Date: Tuesday, February 12, 2019

Presentation 1: 12:00pm-1:00pm EST

Presentation 2: 12:00pm-1:00pm PDT

This presentation will be delivered in English.

Presentation title: Diagnosing students/residents in difficulty and providing appropriate pedagogical interventions

Presenter: Miriam Lacasse is a family physician and associate professor at Université Laval's Department of Family and Emergency Medicine. She received her Doctor of Medicine and Master's in Experimental Medicine from Université Laval in 2005, where she also completed her family medicine residency in 2007. She then completed the Academic Fellowship Program of the Department of Family and Community Medicine at the University of Toronto in 2009. In addition to her clinical work as a family physician at the Laurier University Family Medicine Group of the Integrated University Health and Social Services Centre in Quebec City, she is very involved in the clinical training of residents in family medicine.

Since January 2017, she has co-directed the QMA-CMA-MD Chair of Educational Leadership in Health Sciences Education, whose mandate is to support health sciences training programs in their adoption of an educational scholarship approach and to contribute to the teaching of health sciences education by implementing innovative educational practices in collaboration with health sciences faculty members. She has also been the Assessment Director of the Family Medicine Program since 2009.

Her research focusses primarily on skills assessment and learners in difficulty in the health sciences. She has written a book on the subject and coordinated a systematic review entitled Remediation interventions for undergraduate and postgraduate medical learners with academic difficulties: a BEME systematic review.

Finally, since beginning her academic career, she has received the CFPC Early Career Development Award (2009), the CAME Meridith Marks Award (2012) and the AFMC Young Educators Award (2014).

Overview:
Why do clinical teachers have such difficulty acknowledging that a student is in difficulty? One underlying reason is a lack of information about remediation options.

In this webinar, participants will use the analogy of a clinical reasoning process to analyze and take an organized approach to dealing with the daily problems facing learners in difficulty. They will learn how to recognize the signs and symptoms of students in difficulty, how to make a pedagogical diagnosis that takes into account the various dimensions of learning, and how to use a list of relevant pedagogical interventions generated by a BEME systematic review to help learners in difficulty advance in their learning
(https://bemecollaboration.org/Reviews+In+Progress/Remediation+interventions/).