facilitate self-healing. Phil is also External Faculty Member at the Michener Institute for the Foundations for Psychedelic Psychotherapy.

Read more about Phil's work Featured In The Media [here](#).

Instagram and Facebook [@torontosoundtherapy](#)

SCHEDULE

WEDNESDAY FEBRUARY 15

TIME	TITLE	PRESENTER	DURATION	LOCATION
8:30	Opening Remarks		15 min	Main Plenary
8:45	Land Acknowledgement		15 min	Main Plenary
9:00	Opening Keynote Address	Stella Ng, PhD, Reg CASLPO	45 min	Main Plenary
9:45	Opening Keynote Q & A	Stella Ng, PhD, Reg CASLPO	15 min	Main Plenary
10:00	Transition to concurrent sessions		15 min	
<i>The following presentations, taken from the Call for Abstracts, will run concurrently from 10:15 – 11:15 am (except for abstract #13, which runs from 10:15 am – 12:15 pm)</i>				
CONCURRENT	LIGHTNING TALK A			
	10:15	Towards collaborative practice: Mapping the potential outcomes of critically reflective practice in the context of clinical letter writing for children with disabilities	Victoria Boyd, MPC, PhD(c)	30 min Room 1
	10:45	Using a Nominal Group Technique to Develop a Science Communication Curriculum for Health Professionals and Clinical Researchers	Naa Kwarley Quarley, MSc Janet Papadakos, PhD	30 min Room 1
	LIGHTNING TALK B			
	10:15	AI Adoption in Mental Health: Barriers and Learning Needs in AI Education	Melody Zhang, MA David Wiljer, PhD	30 Min Room 2
	10:45	Scaling the Adoption of Artificial Intelligence through Inclusive Education	Jillian Scandiffio, MSc David Wiljer, PhD	30 min Room 2
	LIGHTNING TALK C			
	10:15	Exploring the impact of ECHO Ontario Integrated Mental and Physical Health on participants' approach and attitude towards the care of patients with complex needs	Kathleen Sheehan, MD, DPhil, FRCPC	30 Min Room 3
	10:45	Assessing Nurses' Learning Needs: Identifying gaps in continuing education to provide better support for nurses caring for patients undergoing radiation therapy	Elissa Elten, BSc (Honours Health Studies and Social Development Studies) Jerusha Ellis, MScBMC Rida Ahmed	30 min Room 3
	WORKSHOP D			
10:15	The Art and Science of Facilitation for Educators: Engaging the Teacher Learner Partnership *Note: this is a 2 hour session	Kerry Knickle, LLM (ADR) Nancy McNaughton, PhD	120 min Room 4	
<i>The following presentations, taken from the Call for Abstracts, will run concurrently from 10:15 – 11:15 am (except for abstract #13, which runs from 10:15 am – 12:15 pm)</i>				
CONCURRENT	WORKSHOP E			
	11:30	Fostering strong communication skills in novice nurses through the use of paraphrases to improve communication and enhance patient safety during transfer of accountability (TOA)	Karlos Enrique Sun, MN, BScN, RN, CNCC(c)	60 min Room 1
	WORKSHOP F			
11:30	Sparking the flame for learning: Becoming an expert in designing more motivating online instruction	Adam Gavarkovs, ScM, AM Ryan Brydges, PhD	60 min Room 2	

WEDNESDAY FEBRUARY 15

TIME	TITLE	PRESENTER	DURATION	LOCATION
12:30	BREAK		30 min	

The following presentations, taken from the Call for Abstracts, run concurrently for 1 hour from 1:00 pm – 2:00 pm

CONCURRENT	COURAGEOUS CONVERSATIONS G		PRESENTER	DURATION	LOCATION
	TIME	TITLE			
	13:00	Indigenizing Health and Social Care Education - How far can we go?	Dr. Jodi Webber, MSW, PhD Kyleen Higginson, SSW	60 min	Room 1
CONCURRENT	PANEL DISCUSSION H		PRESENTER	DURATION	LOCATION
	TIME	TITLE			
	13:00	How can we maximize learning from safety events?	Paula Rowland, PhD Sarah Tosoni, PhD Lucas Chartier MDCM, MPH, FRCPC Laura Pozzobon RN, MScHQ, CHE, PhD (c)	60 min	Room 2

THURSDAY FEBRUARY 16

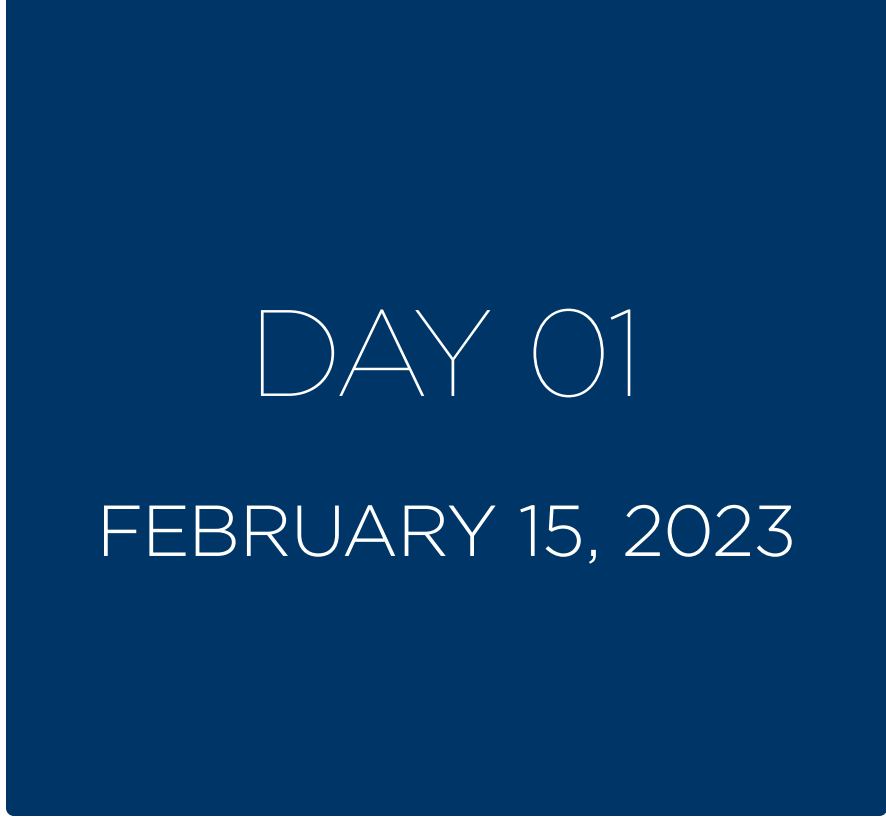
TIME	TITLE	PRESENTER	DURATION	LOCATION
8:45	Welcome & Land Acknowledgement		15 min	Main Plenary
9:00	Mindfulness Session	Phil Jacobs	60 min	Main Plenary
10:00	Transition to concurrent sessions		15 min	

The following presentations, taken from the Call for Abstracts, run concurrently for 1 hour from 10:15am – 11:15 am

CONCURRENT	STORY TELLING I		PRESENTER	DURATION	LOCATION
	TIME	TITLE			
	10:15	Tourette's Syndrome from a Learner/Health Care Professional and Educator's Perspective	Alfred Lam, MRT(T) MA.Ed	20 min	Room 1
	10:35	3 years later; Reflecting on the Critical Care Nursing Program	Stefanie Lamoureux, RN, BScN, MN, Klara Malkova RN, BScN, MEd, CNCC(C)	20 min	Room 1
	10:55	The Patient and Caregiver Journey-Ditching the Binders	Brenda Agnew, Caregiver, patient advocate, parent partner Kristy Dickinson, Patient, patient partner, rare disease advocate	20 min	Room 1
CONCURRENT	LIGHTNING TALK J		PRESENTER	DURATION	LOCATION
	TIME	TITLE			
	10:15	Improving Education for Cancer Patients: Health Literacy Assessment of Cancer-Related Whiteboard Animation Videos for Patients			
	10:45	Professional co-development for in-service Health Care Providers : Implications for Conceptualizing Learning and Instructional Design	Nicolas Fernandez, PhD Alice Kam, MD, MScCH (HPTE), FRCPC	30 min	Room 2
CONCURRENT	WORKSHOP K		PRESENTER	DURATION	LOCATION
	TIME	TITLE			
	10:15	Peering in: The special needs experience	Homam Albaghdadi, DDS, MSCH(HPTE), MSc, BSc(Hons)	60 min	Room 3
11:15	BREAK		30 min		

