



**APRIL 2-3, 2020**  
**19TH EDITION OF**  
**JOURNÉES MONTFORT**

# 2020PROGRAM

## INFORMATION

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APRIL 3, 2020		7:45 AM to 5:30 PM
TIME	SESSION	OBJECTIVES
7:45 to 8:30	<b>Welcome/Registration</b> <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Visit of the exhibitors</li> <li>• Visit the posters</li> </ul>	
8:30 to 8:45	<b>Word of welcome</b>	
8:45 to 12:45	<b>911 at the office</b> <i>This training is intended for physicians who work in offices outside of a hospital.</i>  <b>Extra fees charged for this workshop</b>	<ul style="list-style-type: none"> <li>• Recognize and intervene in critical office situations such as neurological, cardiac or respiratory disorders;</li> <li>• Explain the essential elements and key barriers to effective communication and collaboration in emergency situations;</li> <li>• Review and handle the emergency equipment that a clinic should have available.</li> </ul>
8:45 to 9:45	<b>When belief overrides the evidence: How to save Dr. Google's patients</b> Olivier Bernard, "Le Pharmachien"	<ul style="list-style-type: none"> <li>• List the opportunities and challenges associated with the growing dissemination of health and scientific information via the web, social networks and mass media;</li> <li>• Distinguish effective approaches to dealing with individuals who perpetuate medical and scientific myths;</li> <li>• Recognize communication errors that hinder our efforts to influence and convince;</li> <li>• Implement better strategies for communicating with individuals who raise doubts or concerns about their health.</li> </ul>
9:45 to 10:30	<b>Health break and posters tour</b>	
10:30 to 11:30	<b>Hypertension: Over-treating is dropping it</b> Dr. Jean Pierre Beauchemin	<ul style="list-style-type: none"> <li>• To outline new guidelines for the control of hypertension in the elderly;</li> <li>• To identify the potential consequences of tighter control of hypertension in the elderly;</li> <li>• To select the best therapy for the patient based on functional status;</li> </ul>
	<b>New Trends in Acute Care</b> Dr. Vérilibe Huard	<ul style="list-style-type: none"> <li>• Recognize the risks of oxygen therapy and know how to administer it properly;</li> <li>• Prescribe opioids in a manner that minimizes misuse in the context of acute pain;</li> <li>• Use tranexamic acid as a topical treatment for bleeding;</li> <li>• Inhalation of isopropyl alcohol as a rapid relief of nausea;</li> <li>• Provide advice on return to post-CCT activities consistent with current scientific evidence.</li> </ul>
	<b>Let your diet be your first medicine!</b> Dr. Marie-Eve Bérubé	<ul style="list-style-type: none"> <li>• Explore what a plant-based diet is all about;</li> <li>• To question the scientific evidence for a plant-based diet;</li> <li>• Use the diet as a therapeutic tool in chronic disease management;</li> <li>• Describe clinical cases and concrete examples of its impact on patients' health;</li> <li>• Describe the impact of certain animal products on the human body and on the well-being of our planet.</li> </ul>
	<b>Anxiety and Depression in Cardiac Rehabilitation</b> Gladys Bruyninx, Dr. Marie-Hélène Chomienne, Dr. Jean Grenier, Vanessa Tassé et Paul Greenman	<ul style="list-style-type: none"> <li>• Define the prevalence of anxiety and depression associated with heart disease;</li> <li>• Identify risk/protective factors for mental health in the context of heart disease;</li> <li>• Identify the need for screening for anxiety and depression in the presence of heart disease.</li> </ul>
	10:30 à 12:30 <b>Beliefs about Palliative Care in Acute Cardiac Care</b> Dr. Danielle Grandmont, Dr. Mark Liszkowski et Dr. Julie Sirois <b>Animation:</b> Élodie Petit	<ul style="list-style-type: none"> <li>• Apprehend the contrasting perspective on the end of life of 3 cardiology specialties through the projection of meaningful images/drawings;</li> <li>• Capture the evolution of beliefs about the palliative approach in acute cardiac care.</li> </ul>
11:30 to 12:30	<b>Needles that do good?</b> Brigitte Gauthier	<ul style="list-style-type: none"> <li>• Recognize the difference between acupuncture and the use of dry needles in physiotherapy;</li> <li>• Define the therapeutic effects of dry needles and their contraindications;</li> <li>• Understand the clinical implications and indications for their use.</li> </ul>
	<b>Major depression: a tailor-made treatment</b> Dr. Serge Lessard	<ul style="list-style-type: none"> <li>• Deal with the varying complexity and presentation of major depressive disorder;</li> <li>• Link research to clinical application;</li> <li>• Describe current pharmacotherapy for major depressive disorder.</li> </ul>
	<b>What's up doctor: Pneumonia!</b> Dr. Sarah Mansour et Dr. Kimberley Do	<ul style="list-style-type: none"> <li>• Compare the new guidelines for the diagnosis and treatment of community-acquired pneumonia (CAP) in adults with previous recommendations;</li> <li>• To identify empirically recommended antibiotics for adults with CAP, whether or not they are admitted to hospital;</li> <li>• Identify which patient with suspected aspiration pneumonia would benefit from additional therapy to standard empirical CAP therapy.</li> </ul>

	<p><b>Antibiotic and Microbiome: a perfect couple...</b> Marie-France Gauthier</p> <p><b>Ethical boundaries in the fight against undernutrition</b> Hugues Vaillancourt</p>	<ul style="list-style-type: none"> <li>List antibiotics that are related to frequent digestive side effects (minor or major ex CDiff);</li> <li>Describe the impact of TBAs on the microbiome;</li> <li>Explain the place of probiotics in prevention. (based on evidence)</li> <li>Identify the ethical issues inherent in the implementation of a nutritional treatment plan;</li> <li>To define the special nature of consent in nutritional care;</li> <li>Apply ethical skills in order to improve the quality and relevance of one's clinical practice with clients at risk of undernutrition.</li> </ul>
<i>12:30 to 1:30</i>	<i>Lunch</i>	
<i>1:30 to 5:30</i>	<p><b>911 at the office</b> <i>This training is intended for physicians who work in offices outside of a hospital.</i></p> <p><i>Extra fees charged for this workshop</i></p>	<ul style="list-style-type: none"> <li>Recognize and intervene in critical office situations such as neurological, cardiac or respiratory disorders;</li> <li>Explain the essential elements and key barriers to effective communication and collaboration in emergency situations;</li> <li>Review and handle the emergency equipment that a clinic should have available.</li> </ul>
<i>1:30 to 2:30</i>	<p><b>Manage hundreds of blood glucose levels in minutes</b> Dr. Rémi Rabasa-Lhoret</p> <p><i>1 :30 to 2 :25</i> <b>Heart to mind: Anxiety, Depression in Cardiac Rehabilitation 2012-17</b> Dr. Jean Grenier, Dr. Paul Greenman, Dr. Heather Tulloch et Dr. Marie-Hélène Chomienne</p> <p><i>1 :30 to 3 :20</i> <b>Ethics Workshop - Advance Medical Guidelines and Multiculturalism</b> Dr. Aniela Pruteanu</p>	<ul style="list-style-type: none"> <li>Identify new treatments for diabetes;</li> <li>To synthesize new developments in cardiovascular research in patients with type 2 diabetes;</li> <li>Practicing blood glucose reading at patent appointments.</li> <li>Recognize vulnerability to depression, anxiety, and post-traumatic stress in the context of heart disease;</li> <li>Define what men can experience psychologically following a cardiac event;</li> <li>Discuss screening, education, and treatment to optimize the management of symptoms of anxiety, depression, and post-traumatic stress after cardiac events.</li> <li>Identify ethical issues with the anticipated guidelines and a multicultural context;</li> <li>Analyze the issues and propose possible solutions.</li> </ul>
<i>2:30 to 3:30</i>	<p><b>Navigating gender dysphoria</b> Dr. Jennifer Douek</p> <p><b>The impact of screen time on communication!</b> Roxane Belanger</p> <p><b>Natural Microbiome</b> Dr. Sébastien Lacroix</p> <p><i>2 :30 to 3 :15</i> <b>Heart to Mind: Men's lives and experiences post-heart event</b> Dr. Jean Grenier, Dr. Paul Greenman, Dr. Heather Tulloch et Dr. Marie-Hélène Chomienne</p>	<ul style="list-style-type: none"> <li>Diagnose gender dysphoria;</li> <li>Describe appropriate support for patients who want to change gender;</li> <li>List the different medications needed for the transition.</li> <li>To identify the problem of excessive use of screens at a young age;</li> <li>Present screen time guidelines from First Words and the learned societies of paediatrics;</li> <li>Apply winning strategies and screen time limitations with parents and healthcare professionals.</li> <li>Defining the microbiome and its place in the health of our patients;</li> <li>To diagnose a poor microbiome;</li> <li>To enhance the quality of one's microbiome.</li> <li>Recognize vulnerability to depression, anxiety, and post-traumatic stress in the context of heart disease;</li> <li>Define what men can experience psychologically following a cardiac event;</li> <li>Discuss screening, education, and treatment to optimize the management of symptoms of anxiety, depression, and post-traumatic stress disorder following a cardiac event.</li> </ul>
<i>3:30 to 4:15</i>	<p><b>Heart to Mind: Preventing Post-Heart Event Anxiety and Depression</b> Dr. Jean Grenier, Dr. Paul Greenman, Dr. Heather Tulloch et Dr. Marie-Hélène Chomienne</p>	<ul style="list-style-type: none"> <li>Recognize vulnerability to depression, anxiety, and post-traumatic stress in the context of heart disease;</li> <li>Define what men can experience psychologically following a cardiac event;</li> <li>Discuss screening, education, and treatment to optimize the management of symptoms of anxiety, depression, and post-traumatic stress disorder following a cardiac event.</li> </ul>
<i>3:25 to 5:15</i>	<p><b>Ethics Workshop - Alternative and Complementary Health Beliefs and Approaches</b> Marie-Ève Bouthillier, Elodie Petit et Delphine Roigt</p>	<ul style="list-style-type: none"> <li>Identify ethical issues when patients hold beliefs and use alternative approaches to their health care;</li> <li>Analyze the issues and propose mutually acceptable solutions.</li> </ul>
<i>3:30 to 4:15</i>	<i>Health break and posters tour</i>	
<i>4:15 to 5:15</i>	<p><b>A low-carbon society: a health issue</b> Dr. François Reeves</p>	<ul style="list-style-type: none"> <li>Define the link between cardiovascular health and our environment;</li> <li>Describe current climate change and its consequences on health;</li> <li>Propose adapted treatments for our patients suffering from environmental diseases;</li> </ul>
<i>5:15 to 5:30</i>	<i>Closing remarks</i>	

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8:30 to 8:45	<b>Word of welcome</b>	
8:45 to 9:45	<b>Changing your life to save your heart</b> Dr. Martin Juneau	<ul style="list-style-type: none"> <li>• Réviser les dernières nouveautés en termes de mode alimentaire et d'exercices en lien avec les maladies cardiovasculaires;</li> <li>• Identifier les possibilités de rémission du diabète;</li> <li>• Décrire les moyens à mettre en oeuvre pour parvenir à la rémission;</li> <li>• Expliquer le rôle de la cigarette électronique dans la cessation tabagique.</li> </ul>
9:45 to 10:30	<b>Health break and posters tour</b>	
10:30 to 11:30	<b>Two for one: diabetes and depression</b> Dr. France Légaré et Dr. Denis Audet	<ul style="list-style-type: none"> <li>• Describe the links between diabetes and depression;</li> <li>• Adapt pharmacological and non-pharmacological strategies for diabetes and depression.</li> </ul>
	<b>When stress makes our germs sick</b> Dr. Marie-Claude Audet	<ul style="list-style-type: none"> <li>• Identify the link between microbiota and mental health;</li> <li>• Propose solutions to reduce the stress on our intestines.</li> </ul>
	<b>How to integrate reflective practice into our busy lives</b> Dr. François Rodrigue	<ul style="list-style-type: none"> <li>• Demonstrate the importance of reflective practice in health care;</li> <li>• To use reflective practice in our busy lives;</li> <li>• Explain a reflective practice model through clinical cases;</li> <li>• Identify different learning situations.</li> </ul>
	<b>Managing multimorbidity - patient-centred care plan</b> Dr. Marlène Mansour	<ul style="list-style-type: none"> <li>• Define multimorbidity;</li> <li>• Describe the impact of multimorbidity on our health care system;</li> <li>• Explain what the Mobile Chronic Disease Management Team service is all about.</li> </ul>
	<b>Pedagogical workshop - What to do when there is a disagreement between the learner and the supervisor?</b> Bernard Martineau, Steve Balkou et Gilles Girard	<ul style="list-style-type: none"> <li>• Explain the relevance of highlighting and correcting A's cognitive framework for managing disagreements in supervision;</li> <li>• Use targeted intervention to manage supervisory disagreements;</li> <li>• Identify winning conditions to facilitate this type of intervention in the A-S relationship.</li> </ul>
11:30 to 12:30	<b>Interactive workshop - Interprofessional simulation: instructions for use</b> Dr. Sylvain Boet et Dr. Richard Waldolf	<ul style="list-style-type: none"> <li>• Describe the process of a simulation session;</li> <li>• Identify the skills to be learned in a simulation session;</li> <li>• Implement a simulation system in our practices.</li> </ul>
	<b>The two B's of psychiatry: borderline vs. Bipolar</b> Dr. Denis Audet	<ul style="list-style-type: none"> <li>• Identify the differences between borderline personality disorder and bipolar affective disorder;</li> <li>• Adapt treatment according to the diagnosis;</li> <li>• Describe tools for monitoring bipolar disease.</li> </ul>
	<b>The IUD, are you threading?</b> Dr. Kay-Anne Haykal et Chantal Rioux	<ul style="list-style-type: none"> <li>• Differentiate the IUD options available to women based on their needs and associated cost;</li> <li>• Explain the risks and therapeutic benefits of IUD insertion;</li> <li>• Cite the different techniques for IUD insertion.</li> </ul>
	<b>Pedagogical workshop - Fine tuning of supervision by working the disagreement</b> Bernard Martineau et Steve Balkou	<ul style="list-style-type: none"> <li>• Present an interactive supervisor-learner model;</li> <li>• Take a reflexive look at your supervision practices in relation to your learner's cognitive framework;</li> <li>• Practice effective strategies for dealing with challenging or uncertain supervisory situations.</li> </ul>
12:30 to 1:30	<b>Lunch</b>	
12:30 to 2:30	<b>How the walls can help us heal</b> Sheila Theophanides	<ul style="list-style-type: none"> <li>• Describe the architecture suitable for health care;</li> <li>• Identify concrete applications in our hospital environments;</li> <li>• Promote best practices in hospital architecture to support the recovery of our patients.</li> </ul>
2:30 to 3:30	<b>Disasters: intervening internationally</b> Stephane Michaud	<ul style="list-style-type: none"> <li>• Describe the organization of health care following a natural disaster or in a conflict situation;</li> <li>• Illustrate with real-life cases the modalities and protocols of health intervention in the event of a disaster;</li> <li>• Adapt the means of intervention to the realities of humanitarian contexts.</li> </ul>
	<b>Fragility: how to knock it down at the office and in the hospital</b> Dr. Geneviève Lemay	<ul style="list-style-type: none"> <li>• Assessing the degree of frailty in our elderly;</li> <li>• Selecting appropriate screening tools;</li> <li>• Describe the types of interventions to reverse frailty in the office and in hospital health care.</li> </ul>
	2:30 to 3:15 <b>The Nurse Practitioner: the person primarily responsible for the patient</b> Abby Ayoub	<ul style="list-style-type: none"> <li>• Describe the model of care for the Nurse Practitioner at the highest level of professional responsibility;</li> <li>• List some elements of the nurse practitioner scope of practice;</li> <li>• Explain the importance of such a project to health services.</li> </ul>

	<p><b>Hey, my doctor's on TV!</b> Dr. Richard Waldolf et Dr. Sylvie Grosjean</p>	<ul style="list-style-type: none"> <li>Identify the communication and relational challenges associated with a telemedicine consultation;</li> <li>Propose communication strategies applicable to a patient/professional interaction context in telemedicine;</li> <li>To question the communication strategies to be implemented in the practice of telemedicine.</li> </ul>
	<p><b>Pedagogical workshop - Feedback: using an effective and practical framework</b> Dr. Claire Touchie</p>	<ul style="list-style-type: none"> <li>Define the "R2C2" framework for effective feedback;</li> <li>Discuss the advantages and disadvantages of this framework;</li> <li>Apply learning using the R2C2 framework.</li> </ul>
<i>3:30 to 4:15</i>	<i>Health break and posters tour</i>	
<i>4:15 to 5:15</i>	<p><b>The Journey of a Fighter</b> Étienne Boulay</p>	<ul style="list-style-type: none"> <li>Illustrate the transition of a professional athlete to active living;</li> <li>Describe the difficulties experienced by Étienne Boulay;</li> <li>Identify the means that enabled him to overcome the difficulties.</li> </ul>
<i>5:00 to 5:30</i>	<i>Closing remarks</i>	

*The program may be subject to change without notice.*