

# Alina Sami

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Temerty Faculty of Medicine, University of Toronto

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## EDUCATION

- **MD Program – University of Toronto Temerty Faculty of Medicine** 2023 – 2027
- **Bachelor of Science in Physiology and Pharmacology - University of Saskatchewan** 2019 – 2023

## MEDICAL EDUCATION RESEARCH

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1. **Project: Evaluating the Effectiveness of AI Teaching Assistants in Medical Education.**
  - I led a research project exploring the development and effectiveness of an AI-driven teaching assistant (AI-TA) in supporting student learning and academic performance within a compulsory medical school course. Employing a mixed-methods approach that combined quantitative analysis of student performance with qualitative thematic analysis of student interviews, I demonstrated the potential of AI-TAs to bridge learning gaps, improve accessibility, and redefine instructional support in medical education.
  - **Position:** Medical student researcher and first author
  - **Project Length:** 2023-09 to Present (Ongoing)
  - **Methodologies:** Mixed methods research, inductive thematic analysis, qualitative data coding using NVIVO, descriptive statistics.
2. **Project: Exploring Generative AI Applications in Medical Education**
  - I investigated and documented use cases for integrating generative AI to enhance educational content and operational efficiency by identifying gaps in learning objectives for international medical graduates (IMGs) and exploring the use of AI tools to address these needs. I compiled my findings into a comprehensive final report for the Learning Analytics Department, outlining best practices for AI implementation in medical education.
  - **Position:** Research Student
  - **Project Length:** 2023-06 to 2023-08

## SELECTED PUBLICATIONS, PRESENTATIONS, & ABSTRACTS

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1. **Alina Sami**, Mark Adkins, Anna McLeod, Fok-Han Leung, and Chris Gilchrist (in press). Artificial intelligence teaching assistants: A scalable solution for supporting struggling medical students, *NEJM-AI*.
2. *Inclusive Leadership and Accessibility in Academic Publishing at USURJ*. Student Journal Forum, University of Toronto, February 22, 2023. Presentation.
3. *Publishing with USURJ – Usask Undergrad Research Journal*. Student Undergraduate Research Experience (SURE) Webinar, University of Saskatchewan, July 19, 2022. Presentation.
4. Lai Wong, **Alina Sami**, Linda Chelico (2022). Competition for DNA binding between the genome protector replication protein A and the genome modifying APOBEC3 single-stranded DNA deaminases, *Nucleic Acids Research*, Volume 50, Issue 21, 28 November 2022, Pages 12039–12057, <https://doi.org/10.1093/nar/gkac1121>

(Journal impact factor – 19.16)

## SELECTED EXTRACURRICULAR ACTIVITIES

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1. **Editor-in-Chief of the University of Toronto Medical Journal (UTMJ)** 2024-Present
  - As the Editor-in-Chief of the UTMJ, a peer-reviewed, open access, student-led, scholarly journal, I provide leadership, decision-making, and training to 40+ journal staff, participate in regular maintenance and assessment of the journal, and deliver editor training.
2. **Course Representative for medical students at the Temerty Faculty of Medicine** 2023-Present
  - I was elected by my classmates to represent our class as Course Representative and liaise between students and the faculty regarding all aspects of our medical curriculum. I represent the student perspective on course-related concerns, solicit student feedback for course improvement, and communicate any changes being implemented back to the class, fostering a collaborative and responsive academic environment.
3. **Participant – Students as Teachers (SAT) Program** 2024-Present
  - Gained formal training in medical education and curriculum design and applied my learning through teaching a formal, end-of-semester, clinical skills review session for junior peers.
4. **Junior Lead – Indigenous Health Speaker Series (IHSS)** 2024-Present

- Collaborated with Elders, traditional healers, and physicians to facilitate workshops emphasizing Indigenous perspectives on healthcare with the aim of enhancing medical students' understanding of Indigenous history, health, and culture.
5. **Evidence Based Medicine (EBM) Editor for the Toronto Notes** **2024-Present**
    - Contributed to the addition of accurate, up-to-date medical review content for the latest edition of the Toronto Notes.
  6. **Editor-in-Chief of the University of Saskatchewan Undergraduate Research Journal (USURJ)** **2022 to 2023**
    - Directly responded to issues of equity, diversity, and inclusion in academic publishing by ideating and heading the launch of a special issue to feature scholarly works that have been historically excluded from the traditional peer review process (such as Indigenous ways of knowing), called “Disrupting and Expanding the Status Quo” (<https://doi.org/10.32396/usurj.v9i1>).
  7. **Member of the Policy Implementation Team in the Ontario Medical Student Association (OMSA)** **2023-2024**
    - I collaborated with fellow medical students, policymakers, and organizations across Ontario to implement recommendations made by authors of past OMSA policy papers on health advocacy topics such as homelessness and trauma-informed care.
  8. **Peer Mentor & TA with the USask Indigenous Student Achievement Pathways (ISAP) program** **2022-09 to 2023-05**
    - As a volunteer in the ISAP program at the University of Saskatchewan, I led weekly sessions to provide equitable support, tutoring, and a welcoming environment for Indigenous students with the goal of increasing Indigenous student retention and success in higher education.

## **SPECIAL PROJECTS AND ADDITIONAL ACTIVITIES**

1. **Expanding EDI and Accessibility in Academia - USURJ special issue** **2023**
  - a. In my role as Editor-in-Chief of USURJ, I worked to learn about and respond to issues of equity, diversity, inclusion, and decolonization in academia, and headed the launch of a USURJ special issue, called “Disrupting and Expanding the Status Quo,” which features scholarly works that have been historically excluded from the traditional peer review process, such as Indigenous ways of knowing: <https://doi.org/10.32396/usurj.v9i1>
2. **Saskatchewan Provincial Heritage Fair Historical Thinking Award** **2015**
  - a. Awarded in a research competition of 2500 competing students, for my research on the legacy of the Residential School system and the modern challenges facing Canadian Indigenous youth.
3. **National French Speech Competition (Concours d’art Oratoire) - Third Place** **2019**
  - a. As the provincial winner of the Concours d’art Oratoire, I advanced to the national French speech competition in Ottawa where I earned third place nationally in the Novice 1 category and was offered a \$40,000 scholarship.
4. **Provincial French Speech Competition (Concours d’art Oratoire) - First Place** **2019**
  - a. Won first place at the Saskatchewan provincial French speech competition in the Novice 1 category.