THURSDAY FEBRUARY 16

TIME	TITLE	PRESENTER	DURATION	LOCATION
<i>The following presentations, taken from the Call for Abstracts, run concurrently for 2 hours from 11:45 – 1:45 pm</i>				
CONCURRENT	WORKSHOP L			
	11:45	Using Case Scenario Concept Mapping to Enhance Critical Thinking and Information Synthesis with Health Care Professionals	Julie Gundry, RN, MSc(A), CON(C), Marcia Flynn-Post RN, BA, MHST, CON(C)	120 min Room 1
	WORKSHOP M			
	11:45	Communication through dialogue: Creating opportunities for sharing knowledge	Victoria Boyd, MPC, PhD(c) Jacquelin Forsey, PhD(c) Amanda Binns, PhD, Reg. CASLPO	120 min Room 2
	WORKSHOP N			
	11:45	How to create effective short instructional videos using screencasting software	Lisa Cunningham Claudia Palermo Janet Yuen	120 min Room 3
WORKSHOP O				
11:45	Navigating tender conversations on fat, race, and wellbeing in the clinic setting	Sonia Meera, BSW, MSW, RSW Meredith Bessey, MScAHN, RD, PhD (candidate)	120 min Room 4	
13:45 TRANSITION TO CONCURRENT SESSIONS			15 min	
<i>The following presentations, taken from the Call for Abstracts, run concurrently for 1 hour from 2:00 pm – 3:00 pm</i>				
CONCURRENT	LIGHTNING TALK / STORY TELLING P			
	14:00	Female Concussions: New Information, New Interventions	Eden Dales, B.A., MSW, RSW	30 min Room 1
	14:30	My accident on purpose a story about Resiliency	Michelle L. Francis, CHRP, CHRL	30 min Room 1
	LIGHTNING TALK Q			
	14:00	A Canadian Standard for the Development of a Training Program for Human Research Protection to Promote a Learning HealthCare Institution	Alexander Karabanow, B.Sc., B.A.A. Michael Voth, MSc., CGA	30 min Room 2
	14:30	Closing a practice gap: Experiences implementing a student-led environment on an inpatient stroke rehabilitation unit	Nina Hovanec, PT, PhD, MPT, MSc. Jennifer Joachimides, MSc, OT Reg. (Ont.)	30 min Room 2
	WORKSHOP R			
	14:00	Medical Education Curriculum Development-Linking Theories to Practice	Alice Kam, MD, FRCPC Ching-Lung Huang, MD (candidate)	60 min Room 3
PODCAST S				
14:00	Is Anti-Professionalism on the rise?	Paula Rowland, PhD	60 min Room 4	



Keynote

9:00 Perspective, Growth, and Change: Renewing the Purposes and Promises of Reflection in Health Professions Education

Stella Ng, Ph.D.

Director & Education Scientist

In this interactive session participants will experience educational practices that promote critical reflection to broaden perspectives, enable growth, and spark positive change in healthcare practices. Research evidence supporting these practices will be shared. We will also consider the argument that these practices may support positive relationships between communities and academic health science institutions.

Lightning Talks A

10:15 Towards collaborative practice: Mapping the potential outcomes of critically reflective practice in the context of clinical letter writing for children with disabilities

Victoria Boyd, MPC, PhD(c)

This presentation describes the findings and implications of a qualitative exploration of potential impacts of critically reflective practice. The presentation will outline key outcomes of clinical letters, which can be conceptually grouped as humanistic, communication, collaboration, advocacy, and service delivery outcomes, as well as writing practices that enable these outcomes.

