

1st International Conference on Engaging Reflection

in Health Professional Education and Practice

Conference Theme:
Mapping the Terrain, Advancing the Field & Developing the Scholarly Community

Wednesday, May 13, 2009

4:00 – 6:00 **Registration**

5:00 – 10:00 **Reception (West Ballroom & Foyer)**

Engaging Reflection: A Reception and Featured Address in Honour of the Legacy of Donald Schön

Welcoming addresses, an opportunity to meet other delegates, browse posters, listen to jazz, enjoy refreshments.

6:00 - 6:45 **Welcome and Opening Remarks**

Doreen Bartlett, Conference Co-Chair

Health Professional Education Field and School of Physical Therapy, Faculty of Health Sciences, The University of Western Ontario

Elizabeth Anne Kinsella, Conference Co-Chair

Health Professional Education, School of Occupational Therapy, Faculty of Health Sciences, The University of Western Ontario

Reflections on Donald Schön's Legacy: Time for Reflection in Health Professional Education and Practice!

6:45 – 7:30 **Featured Address**

Introduction: Karen Jenkins, Health Professional Education Field, The University of Western Ontario

Nancy Schön

Reflections by Nancy Schön: Artistry and Reflective Practice

Donald Schön, was a philosopher, a practical philosopher. Donald Schön's most famous book, *The Reflective Practitioner* exemplifies a profound way of looking at professional practice through reflection in and on action. Nancy Schön's lifework as a sculptor shares similar underpinnings to that of her late husband. The process of creating a design for a sculpture occurs as each piece of clay is added, while constantly reflecting on past and present knowledge to sculpt the best result. Similarly, in professional life, people interact and reflect on their practices, considering past experiences in a way that may ultimately lead to a change in practice or perhaps, in the artistry or the design of one's work.

7:30 – 9:30 **Jazz Duo**

John Noubarian, Pianist & Darryl Stacey, Bassist

Donald Schön frequently used jazz as a metaphor to represent the artistry of professional practice. In this spirit, we will open the conference with live jazz music. John Noubarian is a well-known Canadian jazz pianist and vocalist, who has played with jazz legends Coleman Hawkins, Chet Baker, Ray Brown, Scott LeFaro and Herbie Mann.

7:30 – 9:30 Poster Session 1

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|---|---|
| <ol style="list-style-type: none">1. Marie-Ève Caty, Anne Kinsella, Philip C. Doyle
<i>Reflective practice and the development of professional expertise in head and neck cancer: Two clinical case studies</i>2. Claire-Jeanne Dubouloz-Wilner, J. Savard, M. Bélanger, K. Gay, M. Germain, N. Gravelle, L. Metthe, J. Meunier-Baillargeon, D. Burnett
<i>Using reflective practice to facilitate learning in interprofessional collaboration: A clinical education model</i>3. Sandra Hobson, A. Bossers, M. Bezzina, S. DeLuca, K. Ferguson, K. Jenkins, A. Kinsella, J. Macnab, A. MacPhail, T. Moosa, E. Placko, S. Schurr, L. Rolleman
<i>Learning needs assessment for health professional preceptors</i>4. Janet Hortin
<i>House calls: Fostering reflective practice in the first year of medical school</i>5. Carol Hustedde, Kristine Lohr, David Rudy, Erika Erlandson, Margaret Disselkamp, Jennifer Joyce, Lynne Jensen, Karen Stefaniak
<i>Positive organizational change through guided reflection</i>6. Pamela Khan
<i>Engaging students' reflection on identity, social justice and equity in a mental health setting</i>7. Francine Lemire, Bernard Marlow, Thomas Elmslie, Lori Hill, Paul Rainsberry, Judith Gasnier, Sarah Beer-Delaney
<i>From point of care information to reflective practice through the use of ePearls Desktop, a new online platform for family physicians</i>8. Robin Mason, Marie Boutilier
<i>Reflective practice in health promotion: Tools for reflection</i> | <ol style="list-style-type: none">9. Leslie Meredith, Moira Stewart, Judith Belle Brown
<i>Critical reflection in a primary health care research training program</i>10. Stella Ng
<i>Fitting reflection into audiology</i>11. Carol Puri, Doreen Bartlett, Carol Miller, Diana Hopkins-Rosseel, Pat Miller, Libby Swain
<i>Clinical reflection tools: One part of the evaluation of clinical physiotherapist specialists in Canada</i>12. Michelle Servais, Mary Ann Tucker, Patricia Baldwin
<i>Development of a self-reflective tool to deepen relationship-centred practices of paediatric rehabilitation therapists with families of children with disabilities</i>13. Nicolette Slovitt, Judy Wong, Susan Mendolia
<i>Public health nurses engage in reflection through reflective practice</i>14. Jacqueline Specht, Gillian King, Doreen Bartlett, Shannon Stewart, Michelle Gilpin, Patricia Petersen, Michelle Servais, Heather Brown, Gabrielle Young, Naomi Kessler
<i>Facilitating the development of professional expertise in children's mental health, rehabilitation, and education services</i>15. Lynn Stewart, Elizabeth Anne Kinsella, