SGU EDUCATION SUMMIT 2025

SGU EDUCATION SUMMIT

St. George's University
Grenada, West Indies

50 YEARS

May 22 - 23, 2025
Belford Center, St. George's University

BOOK OF ABSTRACTS



SGU Education Summit

2025 Book of Abstracts

BOA Editor: Dr. Caroline Henry

Editorial Designer: Reba David-Andrew

Contents

FOREWORD IV

ORGANIZING AND SCIENTIFIC COMMITTEE V

PLENARY SPEAKERS VI

SGU FACULTY AND SPECIALY INVITED PRESENTERS VII

SPONSERS XIII

INDEX OF CONTENTS XIV

FOREWARD

Dear Colleagues,

It is with great excitement that we welcome you to St. George's University's (SGU) Education Summit (SGUES) 2025, held at the SGU campus in True Blue, St. George's, from May 22–23, 2025.

As a global educational leader, SGU remains committed to providing innovative, responsive, and forward-looking programming for learning communities locally, regionally, and internationally. SGU recognizes the urgency of this moment, one that calls upon educational leaders to offer scholars, practitioners, and learners fresh perspectives that can guide their journeys at a critical inflection point in education. Our goal is to provide a multidirectional forum where educators and students can engage in robust thinking, design, and collaborative development of ideas that transcend both academic theory and professional practice.

The conference theme, ***Transformative Education for Local Communities***, invites participants to critically engage with change and the evolving needs of learners, educators, and leaders. To guide discussion, presentations, and abstract submissions, the following subthemes were identified:

- **Decolonial Schooling, Cultural Liberation, and Reclaimed Education**
- **Health Education and Community**
- **Global Education and Technology**
- **Medical Education and Business**

The inaugural SGUES Symposium, which focused on SGU scholars, received a total of **15 submissions**. The program featured **four specially invited presentations** on research in post-secondary education and **27 presentations** from local, regional, and international thought leaders in the field of education. SGU faculty also led **four plenary sessions**, contributing rich scholarly and professional insights.

This volume is composed of abstracts presented at **SGUES 2025**. The collection honors the contributions of presenters, speakers, and scholars whose work reflects innovation, critical inquiry, and transformative practice. The *Book of Abstracts* represents outcomes of research, development, and innovation pursued by SGU scholars, and practitioners committed to advancing research methodologies intertwined with teaching, learning, and practical applications within today's evolving educational landscape. Collectively, these abstracts offer valuable insights that enrich our engagement with contemporary educational discourse.

We extend our sincere gratitude to all authors, participants, members of the symposium committee, and to SGU for its continued support of the SGUES initiative.

We are excited for what lies ahead.
Conference and Committee Chair
Dr. Caroline Henry
On behalf of the Planning Committee:
Dr. Anthony Andall
Dr. Kerry Mitchell
Dr. Lisa Francis-Charles
Dr. Nadia Lopez

ORGANIZING AND SCIENTIFIC COMMITTEE

Organizer
St. George's University, SGU Summit Committee

- Dr. Caroline Henry, Conference and Committee Chair
- Dr. Anthony Andall, Office of the Provost
- Dr. Kerry Mitchell, Master of Public Health Program
- Dr. Lisa Francis-Charles, Leadership Excellence in Academics and Development
- Dr. Nadia Lopez, Visiting Professor, Master of Education Program

Abstract Reviewers:

- Dr. Asha Lessey-Charles
- Dr. Crystal DeRiggs
- Dr. Lisa Francis-Charles
- Dr. Caroline Henry
- Ms. Lisa Findley-Stroud

PLENARY SPEAKERS

- **Dr. Tessa Alexander St. Cyr**

  Sub Theme 2: Health Education and Community

  Tessa St. Cyr's presentation argues that health education should extend beyond simply providing information, as knowledge alone does not necessarily lead to behavior change. Through examples such as diabetes prevention campaigns, tobacco control efforts, and maternal health programs, the presentation highlights how social, economic, cultural, and environmental factors often shape health outcomes more significantly than education alone.

  A central theme is the need to move from expert-driven, top-down models toward community-driven and participatory health education. The presentation advocates for communities to serve as co-creators of health knowledge, drawing on local experiences, cultural values, and traditional practices. Successful examples, including peer-led HIV prevention initiatives and Indigenous health models, illustrate the benefits of culturally relevant and community-centered approaches.

  The presentation concludes by calling on health educators to redefine their role from instructors to facilitators who listen, collaborate, and adapt interventions to community needs. It emphasizes that meaningful and sustainable health improvements occur when communities are actively involved in designing and shaping health education programs, prompting the audience to consider whether true education begins with learning from the communities being served.

- **Dr. Kerry Mitchell**

  Sub Theme 3: Global Education and Technology

  Kerry Mitchell's presentation examines the growing influence of artificial intelligence in higher education, tracing the evolution of knowledge access from traditional educational resources to modern AI-powered tools. It introduces key concepts of artificial intelligence and generative AI, explaining how these technologies work and why they are transforming teaching, learning, research, and academic support.

  The presentation explores both the opportunities and challenges associated with AI adoption in education. It highlights potential benefits such as personalized learning, increased efficiency, improved access to information, and enhanced student engagement, while also addressing concerns related to academic integrity, bias, misinformation, privacy, and overreliance on technology.

  Emphasizing responsible and ethical use, the presentation encourages educators and learners to view AI as a tool that complements rather than replaces human expertise. It concludes by advocating for critical thinking, digital literacy, and thoughtful integration of AI to maximize its educational value while preserving the essential human elements of teaching and learning.

PLENARY SPEAKERS

- **Dr. Brendon La Grenade**

  Sub Theme 4: Medical Education and Business

  Dr. Brendon LaGrenade's presentation explored the intersection of medical education and business, emphasizing both its educational value and its role as an economic investment.

  The presentation examined medical education as a dual-return investment, delivering both private benefits (career and financial gain) and public value (health system strengthening and community impact). He underscored the importance of scholarships and historical pathways in shaping professional success and expanding access.

  Dr. LaGrenade also reviewed the current landscape 50 years post-independence, noting achievements alongside persistent gaps in access, equity, and outcomes. He encouraged a forward-looking approach focused on transformative strategies in medical education to better meet evolving societal needs.

  The presentation concluded with a call to action, urging both the public sector and private individuals to take responsibility for advancing medical education through strategic investment, innovation, and collaboration.

PLENARY SPEAKERS

- **Dr. Maira Du Plessis**

  Sub Theme 5: Educational Research and Practice

  This presentation examined the critical role of educational research in informing teaching practice while highlighting the persistent gap between research and real-world application. It emphasized that research underpins everyday decision-making and is essential for developing evidence-based teaching, improving educational quality, and guiding institutional and policy decisions.

  Despite significant global investment and a vast body of published research, the presentation noted limited improvement in student outcomes, including persistent achievement gaps. This raises concerns about the actual impact of educational research on practice and learning.

  Key barriers to translating research into practice were identified, including lack of time, limited access to research (due to cost), and insufficient research training among educators. Additionally, structural challenges such as the divide between researchers and practitioners, overemphasis on theory, and methodological weaknesses in research design further hinder effective implementation.

  The presentation proposed strategies to bridge this gap, emphasizing stronger collaboration between researchers, educators, and policymakers. Recommendations included integrating practice into research design, improving accessibility and clarity of research outputs, and fostering educators' capacity to critically engage with and conduct research themselves.

  It concluded by advocating for a shift toward more practical, context-driven, and accessible research, alongside future-focused approaches such as personalized learning and the integration of digital technologies, to ensure educational research leads to meaningful, real-world impact.

SGU FACULTY AND SPECIALY INVITED PRESENTERS

Elder's Assembly

This gathering of respected educators, scholars and storytellers provides an opportunity for them to talk on topics of decolonial schooling, liberation of the culture and reclamation of local education. In this interactive presentation focused on history, language, arts and schooling, the elders integrate storytelling, video highlights, and dance to bring their lectures to life.

Elders:
Dr. Antonia MacDonald-Smythe
Dr. Merle Collins
Dr. Oliver Benoit
Dr. Angus Martin

Conscious Discipline: Neurodevelopment-based strategies for teaching, learning, and building school communities

Brain-based learning continues to be a fascinating field of study, which impacts teachers both locally and globally. In this seminar, Dr. Barbara Landon and Ms. Desere LaQua provide the context for this work, and ways educators can integrate the strategies into their practice. Early Childhood through Secondary teachers are encouraged to attend this session.

Presenters:
Dr. Barbara Landon
Ms. Desere LaQua

The Regulated Educator-Wellness

Current research shows us that educator well-being is an increasingly important topic. In this session, Dr. Caroline Henry explores this unfolding issue as she provides strategies for educators to develop wellness routines. Educators are encouraged to attend this wellness session.

Presenter:
Dr. Caroline Henry

SGU FACULTY AND SPECIALY INVITED PRESENTERS

Transforming Healthcare through Sustainable Ecosystems

Building collaborative models that can serve diverse communities requires a desire to foster new partnership, and active community members. In this talk, Dr. Craig Katz explores successful case studies and lessons that can be learned. Community health educators, and health practitioners are encouraged to attend this session.

Presenter: Dr. Craig Katz

Leading Mindfully

Mindfulness plays a strong role in the success of well-functioning leaders and teams. In this talk, Mr. Dido Balla explores the often disregarded practices that can bolster the success of leaders. Higher education leaders are encouraged to attend this session.

Presenter: Mr. Dido Balla

Creatives Panel Discussion

Grenadian creatives in both local and global markets, gather to showcase their work, discuss topics of identity, creativity, and the role of culture in shaping our educational systems and experiences. With the guidance of the scholar moderator, they set out answer the following questions:
Who are we?
What does decolonial schooling mean to us?
How can we seek out cultural liberation?
How do we go about the work of reclaiming education?