10:45 Using a Nominal Group Technique to Develop a Science Communication Curriculum for Health Professionals and Clinical Researchers

Naa Kwarley Quartey, MSc

Janet Papadakos, PhD

Effective science communication is fundamental to closing the gap from research and innovation to clinical implementation. Currently, a standardized curriculum on science communication, with global applicability, does not exist. Eleven science communication experts participated in a Nominal Group Technique to determine the core topics for an online science communication curriculum.

Lightning Talks B

10:15 AI Adoption in Mental Health: Barriers and Learning Needs in AI Education

Melody Zhang, MA

David Wiljer, PhD

A needs assessment was conducted to understand the learning needs among mental health professionals and their attitudes towards AI adoption. Findings pertaining to the importance of education initiatives that can raise the awareness of the practicality and relevance of AI among current and future mental health professionals will be highlighted.

10:45 **Scaling the Adoption of Artificial Intelligence through Inclusive Education**

Jillian Scandiffio MSc

David Wiljer, PhD

The Clinician Champions program presents relevant opportunities for continuing professional development in the healthcare workforce. This presentation outlines the significance of equity-informed AI programs in educating health care professionals to increase AI competencies and confidence to accelerate AI implementation to improve healthcare overall.

Lightning Talks C

10:15 **Exploring the impact of ECHO Ontario Integrated Mental and Physical Health on participants' approach and attitude towards the care of patients with complex needs**

Kathleen Sheehan, MD, DPhil, FRCPC

This presentation will describe how ECHO Ontario Integrated Mental and Physical Health (ECHO-IMPH), a virtual tele-education program, creates a community of practice that fosters practice change and influences participants' clinical approach and attitudes toward patients with co-occurring physical and mental health concerns.

10:45 **Assessing Nurses' Learning Needs: Identifying gaps in continuing education to provide better support for nurses caring for patients undergoing radiation therapy**

Elissa Elten, Candidate for Bachelors of Science, Joint Major in Honours Health Studies and Social Development Studies

Jerusha Ellis, (MScBMC)

Listening to the intended audience on what they need the most, and incorporating it to the curriculum is the ideal method to developing an effective continuing education program. The de Souza Institute will share the results of a Learning Needs Assessment conducted with nurses caring for patients undergoing radiation therapy.

Workshop D (2 hours)

10:15 **The Art and Science of Facilitation for Educators: Engaging the Teacher Learner Partnership**

Kerry Knickle LLM (ADR)

Nancy McNaughton PhD

This practical hands-on workshop provides opportunities to explore the challenges and fears that health professional educators face in experiential learning environments. Effective facilitation skills are broadly applicable across all practical learning contexts that include high tech virtual and live simulation encounters.

Interactive exercises, feedback and facilitated discussion are designed to encourage participants as they reflect on and practice effective facilitation approaches that optimize the learner experience. Live simulation will stimulate discussion and shared problem- solving around difficult teaching.

Workshop E

11:30 **Fostering strong communication skills in novice nurses through the use of paraphrases to improve communication and enhance patient safety during transfer of accountability (TOA).**

Karlos Enrique Sun MN, BScN, RN, CNCC(c)

In this workshop, participants will be presented with different case scenarios where a report for transfer of accountability (TOA) will be crafted using the iPASS framework. Through synthesis of information, participants will then paraphrase the information from the TOA in a succinct manner to demonstrate their knowledge of their patients.

Workshop F

11:30 Sparking the flame for learning: Becoming an expert in designing more motivating online instruction

Adam Gavarkovs, ScM, AM

Ryan Brydges PhD

Online instruction permeates health professions education. However, educators may be worried that they are putting their learners to sleep rather than motivating them to learn. We intend for this workshop to equip educators with the tools to become adaptive in designing more motivating online instruction.

Courageous Conversation G

13:00 Indigenizing Health and Social Care Education - How far can we go?

Dr. Jodi Webber, MSW, PhD

Kyleen Higginson ssw

We are all compelled by the Truth and Reconciliation Commission's Calls to Action to Indigenize our ways of educating. With most post secondary institutions now having mandates for equity, diversity, inclusion, and Indigenization (EDI) we will reflect on what has changed in the classroom. Can we ever really decolonize our curriculum within colonial institutions?

Panel Discussion H

13:00 How can we maximize learning from safety events?

