



THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA



FMF 2025

Workshops

November 3-8, 2025

Winnipeg (MB)

fmf.cfpc.ca

Mainpro+® Certified Virtual Workshops

These half and full-day workshops offer interactive, hands-on education in a small-group setting. Focused on skill-building, case-based studies, with actionable takeaways.

Pre-registration is required. Virtual workshops will be hosted on ZOOM. **Times are listed in ET**

Monday, November 3			
TIME (ET)	WORKSHOP ID & TITLE	WORKSHOP FEE	ROOM
8:00–14:00	14 – ECGs for Family Docs: A comprehensive review	\$470	Virtual – ZOOM Meeting
8:30–13:00	188 – PAACT: Anti-infective 2025 update	\$475	Virtual – ZOOM Meeting
14:00–18:30	186 – PAACT: Respiratory (COPD/Asthma) 2025 update	\$475	Virtual – ZOOM Meeting
14:30–18:30	138 – Managing Unprofessional Behaviour	\$190	Virtual – ZOOM Meeting

Tuesday, November 4			
TIME (ET)	WORKSHOP ID & TITLE	WORKSHOP FEE	ROOM
8:30–12:00	22 – Decision-Making Capacity Assessment Level 1	\$440	Virtual – ZOOM Meeting
9:00–12:30	254 – Canadian MAiD Curriculum Topic 5: Providing MAiD	\$325	Virtual – ZOOM Meeting
12:30–13:30	244 – Applying DECIDE: A pregnancy-specific, evidence-informed vaccine communication approach	\$190	Virtual – ZOOM Meeting
13:30–17:00	255 – Canadian MAiD Curriculum Topic 6: Navigating complex Cases with confidence	\$325	Virtual – ZOOM Meeting
14:00–17:30	23 – Decision-Making Capacity Assessment Level 2	\$540	Virtual – ZOOM Meeting

Register here: fmf.cfpc.ca/registration

Mainpro+® Certified In-Person Workshops

These half and full-day workshops offer interactive, hands-on education in a small-group setting. Focused on skill-building, case-based studies, with actionable takeaways.

Pre-registration is required. All in-person workshops are held in the RBC Convention Centre, Winnipeg. **Times are listed in CT**

Wednesday, November 5

TIME (CT)	WORKSHOP ID & TITLE	WORKSHOP FEE	ROOM
8:30–12:30	138 – Managing Unprofessional Behaviour	\$215	Meeting Room 12
13:30–17:00	169 – Applying Anti-Racist Strategies to Improve Health Outcomes	\$315	Meeting Room 12

Thursday, November 6

TIME (CT)	WORKSHOP ID & TITLE	WORKSHOP FEE	ROOM
7:30–18:00	64 – Airway Interventions & Management in Emergencies (AIME) Course 1	\$1855	Millennium Suite
9:00–12:30	252 – Canadian MAiD Curriculum Topic 3: How to do a MAiD assessment	\$350	Meeting Room 12
14:00–17:30	253 – Canadian MAiD Curriculum Topic 4: Assessing capacity and vulnerability	\$350	Meeting Room 12

Friday, November 7

TIME (CT)	WORKSHOP ID & TITLE	WORKSHOP FEE	ROOM
7:30–18:00	65 – Airway Interventions & Management in Emergencies (AIME) Course 2	\$1855	Millennium Suite
8:00–12:30	182 – PAACT: Pain management 2025 update	\$500	Meeting Room 12
14:00–16:15	256 – Canadian MAiD Curriculum Topic 7: MAiD and mental disorders	\$350	Meeting Room 12

Saturday, November 8

TIME (CT)	WORKSHOP ID & TITLE	WORKSHOP FEE	ROOM
8:00–14:00	14 – ECGs for Family Docs: A comprehensive review	\$635	Millennium Suite

Register here: fmf.cfpc.ca/registration

George Kovacs, MD, MHPE, FRCPC

This program has been certified by the CFPC National Office for up to **22** Mainpro+® credits.

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Practice making acute care airway management decisions (Family Medicine Expert)
2. Organize a practical staged approach to airway management (Leader)
3. Choose the most appropriate method of airway management based on a variety of patient presentations (Family Medicine Expert)

Description: AIME program highlights include: Case-based clinical decision making. NEW algorithms based on Canadian Airway Focused Group Guidelines. NEW managing patients with high risk infections. Optimizing your patient prior to airway management. Hyperangulated, Macintosh and channelled video laryngoscopy. Managing the contaminated airway. When, why and how to perform awake or rapid sequence intubation. Management of the difficult airway and rescue oxygenation and ventilation. How to make the decision and safely execute a cricothyrotomy. On-line open access textbook. Unique, customized clinical videos.

Applying Anti-Racist Strategies to Improve Health Outcomes

Submission ID: 169

Denice Lewis, BSc, MBChB, MSc, CCFP; Eric Wooltorton, MD, MSc, Med, FCFP

This program has been certified by the CFPC National Office for up to **4.5** Mainpro+® credits.

Learning objectives: At the conclusion of this activity, participants will be able to:

1. List the ways in which systemic racism has been expressed and experienced in the formation of Canada and our healthcare system
2. Identify the impacts of racism as a social determinant of health on health outcomes at the population and individual level
3. Apply anti-racist principles to family medicine clinical cases to improve patient care and health outcomes

Description: Growing evidence reflects the inequalities in healthcare access and outcomes for Black, Indigenous, and people of colour (BIPOC) in Canada. These disparities are associated with a constellation of social determinants of health, many of which are rooted in historical and contemporary racist policies, ideologies, clinical guidelines/algorithms and behaviours. Healthcare and advocacy organizations and the Truth and Reconciliation Commission's Calls to Action have urged medical education bodies and institutions to address curricular gaps in anti-racist training. Although many educational programs have sought to provide knowledge around anti-racism, there have been limited opportunities to translate knowledge of the principles into practice. This workshop is designed as a blended learning experience and mirrors the educational experience of the University of Ottawa's family medicine residents. Prior to this workshop, participants will complete online modules designed by the University of Ottawa's Department of Family Medicine to ground learners in the concepts of race and racism and their effects in social and healthcare contexts. During the in-person workshop, attendees will navigate case-based scenarios rooted in family medicine clinical settings using the knowledge and tools gained from the modules and facilitated peer discussion. There is also an option for learners who are also educators to complete a faculty development module and participate in education focused cases during the workshop.

Eliana Castillo, MD, MSHc; Maria Castrellon Pardo

This program has been certified by the CFPC National Office for up to **3** Mainpro+® credits.

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Contrast participatory and presumptive approaches to pregnancy vaccine communication, evaluating associated benefits and challenges
2. Explain Shared-Decision Making principles and their relevance to vaccination communication during pregnancy
3. Apply the DECIDE communication approach to improve vaccination discussions with pregnant patients effectively and efficiently

Description: Vaccination in pregnancy (VIP) improves maternal and neonatal outcomes related to vaccine-preventable diseases and is positively correlated with infant vaccination. Despite these benefits, VIP uptake remains low. Pregnant individuals and their babies are at high risk of morbidity and mortality from vaccine-preventable diseases, and healthcare provider (HCP) recommendations are key to vaccine acceptance. However, Canadian perinatal care providers report a lack of access to training resources that build their vaccination competencies, particularly communication skills. Our research identified that Canadian perinatal HCPs often lack confidence in their vaccine communication skills. Existing VIP resources focus on knowledge transfer rather than skill-building, leaving providers unprepared to address vaccine-hesitant patients or those strongly opposed to vaccination without alienating them. To address this, we co-developed DECIDE, an evidence-based, person-centered vaccine communication approach specific to pregnancy. This approach was created collaboratively with pregnant individuals, their families, and providers using principles of behavioral and implementation sciences, as well as patient-centered health research. This session introduces participants to the DECIDE communication approach through interactive and engaging methods. Attendees will review and practice DECIDE, in a step-by-step manner, using carefully crafted patient scenarios. Real narratives from pregnant individuals and providers will be used, along with demonstration videos, quizzes, games, and simulation exercises, to guide participants in practicing effective communication strategies. DECIDE has been tested by providers and patients across Canada. By the end of this session, participants will have a comprehensive understanding of how to apply this communication approach in practice, enhancing their ability to navigate vaccine conversations, foster/maintain trust, and improve vaccination uptake during pregnancy.]

Canadian MAiD Curriculum Topic 3: How to Do a MAiD Assessment

Submission ID: 252

Alexandra McPherson, MD; Kim Wiebe, MD

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Successfully prepare for and complete a MAiD assessment
2. Discuss the eligibility criteria for MAiD
3. Identify the differences in the assessment of patients whose natural death is and is not reasonably foreseeable

Description: In this session, participants will gain valuable insights on successfully preparing for and completing a Medical Assistance in Dying (MAiD) assessment. Discussions will cover the eligibility criteria for MAiD, emphasizing the distinctions in assessing patients whose natural death is and is not reasonably foreseeable. Participants will also engage in skill-building exercises and identify strategies to bring their "best selves" to MAiD assessments, addressing the unique challenges that may arise in this profound and meaningful aspect of their work.

Alexandra McPherson, MD; Kim Wiebe, MD

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Discuss strategies for navigating challenging capacity assessments. Assess whether consent is truly voluntary and informed
2. Identify how vulnerabilities are relevant to MAiD requests/assessments. Reflect on and manage implicit bias
3. Recognize societal discrimination in MAiD assessments

Description: This session will guide participants through strategies for navigating challenging capacity assessments, ensuring voluntary and informed consent, and recognizing the relevance of vulnerabilities in MAiD requests. Attendees will also engage in reflections on implicit bias management and gain insights into identifying societal discrimination within the realm of MAiD assessments.

Canadian MAiD Curriculum Topic 5: Providing MAiD**Submission ID: 254**

Noam Berlin, MD; Pat Smith, MD

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Plan for MAiD provision. Manage the practical and emotional aspects of MAiD provision. Prepare the MAiD team, patient, family/friends for the provision
2. Support the MAiD team, patient, family/friends before, during, and after provision. Use a waiver of final consent. Anticipate and manage adverse events
3. Manage the post-provision period. Reflect on the gravity of providing MAiD and the impacts on MAiD providers. Identify resilience practices that can support a sustainable MAiD practice

Description: This session provides a comprehensive guide on planning for Medical Assistance in Dying (MAiD) provision, covering both practical and emotional aspects. Participants will learn how to prepare the MAiD team, patients, and their families for the process, offering support before, during, and after provision. The session addresses the use of a waiver of final consent, strategies for anticipating and managing adverse events, and insights into managing the post-provision period. Additionally, participants will reflect on the profound impact of providing MAiD and explore resilience practices for sustaining a meaningful and ethical MAiD practice.

Canadian MAiD Curriculum Topic 6: Navigating Complex Cases With Confidence**Submission ID: 255**

Noam Berlin, MD; Pat Smith, MD

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Compare and contrast factors that make a MAiD case complex. Identify factors that make a case logistically, clinically, and emotionally/interpersonally complex
2. Identify and apply an approach(es) to navigating complex MAiD cases based on identification of the above factors. Recognize professional, clinical, and program boundaries that may impact the management of complex MAiD cases
3. Identify the emotional aspects of complex cases and their impacts on clinicians. Practice strategies to support clarity, reflection, and resilience in the midst of complexity

Description: Join us for an insightful and comprehensive exploration of the intricate landscape of Medical Assistance in Dying (MAiD). This session will delve into the multifaceted nature of complex MAiD cases, offering participants a deeper

understanding and practical strategies to navigate these scenarios with confidence. This facilitated session is one of the 7 topics included in the Canadian MAiD Curriculum and will be facilitated by two experts in the field of MAiD provision in Canada.

Canadian MAiD Curriculum Topic 7: MAiD and Mental Disorders

Submission ID: 256

Alexandra McPherson, MD; Kim Wiebe, MD

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Discuss the evolution of MAiD law concerning access to MAiD by persons with mental disorders. Identify the main issues in applying the eligibility criteria and procedural safeguards to MAiD requests by persons with mental disorders either as a sole or comorbid condition
2. Identify the challenges in assessing MAiD eligibility associated with specific mental disorders. Apply the concepts discussed in the asynchronous module to clinical cases
3. Exchange ideas with colleagues about how to handle the issues raised in these cases

Description: This session will explore the key clinical practice considerations involved in Medical Assistance in Dying (MAiD) for individuals with mental disorders. Participants will examine the evolution of MAiD law as it pertains to this population and analyze the challenges of applying eligibility criteria and procedural safeguards when mental disorders are a sole or comorbid condition. Through case-based discussions, attendees will assess the complexities of determining MAiD eligibility for specific mental disorders, integrate concepts from the asynchronous module into clinical scenarios, and engage in peer dialogue to navigate the ethical and practical issues involved.

Decision-Making Capacity Assessment Level 1

Submission ID: 22

Lesley Charles, MBChB, FCFP (COE)

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Recall aspects of the Adult Guardianship and Trusteeship Act and Personal Directives Act (FM Expert/Health advocate)
2. Explore an interdisciplinary approach to Capacity Assessment using worksheets (Leader/Collaborator/Communicator)
3. Integrate the above information in assessment of capacity through case examples (FM Expert/professional)

Description: As the life expectancy of Canadians and prevalence of complex chronic health conditions continues to rise, assessment of independent decision-making capacity emerges as an issue of increasing importance. Toward this end, the Decision-Making Capacity Assessment (DMCA) Model was developed to facilitate a process by which the least restrictive and intrusive means of support can be determined and offered to persons whose decision making has come into question. Many physicians do not feel prepared to assess capacity from their residency training. Physicians play a key role in capacity assessment as they are able to declare persons incapable under the Adult Guardianship and Trusteeship Act as well as the Personal Directives Act and the Power of Attorney Act. They thus often require additional training once in practice. An educational workshop has been developed on the DMCA process. Interactive workshops, administered to familiarize staff with the model, include concepts of capacity, the protocol, documents, and case studies. Level 1 concentrates on the process of capacity assessment – when to do, how to do and documentation

Lesley Charles, MBChB, FCFP (COE)

This program has been certified by the CFPC National Office for up to **9 Mainpro+®** credits.

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Explain the capacity assessment process, capacity assessment worksheets, forms and schedules used in the process of DMCA (FM Expert, Professional)
2. Indicate the significance, timing and key elements of capacity interview while performing a DMCA (FM expert)
3. Perform interviews for DMCA using role play and case examples

Description: As the life expectancy of Canadians and prevalence of complex chronic health conditions continues to rise, assessment of independent decision-making capacity emerges as an issue of increasing importance. Toward this end, the Decision-Making Capacity Assessment (DMCA) Model was developed to facilitate a process by which the least restrictive and intrusive means of support can be determined and offered to persons whose decision making has come into question. Many physicians do not feel prepared to assess capacity from their residency training. Physicians play a key role in capacity assessment as they are able to declare persons incapable under the Adult Guardianship and Trusteeship Act as well as the Personal Directives Act and the Power of Attorney Act. They thus often require additional training once in practice. An educational workshop has been developed on the DMCA process. Interactive workshops, administered to familiarize staff with the model, include concepts of capacity, the protocol, documents, and case studies. Level 2 concentrates on the capacity interview and enactments

Filip Gilic, CCFP (EM); Elizabeth Blackmore

This program has been certified by the CFPC National Office for up to **15 Mainpro+®** credits

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Understand the electrophysiology of ECG deflections
2. Identify brady and tachyarrhythmias
3. Identify ischemic changes

Description: ECG interpretation is a core competence of Family Physicians but is often taught using pattern recognition that leads to difficulty with complex or atypical ECGs. This course explains the basics of electrophysiology using a simplified approach that is well suited to Residents and practicing Family Physicians. 4 hours of preparatory narrated PowerPoint slides on ECG basics, bradycardias, tachycardias and ST changes ensures that you need to know everything you need to know before you show up for the course. Once at the session, we do a brief review then spend the next 4 hours practicing ECG interpretation arranged by topic in order to build mastery of each ECG facet. We finish with a 60 min integrated interactive exam that allows you to test your knowledge and correct any lingering deficiencies.

Elisabeth Boileau, MD, MSc, LL.M., CCFP (EM), FCFP; Heather Murray, MD, MSc; Evelyn Constantin, MD, MSc (Epi); Cheryl Hunchak, MD, MPH, CCFP (EM), FCFP; Lisa Thurgur, MD, MSc

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Describe a step-wise approach to managing unprofessional behaviour
2. Apply the management framework to case examples and identify barriers, strategies and resources
3. Demonstrate effective communication during feedback conversations in these case examples

Description: Background: Unprofessional behaviour in the health care workplace undermines working relationships and team dynamics and is a known threat to patient safety. The current primary care climate of health care resource scarcity, access to care challenges and provider stress and burnout contribute to workplace incivility. The Canadian Medical Protective Association (CMPA) offers a course entitled “Strategies for Managing Unprofessional Behaviour.” The course equips physician leaders with tools and skills to address and prevent incivility in the health care workplace. Instructional Methods: This 90-minute case-based workshop is facilitated by experienced physician educators from the CMPA. Participants attending this hands-on workshop will apply insights into the causes, contributing factors and impacts of unprofessional behaviour in various scenarios that also promote inclusive work environments. Following this analysis, they will evaluate their skills by practicing conversations addressing this behaviour with an informal intervention (also known as the “cup of coffee” conversation) based on the “Professionalism Accountability Pyramid” developed by Hickson et al. Among other practical takeaways, workshop participants will have access to CMPA course materials during and following the session. Target audience: Physician leaders, Program and Site Directors, medical educators

PAACT: Anti-Infective 2025 Update

Submission ID: 188

Frank Martino, MD, CCFP (EM), FCFP; Alan Kaplan, MD, CCFP (EM), FCFP

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Participate in an interactive, small group case discussion pertaining to treatment of common infectious diseases that present in primary care
2. Feel more comfortable investigating and managing infectious diseases including: upper and lower respiratory tract infections, skin and urinary tract infections
3. Acquire patient tools to help implement antibiotic stewardship in their practice

Description: An independent educational program developed by family physicians and based on the latest edition of the Anti-infective Guidelines for Community-acquired Infections. Cases are designed to highlight common. Materials: 2025 Anti-infective Guidelines (‘orange book’); Participant manual; Viral prescription pads.

PAACT: Pain Management 2025 Update

Submission ID: 182

Frank Martino, MD, CCFP (EM), FCFP; Alan Kaplan, MD, CCFP (EM), FCFP

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Review and discuss management of common presentations of pain in general practice including: chronic lower back pain, neuropathy, fibromyalgia, and musculoskeletal pain
2. Become familiar with various resources available including the 2025 Pain Management in Family Practice (‘orange book’) and other Canadian clinical resources

3. Gain awareness to useful patient materials and how to access them

Description: An independent educational program developed by family physicians and based on the 2025 Pain Management in Family Medicine ('orange book'). Cases are designed to address diagnosis and management of common presentations of chronic pain in family practice. Materials: 2025 Pain ('orange book'); participant manual; patient management tools. Teaching method: interactive, case-based, small group

PAACT: Respiratory (COPD/Asthma) 2025 Update

Submission ID: 186

Frank Martino, MD, CCFP (EM), FCFP; Alan Kaplan, MD, CCFP (EM), FCFP

Learning objectives: At the conclusion of this activity, participants will be able to:

1. Participate in small group case discussion pertaining to treatment of respiratory conditions commonly seen in family practice
2. Engage in review of the 'Respiratory Guidelines for Family Practice' ('orange book') including overview of significant changes from the previous edition and other pertinent Canadian resources
3. Review of 'practice pearls' on a case by case basis, including the review and role of available inhalers in therapy

Description: An independent educational program developed by family physicians and based on the Respiratory ('orange book') Handbook for Family Practice. Cases are designed to highlight respiratory conditions seen in primary care and include: AECB/AECOPD, COPD, COPD/asthma differentiation, pediatric asthma, adult asthma. Materials: 2024/2025 edition Respiratory (Asthma/COPD) Management for Family Practice; Participant manual, inhaler review, patient materials. Teaching method: interactive, case-based, small group.