Presenters:
Dr. Roger Williams
Ms. Irina Kostka
Ms. Fe Noel
Ms. Oneika Phillips

Innovation in Medical Education

Medical professionals working in the fourth industrial revolution are embarking on a brave new world of innovation. Join Dr. Triston Smith, as he unpacks the challenges and opportunities waiting for medical educators. Higher education medical leaders are encouraged to attend.

Presenter: Dr. Triston Smith

SGU FACULTY AND SPECIALY INVITED PRESENTERS

Educational Technology in Transformative Learning

Technology is an inescapable aspect of modern education. In this hands-on session, Dr. Kris provides audience with the experiential ways to integrate technology into their teaching and learning. Higher education leaders are encouraged to attend. Secondary and post-secondary students are encouraged to attend.

Presenter: Dr. Kris Alexander

AI in Education, the Future of Classrooms

There are many issues facing educators and in this passionate talk, Dr. Nadia Lopez, tackles that of AI in Education, the Future of Classrooms. Secondary and post-secondary educators are encouraged to attend.

Presenter: Dr. Nadia Lopez

Inclusive Education for a Global Student

Grenadian creatives in both local and global markets, gather to showcase their work, discuss topics of identity, creativity, and the role of culture in shaping our educational systems and experiences. With the guidance of the scholar moderator, they set out answer the following questions:
Who are we?
What does decolonial schooling mean to us?
How can we seek out cultural liberation?
How do we go about the work of reclaiming education?

Presenter: Dr. JudyAnn Auld

Creative Math and Culturally Responsive Pedagogies

Exploring new ways to reach students, requires that math educators indulge in creative and culturally responsive methodologies. In this seminar/workshop, Dr. Lois George provides practical advice and methods for math educators. Math educators in Lower education educators are encouraged to attend.

Presenter: Dr. Lois George

SGU FACULTY SPECIAL PRESENTATIONS

Collective Environments

Bridging the challenges faced in the community requires a plan, and a specific mindset. In this seminar, Dr. Arlette Herry provides the audience with thought-provoking ways to work and live in collective environments. Lower education leaders and community stakeholders are encouraged to attend this session.

Presenter: Dr. Arlette Herry

Community of Veterinary Partnerships

Partnerships between the Schoof of Veterinary Medicine and the local community have resulted in transformative outcomes. In his talk, Dr. Wayne Sylvester shines a light on how these partnerships benefit both the SVM and the local community. Higher education faculty are encouraged to attend.

Presenter: Dr. Wayne Sylvester

Reimagined Stakeholder Accountability in Education

What type of leader is required to lead a transformative agenda? Join Dr. Anthony Andall as he reimagines the agenda and mindset leaders need to transform their organizations. Educational leaders are encouraged to attend.

Presenter: Dr. Anthony Andall

Guided Chatbots for Clinical Scenarios and Role Playing

Chatbots are a new technological addition to tech education that can support faculty delivery of clinical scenarios and role- playing. Join Mr. John Swope as he demos the ways this can be achieved. Higher education faculty are encouraged to attend.

Presenter: Mr. John Swope

SPONSORS

St. George's University
Grenada, West Indies

unicef
for every child

GRENADA
OFFICE OF
CREATIVE
AFFAIRS

INDEX OF CONTENTS

Covid-19 Experiences In Academia: Preparing for Local and Global Emergencies

Subtheme Alignment: Global Education and Technology

Tessa St. Cyr, Mark Clunes, Satesh Bidaisee, Sasha lake*, Terrisha Walcott-Pierre*, Maria E. Ramos-Nino, Leselle Pierre-Romain, Lisa Francis-Charles, Lindonne Telesford

Integrating social determinants of health in medical education: shifting future physicians to population health-centric thinking and practice

Subtheme Alignment - Health Education and Community

Sana Yaqub*, Daniel Perry*, Keya Patel*, Jasmyn Jackson*, Michael Concilio*, Yohanes Gebeyehu*, Pablo Villegas*, Amanda Le*, Greta Schwiesow*, Lira Camille Roman*, Kanchan Jha*, Lindonne Telesford

Enhancing Interprofessional Collaborative Public Health Practice through Online Community Partnerships

Subtheme Alignment: Health Education and Community

Compton, Sabrina1*; Pierre-Romain, Leselle1; Mitchell, Kerry1
Department of Public health and Preventive Medicine, St. George's University, Grenada * presenting author

A Learning Strategist's Impact: Veterinary Students' Perceptions of Academic Support

Subtheme Alignment: Global Education and Technology

Jaclyn Tuason, M.Ed.
Department of Educational Services, St. George's University West Indies, Grenada

INDEX OF CONTENTS

ORAL PRESENTATIONS

The Impact of Community-Based Health Education on Vaccination Rates: A Systematic Literature Review

Subtheme Alignment: Health Education and Community

Hiranya S1, Emmanuel Fajonyomi1 1St. George's University, Grenada
Department of Anatomy, School of Medicine

Attitudes and Perceptions about Vocational Education and Careers Among Secondary School Teachers and Principals in Grenada

Subtheme Alignment: Decolonial Schooling, Cultural Liberation, and Reclaimed Education

Crystal DeRiggs*
Department of Educational Services (DES), School of Medicine, St. George's University, St. George, GRENADA,