Paula Rowland, PhD

Sarah Tosoni, PhD

Laura Pozzobon

Lucas Chartier

Learning from safety events is a key responsibility of healthcare organizations. How might we maximize learning from safety events? How does learning flow through the organization and where might it get stuck? How can barriers be overcome? What could be the role of educators in maximizing this learning? Come join the conversation and renew collaborations!



We would like to thank Laerdal for being a Bronze Level Sponsor



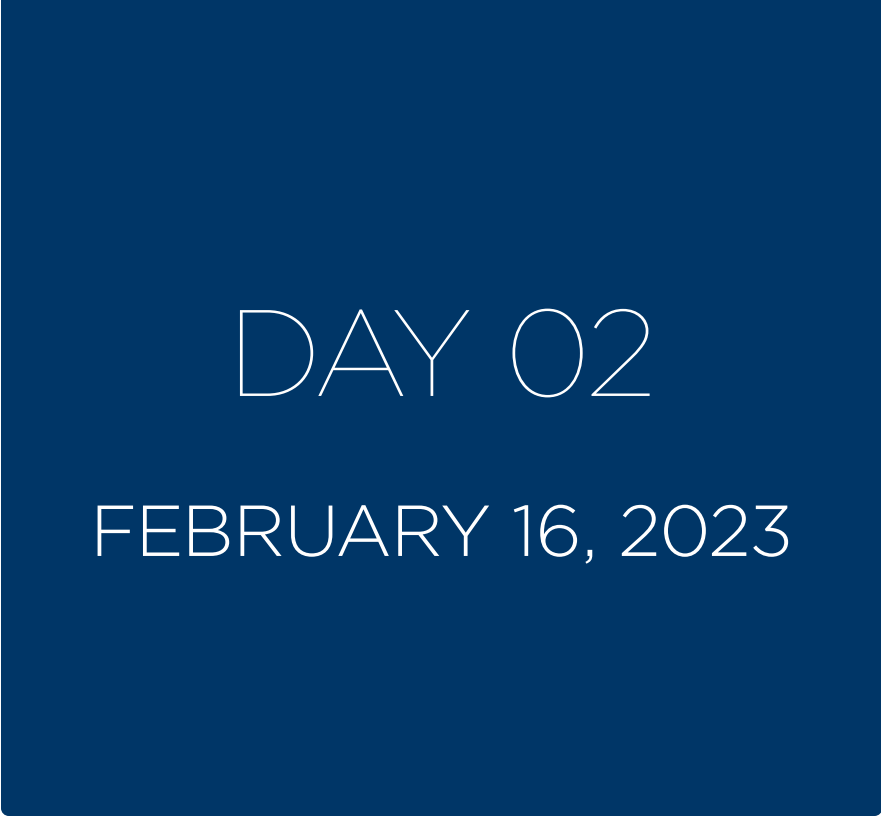
Nursing Anne Simulator

Helping you train for the highest level of care

From basic assessment to advanced practice, the Nursing Anne Simulator modular platform allows learners and nursing professionals the ability to practice core skills, enhance clinical knowledge, and experience lifelike patient encounters that will prepare them to provide the highest level of care. This engaging and robust platform enables nurses to practice a wide range of competencies with diverse patients both as a skills trainer and as a highly realistic patient simulator.



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Special Presentation

9:00 Heart Convergence Sound Journey

Phil Jacobs, *Founder of Toronto Sound Therapy*

Reflect, reconnect and renew through your insight, intuition and intention. Using the power of sound, resonance and intention, and creative visualization, priming the heart's mind for or collective unlimited potential. Integrating binaural beats with conscious intention, entraining and embodying the seeds of resonant frequencies to blossom.

Recommendations

- Eye mask
- Sacred space with altar
- Pillows, blankets, support blocks, yoga mat for comfort
- Journal and pen to aid contemplation
- Headphones for best learning experience

An offering of

- Fruit
- light incense
- candle
- essential oils
- water

Story Telling I

10:15 Tourette's Syndrome from a Learner / Health Care Professional and Educator's Perspective

Alfred Lam *MRT(T) MA.Ed*

Tourette's Syndrome (TS) is a neurological disorder characterized by sudden, repetitive, rapid and unwanted movements or vocal sounds called Tics. Alfred Lam has had Tourette's Syndrome all his life and was diagnosed since age 6. In this session, he will describe his experience from being a student in the Medical Radiation Sciences Radiation Therapy Program, a Radiation Therapy Practitioner and finally an educator in the Program.

