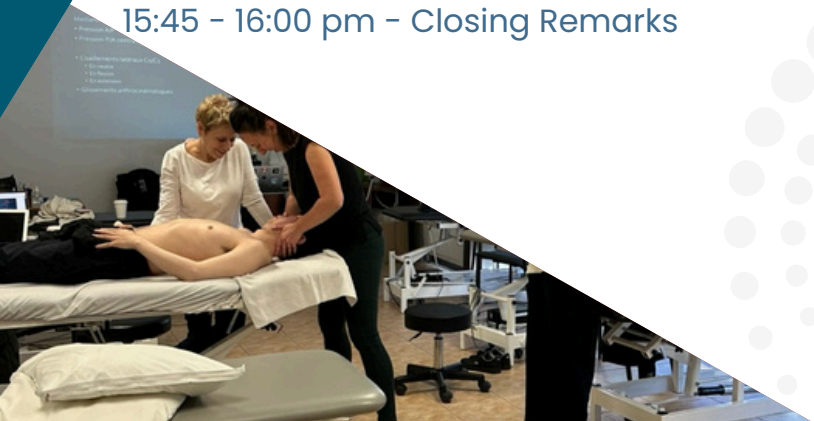
# SCHEDULE

**The day will begin with a general session on Artificial Intelligence (AI) led by Michael Rowe, followed by breakout sessions in three groups.**
**Each session will run three times throughout the day (once in the morning, twice in the afternoon).**
**Sessions consist of 60 minute presentations plus 15 minutes for Q&A.**

7:45 - Breakfast Buffet
8:00 - 9:00 am - Please join for a breakfast update with the Education Committee
9:00 - 10:00 am - Michael Rowe (virtual /one room)
10:00 - 10:15 am - Q & A
10:15 - 10:45 am - Break
Will be divided into 3 groups
10:45 - 11:45 am Workshop 1 (all 3 workshops)
11:45 - 12:00 pm - Q & A
12:00 - 13:00 pm Lunch
13:00 - 14:00 pm Workshop 2 (all 3 workshops)
14:00-14:15 pm - Q & A
14:15 - 14:30pm - Break
14:30 - 15:30 pm - Workshop 3 (all 3 workshops)
15:30 - 15:45 pm - Q & A
15:45 - 16:00 pm - Closing Remarks



# INSTRUCTORS' MEETING

Date: Friday, May 2, 2025
Time: 8:00 AM – 4:00 PM
Location: Delta Hotels Grand Okanagan Resort
1310 Water St., Kelowna, BC, V1Y 9P3

**REGISTER NOW**

**www.orthodiv.org**

# Keynote

Dr Michael Rowe is an Associate Professor and Director of Digital Innovation and Simulation in the School of Health and Care Sciences at the University of Lincoln in the United Kingdom. After completing his physiotherapy training, he worked as a clinician in South Africa, the UK, and Ireland, before transitioning to academia at the University of the Western Cape in South Africa, where he served as Head of the Physiotherapy Department and helped pioneer technology integration across the undergraduate, postgraduate, and clinical programmes. His early research led to a PhD investigating the impact of blended learning in health professions education, laying the foundation for ongoing work exploring the intersection of technology and pedagogy.

Michael's scholarship focuses on the transformative potential of digital technologies in education, with particular interest in how they influence relationships between teachers and students in learning environments. Drawing on critical pedagogy and complexity science, his work focuses on the use of technological innovation to enhance both education and clinical practice while maintaining human-centred approaches to learning. Over the past three years, he has concentrated on the implications of generative AI in professional education and clinical practice, contributing to institutional frameworks and practical guidelines for AI integration in higher and professional education.


## Integrating Generative AI in Physiotherapy Education: A Practical Workshop for Clinical Instructors

**DR. MICHAEL ROWE**

## Outline

This workshop introduces clinical instructors to state-of-the-art generative AI applications in physiotherapy education, with a focus on practical implementation strategies for educational content development. Through interactive demonstrations and guided exercises, participants will explore how AI tools can enhance their teaching practice while maintaining high educational and clinical standards. The workshop addresses three key areas: content generation, quality assurance, and ethical considerations in AI-supported education. Particular emphasis is placed on creating inclusive case studies that reflect diverse patient populations and clinical scenarios, developing formative assessment questions that promote clinical reasoning, and using AI interactively for real-time feedback and learning support. Practical examples include using structured prompting techniques to generate complex patient cases, implementing AI-assisted feedback mechanisms for student learning, and validating AI-generated content for clinical accuracy.

The workshop combines theoretical frameworks with hands-on activities, allowing participants to experiment with AI tools while developing critical evaluation skills. Specific attention is given to maintaining educational standards and ethical considerations when incorporating AI into physiotherapy education. Participants will leave with practical strategies for leveraging AI in their educational practice, including frameworks for content development, quality assurance protocols, and guidelines for ethical implementation. The session concludes with collaborative discussion of best practices and future directions for AI integration in physiotherapy education.