Mapping Nature's Reach: A Spatial Analysis of Green and Blue Space Proximity in Grenada

Subtheme Alignment:

Winifred Stevens1*, Rohan Cummings1, Gabrielle Walcott-Bedeau1
Department of Physiology, Neuroscience and Behavioral Science, School of Medicine, St. George's University, GRENADA

Enhancing Interprofessional Collaborative Public Health Practice through Online Community Partnerships

Subtheme Alignment: Health Education and Community

Compton, Sabrina1*; Pierre-Romain, Leselle1; Mitchell, Kerry1
Department of Public health and Preventive Medicine, St. George's University, Grenada * presenting author

INDEX OF CONTENTS

From Outreach to Ownership: Student Organization-Driven Community Engagement as an Opportunity for Service Learning in Medical Education

Subtheme Alignement: Health Education and Community

Juanette McKenzie1, Olorato Mosagalagae1*, Gabrielle Walcott-Bedeau1
1 George's University, GRENADA
School of Medicine

Preparing Higher Education Learners for Workforce Readiness in the Small Island Nation of Grenada

Subtheme Alignment: Global Education and Technology

Ms. Gillian Francis
Department of Educational Services, St. Georges University, Grenada

Knowledge, Perception, Attitude, and Exposure to Sex Education Among Secondary School Students in Orlu, Imo State, Nigeria.

Subtheme Alignment: Health Education and Community

Agu ifeanyi1 , Aririatu Olachi1 , Emeanua Great1 , Kings Jason1 , Kenechi Uwakwe1 .
Imo State University, College of Medicine, Department of Community Medicine, Imo State, Nigeria.

Grenadian Stakeholders' Perceptions of Factors Shaping CSEC Mathematics Performance: A Call for Culturally Responsive Reform

Subtheme Alignment: Decolonial Schooling, Cultural Liberation, and Reclaimed Education

Asha Lessey-Charles1*
Department of Educational Services (DES), School of Medicine, St. George's University, St. George, GRENADA

INDEX OF CONTENTS

POSTER PRESENTATIONS

Navigating the Transition: The Academic Enhancement Program for Medical Student Success at St. George's University (SGU)

Subtheme Alignment: Health Education and Community

St. George's University, St. George, GRENADA
School of Medicine
Department of Educational Services (DES)

How Artificial Intelligence Technologies Impact Student Learning

Subtheme Alignment: Global Education and Technology

Darren St. Bernard
Miami City University, Miami, USA
Master of Educational Leadership Program

The Effect of Family Counseling on Parent Participation in Grenada's School Activities

Subtheme Alignment: Health Education and Community

Kizzy Francis1*
1St. George's University, St. George, GRENADA
School of Medicine
Department of Educational Services (DES)

ORAL PRESENTATIONS

Covid-19 Experiences In Academia: Preparing for Local and Global Emergencies

Tessa St. Cyr, Mark Clunes, Satesh Bidaisee, Sasha lake, Terrisha Walcott-Pierre*, Maria E. Ramos-Nino, Leselle Pierre-Romain, Lisa Francis-Charles, Lindonne Telesford*

St. George's University, School of Medicine, St. George's University, Grenada

Correspondence: Dr. Lindonne Telesford, Department of Public Health and Preventive Medicine, St. George's University, True Blue, St. George's, Grenada.
Email: ltelesfor@sgu.edu

Abstract:
The COVID-19 pandemic profoundly impacted academia, reshaping the educational landscape in unimaginable ways. Social restrictions necessitated faculty to devise creative solutions for achieving desired student outcomes. Top priorities included redesigning curriculum delivery and clinical training modalities for global learners. A redesigned course offering led to rapid conversion from face-to-face to online synchronous and asynchronous delivery. The campus novel captures scholarly personal narratives on experiences of adjusting to virtual teaching and learning during crises like the COVID-19 pandemic at St. George's University in Grenada. These experiences were shared through the lens of administrators, academics, and students of a Caribbean higher education institution. Our campus novel pinpointed three main themes for managing crisis in academia: the role of leadership, the "optimal" learning environment, and centering well-being and support. Navigating change involves implementing policies, systems, training, and communication plans responsive to student needs. Leaders should display transformational, distributed, servant, and adaptive leadership styles. The 'optimal' learning environment incorporates universal design principles, and an "authentic" design focused on real-world connection, teamwork, and reflection. Centering well-being and support is crucial for sustaining mental and physical health and enhancing productivity. Survival in times of crisis means creating a working and learning environment grounded by collaboration, adaptability, resilience, and empathy. The narratives contribute to the existing body of knowledge regarding ways to navigate change, center well-being and support, and, most importantly, create the optimal learning environment.

Integrating social determinants of health in medical education: shifting future physicians to population health-centric thinking and practice

Sana Yaqub, Daniel Perry*, Keya Patel*, Jasmyn Jackson*, Michael Concilio*, Yohanes Gebeyehu*, Pablo Villegas*, Amanda Le*, Greta Schwiesow*, Lira Camille Roman*, Kanchan Jha*, Lindonne Telesford*

St. George's University, School of Medicine, St. George's University, Grenada

Correspondence: Dr. Lindonne Telesford, Department of Public Health and Preventive Medicine, St. George's University, True Blue, St. George's, Grenada.
Email: ltelesfor@sgu.edu

Abstract:
Contemporary medical education (ME) curricula are vastly devoid of affirmative integration of the social determinants of health (SDH), despite growing evidence of SDH impacts on population health and wellbeing. In developing countries, diseases are more often rooted in social problems, however, literature suggests that SDH integration in ME programs is mostly lacking in these countries. Where incorporated, there is evidence of the development of distinguishable thinking and practices among future physicians, although some programs still lack an overarching population health-centric approach. Most reviews limit the focus of SDH integration to benefits within the institutional context. We expand the focus, showing inequitable integration across countries and programs, and highlight the implications for future physicians' practice and the potential for social change. To help ME administrators and students appreciate the positive outcomes of SDH integration, we highlight effective incorporation in ME and impacts on professional development thinking and behaviors of students. Finally, we present recommendations to support ME institutional reforms to adopt population-focused curricula. Equipping physicians with an understanding of SDH fosters a new generation of healthcare leaders who are not only sensitive to patients' lived experiences but also capable of driving meaningful health social reforms. Expanding social-cultural-ecological perspectives in medicine is a critical step for achieving health equity. We conclude that affirmative SDH integration is a necessity to close the gap between medical practice and population health social change. There is a need, however, for additional work on guidelines for effective delivery of SDH content in ME and application in practice.

Enhancing Interprofessional Collaborative Public Health Practice through Online Community Partnerships

Compton, Sabrina1; Pierre-Romain, Leselle1; Mitchell, Kerry1*

Department of Public health and Preventive Medicine, St. George's University, Grenada

Abstract:
Engaging in interprofessional collaborative public health practice in an online environment can present significant challenges for engaging with community partners. By leveraging technological tools to expand the pool of geographically distant community partners and students, programs can significantly improve student learning, enhance the quality of public health service, and address the complexities of public health challenges. Thus, we aim to explore the potential of leveraging community partnerships to enhance interprofessional collaborative public health practice in online academic settings. By examining existing community partnerships and their impact on ICP outcomes, we seek to identify best practices and develop recommendations for strengthening these collaborations.

The activity format included starting with the assessment of clients' needs from community partnerships with NGOs and governmental organizations. Next, diverse professionals who could provide varied perspectives on the public health issue were selected. Students and community partners were prepared with lectures, activities, and discussion questions. Finally, collaborative sessions were held via Zoom to explore health problems, propose solutions, pitch ideas, receive feedback, and develop interventions.

The interventions ranged from educational campaigns, video series concepts, to website and mobile phone app creation. The interventions developed were incorporated into the organizations' approaches to the issue. For example, some collaborations led to a more integrated approach to waste management systems as a disaster response and other recycling initiatives. The health problem was explored, and transdisciplinary perspectives were cultivated to ensure efficient use of departmental resources and travel logistics. The approach enabled cross-cultural influences in addressing public health solutions. This online environment facilitated collaboration between student learning and community partnerships, creating learning opportunities for a diverse student body and transferring creative and innovative ideas to community organizations.

A Learning Strategist's Impact: Veterinary Students' Perceptions of Academic Support

Jaclyn Tuason, M.Ed.

Department of Educational Services, St. George's University West Indies, Grenada

Abstract

Research suggests that tailored academic support can transform the learning experiences of veterinary students (Reynolds, 2019). Drawing on anonymous feedback from 258 students enrolled at St. George's University which was collected over five academic terms (2022-2024), I examine how the learning strategist role promotes wellbeing and academic resilience through personalized time management strategies and self-testing approaches. Thematic analysis revealed three core themes: Advice and Guidance, Self-Ownership, and Emotional Support. Adapting to the demands of veterinary education requires more than subject mastery, it requires evidence-based strategies that promote self-regulated learning (Sheats, Petritz and Robertson, 2024). Yet, many students struggle to develop effective learning techniques on their own (Laakkonen & Nevgi, 2014). By actively responding to student input, I model a community-centered and reflective approach that supports both learning and well-being in the high-pressure context of health education. This study highlights the value of feedback-informed support in cultivating transformative learning and well-being within such an academic community.

Acknowledgements:

I am deeply grateful to Dr. Lisa Francis Charles for her unwavering support and thoughtful guidance. Her constant encouragement has inspired me to aim high, remain resilient through challenges, and embrace open-mindedness in my learning and growth. Additionally, I wish to acknowledge the invaluable support provided by Dr. Caroline Henry-Packer through the Research and Writing Hub series, which offered opportunities for collaboration and meaningful dialogue.

The Impact of Community-Based Health Education on Vaccination Rates: A Systematic Literature Review

Hiranya S1, Emmanuel Fajonyomi1 1

Department of Anatomy, School of Medicine, St. George's University, Grenada

Abstract:

Background:
Education plays a significant role in increasing awareness and understanding of vaccines, which is crucial for improving vaccination rates. A major barrier to vaccine uptake is a lack of awareness, misinformation, and vaccine hesitancy. Community-based health education helps bridge this gap by providing accurate information, clarifying misconceptions, and reaching a wider range of populations.
Objective:

The objective of this study is to evaluate the effectiveness of community-based health education programs in increasing vaccine awareness and improving vaccination rates.

Methods:
A systematic search was conducted to assess the impact of community-based health education interventions on vaccination rates. This review was conducted using PRISMA guidelines and peer-reviewed articles published on reliable databases such as PubMed, Google Scholar, etc. within the time frame (2000-2025). Search terms included combinations of keywords such as "community-based health education," "vaccination," "vaccine awareness," "vaccine uptake," and "vaccine hesitancy. Research covering various vaccines and diverse populations was explored. Some Inclusion criteria used were studies published in English and studies evaluating community-based health education interventions related to vaccines. Exclusion criteria include studies not done at the community level and studies focusing on clinical intervention without an educational component.

Results:
Preliminary findings from the included studies suggest that community-based health education interventions improve vaccine awareness and contribute to higher vaccination rates. However, the effectiveness of these interventions varies based on the target population, geographic location, and the specific educational strategies used.

Attitudes and Perceptions about Vocational Education and Careers Among Secondary School Teachers and Principals in Grenada

*Crystal DeRiggs**

Department of Educational Services (DES), School of Medicine, St. George's University, St. George, GRENADA,

Abstract:
This qualitative multi-site case study examined the attitudes and perceptions of secondary school teachers and principals in Grenada toward vocational education and careers. Despite national policies advocating for technical and vocational training, there remains a strong societal demand for Grenadians to pursue vocational and technical careers. Data from 15 semi-structured interviews revealed that traditional societal perceptions-often rooted in colonial legacies-continue to marginalize vocational education, primarily associating it with academically low-performing students. While participants recognized the economic importance of vocational fields and supported expanding vocational programs to address labor market needs, particularly in construction and hospitality, many schools face resource limitations that hinder meaningful curriculum reform. Four themes emerged: the persistence of traditional perceptions, the association of vocational education with low performers, the alignment between vocational training and Grenada's job market, and the need for curriculum reform. Participants advocated for early exposure to vocational pathways, increased public education, and stronger partnerships with industry to promote vocational fields as viable and respected career options. The findings underscore the need to decolonize curricula by integrating locally relevant, skills-based education that supports socioeconomic mobility and national development. This study adds to the global discourse on reclaiming vocational education in postcolonial settings and makes practical suggestions for changing colonial-era educational systems, attitudes, practices, and policies.

Acknowledgements:
I extend sincere gratitude to the principals and teachers who participated in this study and openly shared their insights and experiences. Appreciation is also given to the Ministry of Education in Grenada for supporting access to curriculum resources that enriched the research findings.

MAPPING NATURE'S REACH: A SPATIAL ANALYSIS OF GREEN AND BLUE SPACE PROXIMITY TO SCHOOLS IN GRENADA

Winifred Stevens1, Rohan Cummings1, Gabrielle Walcott-Bedeau1*

St.George's University, GRENADA
School of Medicine
Department of Physiology, Neuroscience and Behavioural Science

Abstract:
Access to green and blue spaces has been increasingly recognized as a determinant of student well-being and academic performance. In small island developing states like Grenada, where natural beauty is abundant, this resource remains underexplored as an educational asset. This study presents a geographic information systems (GIS)-based spatial analysis of the proximity of all primary, secondary and tertiary educational institutions in Grenada to nearby green (e.g. gardens, parks, forests) and blue (e.g. beaches, rivers) spaces. Data was collected from open geographic sources and Ministry of Education listings and analysed using buffer and proximity analysis to assess nature accessibility within 500 meters and 1 kilometre of each institution. Results identify institutions with varying environmental exposure which provide a visual framework for integrating ecological thinking into school design and curriculum planning. The study highlights the value of environmental mapping in educational policy, health promotion and place-based learning design. It also offers a local lens on educational equity through geography of wellness infrastructure.

Acknowledgements:
The Medical Students Research Institute program which provides an opportunity for exceptional students to spend part of their medical school experience involved in research under expert faculty mentorship.

From Outreach to Ownership: Student Organization-Driven Community Engagement as an Opportunity for Service Learning in Medical Education

Juanette McKenzie1, Olorato Mosagalagae1, Gabrielle Walcott-Bedeau1*

St. George's University, GRENADA
School of Medicine
Department of Physiology, Neuroscience and Behavioural science

Abstract:
This literature review explores the role of student-led service-learning activities conducted through structured student organizations in medical education. These organizations provide a unique platform for students to engage in meaningful community-based outreach—such as health screenings, wellness fairs, and public education campaigns—while fostering leadership, professionalism, and civic responsibility. Drawing on global and regional scholarship, the review synthesizes findings on the educational benefits of these models, highlights implementation challenges, and identifies frameworks for evaluating both student development and community impact.