10:35 3 years later; Reflecting on the Critical Care Nursing Program

Stefanie Lamoureux *RN, BScN, MN*

Klara Malkova *RN, BScN, MEd, CNCC(C)*

Just in time for a global pandemic, our accelerated nursing program has prepared nurses across the GTA with the knowledge and competencies required to practice within the critical care environment. Now, 3 years later, we are reconnecting with students and facilitators to share their stories and reflections of the program.

10:55 The Patient and Caregiver Journey-Ditching the Binders

Brenda Agnew, *Caregiver, patient advocate, parent partner*

Kristy Dickinson, *Patient, patient partner, rare disease advocate*

The empowered patient/caregiver is becoming increasingly focused on their health and well-being and wanting to be in better control of the way their healthcare is managed. It is time to recognize patients and caregivers as valued partners in their healthcare journey, and they need to be equipped with the support, resources and tools make this happen. Brenda, as a caregiver to a medically complex child, and Kristy as a rare disease patient, will share their stories and lived experiences with the challenges and pitfalls of system navigation, the importance of digital record management and the impact of ditching the heavy binders of paperwork.

Lightning Talks J

10:15 **Improving Education for Cancer Patients: Health Literacy Assessment of Cancer-Related Whiteboard Animation Videos for Patients**

Jennifer Do, HBSc, Naa

Kwarley Quartey, MSc

Whiteboard animation videos are creative tools often used for patient education. However, many videos leave patients feeling overwhelmed and distracted with the amount of information provided. Our assessment of cancer-related whiteboard animation videos revealed that the majority do not meet health literacy best practices.

10:45 **Professional co-development for in-service Health Care Providers : Implications for Conceptualizing Learning and Instructional Design**

Nicolas Fernandez, PhD

Alice Kam MD, MScCH (HPTE), FRCPC

Workplace learning in Health Centers ensures that patients get optimal professional care. This kind of learning and instruction occurs continuously when providing care with colleagues and patients, challenging how we understand learning and instruction. Participants will gain insight into how to optimize their learning with colleagues in the workplace.

Workshop K (1 hours)

10:15 **Peering in: The special needs experience**

Homam Albaghdadi, DDS, MSCH(HPTE), MSc, BSc(Hons)

"Peering in" is a metaphor for the primary goal of this workshop, which is essentially a reflective exercise. The aim of this session is to foster feelings of community, responsibility and motivation to care and/or advocate for a population often framed as requiring specialized training or formidable knowledge. It is a critical examination of the lived experience of patients with disabilities and our assumptions about our own, and their barriers to care.

Workshop L (2 hours)

11:45 **Using Case Scenario Concept Mapping to Enhance Critical Thinking and Information Synthesis with Health Care Professionals**

Julie Gundry RN, MSc(A), CON(C)

Marcia Flynn-Post RN, BA, MHST, CON(C)

Concept Mapping is an innovative learning strategy in which learners use critical thinking to organize information presented in a complex scenario. Workshop participants will complete a concept map and receive tools to assist in adapting this learning strategy to their own clinical areas.

Workshop M (2 hours)

11:45 **Communication through dialogue: Creating opportunities for sharing knowledge**

Victoria Boyd, MPC, PhD(c)

Jacquelin Forsey PhD(c)

To achieve trusting patient-provider alliances, health professionals must be excellent communicators. Drawing on the collective insights of the communication and dialogue literatures, this workshop will provide participants with the 'basic science' of communication and prepare them to integrate this knowledge into practice through dialogue. Through evidence-based, hands-on activities, participants will gain knowledge and tools to engage in dialogic communication.

Workshop N (2 hours)

11:45 How to create effective short instructional videos using screencasting software

Lisa Cunningham

Claudia Palermo

Janet Yuen

An introduction to creating short instructional videos, with tips for best practices. Learn how to break down tasks into steps to be filmed, create a script, and work with screencasting software to edit a video.