# Workshop 1

## Creating a Culture of Feedback

**DR. EUSON YEUNG**

**MELANIE MACKINNON**

Dr. Euson Yeung is an Assistant Professor, Teaching Stream, in the Department of Physical Therapy at the University of Toronto. As a co-lead for the Advanced Orthopaedic course in the MScPT program, he brings deep expertise and an engaging teaching style to the classroom. With years of experience teaching and examining in the AIM program, he is committed to shaping the teaching and learning environment for these courses. Passionate about empowering educators, Euson is dedicated to helping teachers refine their instructional approaches and foster dynamic, thought-provoking learning experiences. His dedication extends beyond the classroom—he currently serves as the Program Lead for the Education Scholars Program at the Centre for Faculty Development, where he supports educators within the health professions in enhancing their teaching and leadership. Through his work, he strives to create impactful and lasting learning environments that inspire both students and fellow educators.

Melanie is a practicing physiotherapist, clinic owner and an alumnus of the University of Toronto MScPT program (2004) and the Western MCISc Program (2009). With a passion for education, she has been teaching for the last 15 years across the spectrum from pre-licensure in the Physical Therapy department at the University of Toronto to post-licensure with the Orthopedic Divisions' AIM program, Integrated Dry Needling (IDN) and as a mentor for Western's Advanced Health Care Practice Graduate Program (AHCP). Melanie is pursuing a PhD in Health Professional Education Research at the University of Toronto with an interest in creating assessments that bridge the technical with social and humanistic elements of practice to help prepare health professionals for the realities of clinical practice.

In the AIM program, feedback encounters between learner and instructors/mentors are critical to the development of musculoskeletal physiotherapists. Drawing from evidence-informed perspectives, this workshop will introduce participants to the concept of how creating an educational alliance(1) and the development of professional skills(2) can foster a culture of feedback. It will build on participants' foundational skills of giving and receiving feedback, through the introduction of the concept of self-regulated learning enhanced feedback(3), and strategies for enriching feedback conversations between co-instructors, mentees and learners. Interactive activities and discussions will focus on the implications of these concepts on instructors and mentors' approaches in learning environments.

**Learning outcomes:**

**By the end of the workshop, participants will be able to:**

1) Describe how to create a culture of feedback and enrich feedback conversations with co-instructors, learners and mentees. (1,2)
2) Describe a modern conception and value of feedback by highlighting current approaches in health care professional education literature. (3)
3) Apply theories of feedback in your roles as course instructors and mentors
4) Develop an action plan for how to implement the content from the session.

**Key references that will be used for this session:**


1. Telio S, Ajjawi R, Regehr G. The "Educational Alliance" as a Framework for Reconceptualizing Feedback in Medical Education: Acad Med. 2015 May;90(5):609–14.
2. Henderson P, Ferguson-Smith AC, Johnson MH. Developing essential professional skills: a framework for teaching and learning about feedback. BMC Med Educ. 2005 Apr 1;5(1):11
3. Leggett H, Sandars J, Roberts T. Twelve tips on how to provide self-regulated learning (SRL) enhanced feedback on clinical performance. Med Teach. 2019 Feb 1;41(2):147–51.


# Workshop 2

## Designing and Delivering Impactful Case-based Learning Experiences

**Session Description:**
Case-based learning is a cornerstone of teaching and learning in the AIM program. Grounded in social and cognitive constructivism, this pedagogy fosters a dynamic social learning environment where learners construct knowledge through experience and interaction. This session will guide participants in developing highly impactful cases and case-based sessions using open-access resources and the best available evidence. By applying the principles of backward design, participants will learn how to create well-structured and highly effective sessions. The session will also explore strategies for implementing the three-step learning process and facilitating case discussions to enhance learner engagement and deepen connections to learning.

**At the end of this session, participants will be able to:**
1. **Describe** a variety of case models utilized in case-based learning. 1,2
2. **Describe** and **apply** the principles of backward design in developing a case-based session. 2, 3, 4
3. **Understand** and **apply** the three-step process in case-method delivery. 1,2
4. **Explore** and **apply** effective strategies for facilitation and providing learner feedback.