Using St. George's University (SGU) as a case example, the review illustrates how over 60 student organizations, supported by the Office of the Dean of Students, operate under clear eligibility criteria and institutional oversight to promote ethically guided, mission-driven service. The paper further examines how institutional policies, faculty mentorship, and reflective learning processes support or hinder sustainable student engagement.

By analysing the intersection of structured student involvement and community-focused learning, this review offers a framework for integrating student organization-led service learning into health professions curricula in Caribbean and comparable settings.

Acknowledgements:
The Medical Students Research Institute program which provides an opportunity for exceptional students to spend part of their medical school experience involved in research under expert faculty mentorship.



POSTER PRESENTATIONS

Preparing Higher Education Learners for Workforce Readiness in the Small Island Nation of Grenada

Ms. Gillian Francis

Department of Educational Services, St. Georges University, Grenada

Abstract

University graduates and young adults today are entering the labor market with higher educational qualifications than previous generations. However, many graduates report feeling unprepared for the workforce (Evans, 2023). A quantitative study was conducted to explore the perspectives of higher education learners, educators, and industry partners to capture insights on learners' preparedness for the workforce.

An online survey was conducted with 84 participants selected from the School of Arts and Sciences at St. George's University. Industry managers and community partners were also invited to share their perspectives on the research topic. The results of the study indicate the following: (a) more than half of student respondents received little to no practical training during their academic programs, (b) educational institutions emphasize the attainment of theoretical knowledge more than practical skills- thus creating a gap in adequately preparing students for the workforce. The recommendations brought forward suggest that higher education Institutions should (a) integrate authentic learning experiences, empathize with practical applications of knowledge, (b) enhance sustainable partnerships with industry to prepare students for the seamless transition from school to the workplace, (c) offer continuous professional development opportunities for learners and faculty (d) align academic curriculum with industry expectations (e) adopt a unified coordinated approach to course development and workforce preparation.

Knowledge, Perception, Attitude, and Exposure to Sex Education Among Secondary School Students in Orlu, Imo State, Nigeria.

Agu ifeanyi1 , Aririatu Olachi1 , Emeanua Great1 , Kings Jason1 , Kenechi Uwakwe1.

Imo State University, College of Medicine,
Department of Community Medicine
Imo State, Nigeria.

Abstract

Background: Sex education is crucial for empowering adolescents with the knowledge to make informed sexual health choices. Comprehensive programs have been proven to lower rates of teenage pregnancy, STIs, and risky behaviors. However, access remains inconsistent, particularly in Nigerian secondary schools. This study evaluates students' knowledge, perceptions, attitudes, and exposure to sex education in Orlu, Imo State.

Method: A descriptive cross-sectional study was conducted among 400 secondary school students selected through a multistage sampling technique. Data was collected via self-administered questionnaires and analyzed using SPSS v23.

Results: Students exhibited good knowledge of sex education, with 92% aware of STDs and 75% recognizing contraceptive methods.. Their attitude and perception were positive, but the frequency of exposure remained low, primarily due to curriculum gaps and insufficient parental involvement. Schools were the primary source of information (56.8%), while home-based education was limited (14.5%).

Conclusion: Despite strong awareness, inconsistent exposure highlights the need for curricular integration, parental guidance, and community involvement. Healthcare professionals should train parents and teachers, while the government and NGOs must prioritize adolescent sexual health education.

Grenadian Stakeholders' Perceptions of Factors Shaping CSEC Mathematics Performance: A Call for Culturally Responsive Reform

*Asha Lessey-Charles1**

St. George's University, St. George, GRENADA
School of Medicine
Department of Educational Services (DES)

Abstract:
This qualitative descriptive study explored the perceptions of Grenadian secondary school stakeholders regarding the factors shaping performance in the Caribbean Secondary Education Certificate (CSEC) mathematics examination. Against a backdrop of persistently low regional pass rates, the research engaged 15 recent graduates and 8 mathematics teachers through semi-structured interviews and focus groups, respectively. Braun and Clarke's six-phase thematic analysis was applied to identify themes rooted in academic preparedness, instructional quality, and sociocultural influences. Findings revealed that foundational knowledge gaps, inconsistent teaching practices, and emotionally charged home environments significantly impacted student outcomes. The study also illuminated how perceptions of mathematics as rigid and irrelevant reflected broader colonial legacies embedded in curriculum design and assessment frameworks. Participants advocated for culturally relevant pedagogy, mentorship, and greater instructional support to enhance equity and student agency. By centering local voices and educational realities, this study contributes to the discourse on decolonial schooling and transformative practice in the Caribbean. It calls for intentional reform that reclaims mathematics education as inclusive, contextual, and empowering, aligned with the lived experiences of Grenadian youth and their communities.