Attendees to create a free Screencast-O-Matic account before class.

<https://screencast-o-matic.com/screen-recorder>

Workshop O (2 hours)

11:45 Navigating tender conversations on fat, race, and wellbeing in the clinic setting

Sonia Meerai, BSW, MSW, RSW.

Meredith Bessey, MScAHN, RD

Dr. May Friedman BA, MA, MSW, PhD

This workshop will provide an overview of the problematics of Body Mass Index (BMI) among racialized people. Identification and co-creation of a guideline to implement in the practice of navigating challenging clinical conversations will be practiced by participants via role play and case study methods.

Lightning Talks / Story telling P

14:00 Female Concussions: New Information, New Interventions

Eden Dales B.A., M.S.W

New research has demonstrated that females recover differently than males following concussions. Emerging evidence suggests that Females suffer with more complex symptoms and take longer to recover than males. Healing is prolonged when individuals feel invalidated in their suffering, especially when injuries are not visible. Education and awareness for health care professionals is vital. This Lightning talk will review key differences in how females experience concussion symptoms.

14:30 My accident on purpose a story about resiliency

Michelle L. Francis, CHRP, CHRL

Meaning. Change. Purpose. ... From the confines of a death camp walls, restriction of a his 7x9 cell, within the limitations of her physical chronicity – for Viktor, Nelson and Michelle, transformation of the mind was how these Sur-thrivers™ experience their Journey from Trauma to Triumph.

There is research that has revealed reoccurring themes about how or why some people seem to be able to bounce back, weather storms or recover better, faster, stronger than others in spite of life altering trauma.

This analysis will look at the Diagnostic and Statistical Manual of Mental Disorders [DSM] as it relates to Adjustment Disorder, Anxiety & Depression and how ones World View can become a critical super-power in our ability to transform through adversity, to allow us to heal through self-sacrifice, service, volunteering – The Human Condition!



Mark in your calendars for *Benchmarks 2023*, which will be held on **May 5th & 6th, 2023**.

To submit your abstract or for more information, visit michener.ca/benchmarks

Lightning Talks Q

14:00 **A Canadian Standard for the Development of a Training Program for Human Research Protection to Promote a Learning HealthCare Institution**

Alexander Karabanow, B.Sc., B.A.A.

Michael Voth M.Sc., CGA

The education of aspiring research practitioners according to national standards for human research will facilitate the integration of research and clinical care and practice. Institutions can establish educational programs and oversight structures to promote a culture of research safety and quality facilitating the transformation into becoming learning healthcare institutions.

14:30 **Closing a practice gap: Experiences implementing a student-led environment on an inpatient stroke rehabilitation unit.**

Nina Hovanec, PT, PhD, MPT, MSc.

Jennifer Joachimides MSC OT Reg. (Ont.)

Thank You to the Toronto Rehab 9S Stroke Rehab Preceptors, Learners, and Working Group: Jameela Lencucha, Jennifer Joachimides, Lisa McQueen, Meredith Smith, Nina Hovanec & Tracy Paulenko.

Clinical environments are stretched for resources to meet patient needs. Interprofessional clinical learners have a unique capacity to lead development of creative models of patient care. Student-led environments (SLE) provide opportunities to address workplace practice gaps. We will share our experiences implementing an SLE on an inpatient stroke rehab unit.

Workshop R

14:00 **Medical Education Curriculum Development-Linking Theories to Practice**

Alice Kam, MD, FRCPC

Ching-Lung Huang, MD (candidate)

Educational theories are difficult to understand and apply, but crucial for curriculum development. Theories are also integral to competency-based medical education, an outcomes-based approach to the design, implementation, assessment and evaluation of medical education programs. This workshop focuses on understanding how learning occurs and the application of evidence-based learning theories.

Podcast S

14:00 **Is Anti-Professionalism on the rise?**

Paula Rowland, PhD.

Healthcare workers were alternatively heralded as heroes and treated as villains through the course of the COVID-19 pandemic. Is this ambivalence new or a reflection of a rise in anti-professionalism? Listen to Tom Galvin's Reflections on Management and join the conversation. Do you think professionalism is worth preserving?

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