**Resources to support exploration and preparation for the session –**

1. Centre for Teaching and Learning – Queen's University
2. Centre for Teaching and Learning - Yale
3. Centre for Teaching and Learning – Western University (backward design)
4. Pinto, B. L. (2023). Distinguishing between case-based and problem-based learning. International Journal of Kinesiology in Higher Education, 7(3), 246-256. doi:https://doi.org/10.1080/24711616.2022.2111286


**HEATHER GILLIS**

Heather Gillis is a full-time faculty member in a teaching-focused role at the School of Physical Therapy at Western University. She teaches in both the entry-to-practice Master of Physical Therapy Program and the Advanced Healthcare Practice Program in the comprehensive musculoskeletal physiotherapy field. Heather is grateful to have been recognized for her teaching, receiving the Angela Armitt Award for Excellence in Teaching by a Part-Time Faculty Member in 2016 and the Marilyn Robinson Award for Excellence in Teaching by a Full-Time Faculty Member in 2023. She was also deeply honoured to receive the Golden Hands Award from the Canadian Physiotherapy Association's Orthopaedic Division in 2023.
Both the Master of Physical Therapy Program and the Comprehensive Musculoskeletal Physiotherapy Field at Western University are built on a foundation of case-based learning, fostering an interactive and collaborative classroom environment. Heather is passionate about exploring ways to enhance this approach and enjoys working with colleagues to refine strategies for effective implementation in diverse learning settings.

**JEN VAN BUSSEL**

Jen has a passion for teaching and mentoring. She is a full-time faculty member in a teaching-focused role at the School of Physical Therapy at Western University, where her primary teaching responsibilities are within the entry-to-practice Master of Physical Therapy program . In a post-professional capacity, she has taught in both Canada and the US, including the Orthopaedic Division AIM program and the Brooks/University of North Florida Orthopaedic and Manual Therapy Residency and Fellowship programs. She has extensive experience in case-based learning and remains committed to advancing this approach for both instructors and learners. Jen has served as the Mentorship Chair with the Orthopaedic Division Education Committee since 2018.

# Workshop 3

## The Chicken or the Egg: Pelvic floor dysfunctions or MSK dysfunctions, who's first?

**DR. MÉLANIE ROCH**

Dr. Mélanie Roch graduated from Laval University with a degree in Physiotherapy. She then earned her Fellow designation from the Canadian Academy of Manipulative Physiotherapy (FCAMPT) and has been teaching in the AIM program at AQPMA, the Québec branch of the NOD, since 2009. She is actively involved with the education committee as the incoming Credential Chair and has recently been designated as an examiner for the advanced exams in manual therapy. Most recently, Dr. Roch completed her PhD and has been appointed as a full-time professor at the Université de Sherbrooke in the School of Rehabilitation within the Physiotherapy program. Her research interests primarily focus on myofascial pain and trigger points, quantification and characterization of myofascial issues, and the effects of dry needling in physiotherapy. Her doctoral thesis examined the feasibility, acceptability, and effects of dry needling for chronic pelvic pain, specifically addressing provoked vestibulodynia.

**ÈVE CHAPUT**

Ève Chaput holds a BSc in Speech-Language Pathology and a BSc in Physical Therapy from the Université de Montréal as well as a Clinical Masters in Manipulative Physiotherapy from Western University. In addition to her being a clinic owner and clinician at KinatexPlateau, she is an instructor for the Orthopedic Division and a lecturer at Western University and the Université de Montréal. Besides teaching courses to undergraduate students on TMJ and vertebral manual and manipulative physiotherapy, 12 years ago she developed a course on the coxo-lumbopelvic region which she has been teaching within the Université de Montréal's Perineal and Pelvic Rehabilitation Post-Graduate Program. Ève is also heavily involved in teaching, creating and collaborating on continuing education courses in the areas of Temporomandibular Disorders, Somatosensory Tinnitus and optimizing patient care management. She has published several articles and has presented in several national and international events as well as she currently sits on the Kinatex Education Committee and the OrthoDiv Adjunct Education Committee. Ève has been honoured with the title of Fellow from the Ordre professionnel de la physiothérapie du Québec and Ève was recognized nationally for her involvement in teaching and knowledge translation by being only the second person ever to receive the Carol Kennedy Excellence in Teaching Award.

Musculoskeletal (MSK) physiotherapists treating hip and lumbopelvic dysfunctions often encounter signs and symptoms associated with pelvic floor dysfunctions (such as chronic pelvic pain and incontinence). How can we educate our learners to distinguish between these conditions, helping them recognize their limitations while also identifying their role in managing pelvic conditions?

**Learning Outcomes**

In this workshop, participants will be able to:

1. Learn how to teach the functional anatomy of the pelvic floor muscles, its fascia, and its connections with neighbouring joints (lumbar spine – SI joint – hip).
2. Stimulate differential diagnosis discussion related to chronic pelvic conditions.
3. Explore how the MSK physiotherapist can contribute to the treatment of pelvic conditions (chronic pelvic pain and incontinence).
4. Learn how to teach external palpation and treatment of some muscles involved in chronic pelvic pain.
5. Reflect on the best way to present this information to their learners.