
IN THIS ISSUE!

We are pleased to present 12 articles that highlight the scope of topics and perspectives represented in our journal.

Original Research

[It takes \(at least\) two to tango: comparing the affordances of two learner mistreatment reporting mechanisms](#) by Rachul et al. looked at two ways medical learners can report mistreatment: through rotation evaluations or a voluntary online system. They found that each method produced different kinds of reports and therefore suggested that using multiple reporting systems would provide a clearer picture of mistreatment, helping schools respond better.

Scientific Reports

[Developing a patient-educator program for adolescents with juvenile arthritis: exploring motivation sources, barriers, and facilitators](#) by Morin and team interviewed adolescents with juvenile arthritis to better understand what motivates or prevents them from serving as patient educators in pediatric rheumatology training.

[What counts? Defining scholarship in continuing professional development using a national modified Delphi study](#) by Soleas and team brought together Canadian Continuing Professional Development (CPD) leaders from across Canada to help define legitimate CPD scholarship.

[Rethinking how we educate our future physicians: the Queen's-Lakeridge Health Medical Degree Family Medicine program: an innovative approach to medical education](#) by Piliotis and the team from Queen's-Lakeridge Health Doctor of Medicine -

Family Medicine program described their new medical program created to address Canada's family doctor shortage.

[Scholarly activity in Canadian Residency Matching Service criteria: do Canadian programs really care about applicant research?](#) by El Galad, Van Dierdonck, and co-authors examined whether changes made by the Canadian Residency Matching Service to outline scholarly activity expectations on its program description pages made these expectations clearer for applicants.

Reviews, Theoretical Papers, and Meta-Analyses

[Procrastination in medical students: a systematic review](#) by Rahimi and colleagues examined how procrastination is defined and studied in this population. They identified links to poorer academic performance, higher stress, and phone overuse.

[Problem-based and related learning approaches in family medicine residency: a scoping review of four countries](#) by Clemens and colleagues found that while problem-based learning in family medicine postgraduate training increases learner engagement and satisfaction, there is limited evidence of improved knowledge or patient outcomes, highlighting the need for further research on its effectiveness.

You Should Try This!

[A bidirectional virtual teaching platform for postgraduate Point-of-Care Ultrasound training: a proof-of-concept study](#) by Ralhan and co-authors introduced a platform that effectively addresses faculty shortages and reduces travel costs, thereby en-

hancing access to Point-of-Care Ultrasound training for rural Canadian postgraduate trainees.

Commentary and Opinions

[Re-educating the surgical culture, is it possible?](#) by Sharkey Ochoa and Okorie commented on the persistent gender bias in surgery that comes, in part, from generational and systemic training norms. They called for re-education to update professional culture and support equitable learning.

[The rural emergency department: an overlooked learning opportunity for pre-clerkship medical students](#), by Hewins and Gillis, highlighted the missed opportunities in early Canadian medical education by contending that pre-clerkship experience with rural emergency medicine can encourage more students to consider careers in rural healthcare.

Letter to the Editor

The letter, [Beyond clinical skills: assessing prudent ethical competence for underserved populations](#), by Acosta-Batista praised Wu et al.'s use of a clinical skills boot camp for underserved care but suggested that there also needs to be rigorous measures of ethical judgment to prepare trainees for the complex realities of primary care in inequitable settings.

Conferences

This issue also features the [International Congress on Academic Medicine: 2026 medical education abstracts](#).

Enjoy!