Navigating the Transition: The Academic Enhancement Program for Medical Student Success at St. George's University (SGU)

Asha Lessey-Charles1, Crystal DeRiggs2*, Tandy James-Alleyne3*, Bevalin Alexander4, Davette St. Louis5, Donna Walker6, Darren St. Bernard7,*

St. George's University, St. George, GRENADA
School of Medicine
Department of Educational Services (DES)

Abstract:
St. George's University (SGU), a globally diverse institution in Grenada, addresses the challenges of first-year medical education through its Academic Enhancement Program (AEP). SGU, the largest supplier of physicians to the United States, comprises students, staff, and faculty from over 140 countries (Walker & Malcolm, 2022). AEP offers peer-facilitated, faculty-supported small group learning environments designed to foster academic and social integration, enhance psychological safety, and build lifelong learning skills through a student-centered approach. With satisfaction rates consistently above 95% since January 2022 and a 77% average participation rate in each Term 1 medical cohort, the program has supported over 9,000 students in the last five years. AEP incorporates faculty advising, peer mentorship, academic facilitation, and skill-based workshops, delivered both in-person and online for accessibility and flexibility. A 2021 study found a significant correlation between AEP participation and perceived psychological safety. Data-driven refinements and integration of emerging technologies have strengthened the program's effectiveness and scalability. Students consistently report high value in their peer group experiences, reinforcing the program's success in building community and combating imposter syndrome. AEP's structure and outcomes make it a replicable model for enhancing student success and well-being in rigorous academic environments, contributing meaningfully to transformative health education in local and global communities.

How Artificial Intelligence Technologies Impact Student Learning

Darren St. Bernard

Miami City University, Miami, USA
Master of Educational Leadership Program

Abstract:
This study explored how Artificial Intelligence (AI) technologies impact student learning, focusing on student perceptions, engagement, and academic outcomes. Using a qualitative design with data from 18 university students, the research examined experiences with AI tutoring systems, predictive analytics, and adaptive learning tools. Findings revealed that students initially expressed mixed feelings ranging from curiosity to concern, but became more positive as they engaged with the technologies. AI was found to enhance academic performance, knowledge retention, and motivation through personalized feedback and adaptive content. Students also highlighted benefits such as increased accessibility and self-paced learning; however, concerns about data privacy, reduced human interaction, and over-reliance on AI were noted. Among the key recommendations that emerged from the study is the need for a balanced integration of AI with traditional teaching methods, robust privacy safeguards, and inclusive design strategies. These findings offer valuable insights for educators, policymakers, and developers seeking to implement AI ethically and effectively in higher education.

The Effect of Family Counseling on Parent Participation in Grenada's School Activities

*Kizzy Francis1**

St. George's University, St. George, GRENADA
School of Medicine
Department of Educational Services (DES)

Abstract:
This quantitative study explored the relationship between school-based family counseling and parent participation in school activities in Grenada. With a sample of 30 parents from both primary and secondary schools, the study used surveys to assess parental knowledge, satisfaction, and perceptions of school-based family counseling and how these factors influence involvement in school life. Findings revealed that parents were highly knowledgeable about the role of counseling services in schools and perceived them as essential for fostering academic success and behavioral support. Notably, 70% of participants identified school-based family counseling as extremely important in motivating their involvement in meetings, supervision, and the provision of school supplies. However, lower participation was noted in areas like volunteering and parental training. The results support existing frameworks like Epstein's model and Bronfenbrenner's ecological systems theory, emphasizing the influence of strong school-family partnerships on student well-being. The study advocates for wider implementation of structured school-based counseling services and increased professional connections between schools and families. These findings contribute to the growing recognition of community-based health education and its transformative role in enhancing student outcomes through engaged parenting.

Author Index

Alexander, Bevalin	12
Bidaisee, S	1
Clunes, M	1
Compton, S*	3
Concilio*, M	2
Cummings*, R	7
DeRiggs*, C	6, 12
Fajonyomi, E	5
Francis, G	9
Francis, K	14
Francis-Charles, L	1
Gebeyehur*, Y	2
Great, E	10
Hiranya, S	5
ifeanyi, A	10
Jackson*, J	2
Jha*, K	2
James-Alleyne, T	12
Kings, J	10
Lake*, S	1
Le*, A	2
Lessey-Charles, A	11, 12
McKenzie, J	8
Mitchell, K	3, VI
Mosaglagale*, O	8
Olachi, A	10
Patel*, K	2
Perry, D	2
Pierre-Romain, L	3
Ramos-Nino, M	1
Roman*, L C	1, 2
Schwiesow*, G	2
St. Bernard, D	12, 13
St. Cyr, T	1, VI
St. Louis, D	12
Stevens*, W	7
Telesford, L	1, 2
Tuason, J	4
Uwakwe, K	10
Villegas*, P	2
Walcott-Bedeau, G	7, 8
Walcott-Pierre*, T	1
Walker, D	12
Yaqub*, S	2

Author Index

Auld, J	XI
Alexander, K	XI
Andall, A	XII
Balla, D	X
Benoit, O	IX
Collins, M	IX
Du Plessis, M	VIII
George, L	XI
Henry, C	IX
Herry, A	XII
Katz, C	X
La Grenade, B	VII
Landon, B	IX
Lopez, N	XI
MacDonald-Smythe, A	IX
Martin, A	IX
Noel, F	X
Phillips, O	X
Smith, T	X
Swope, J	XII
Sylvester, W	XII
Williams, R	X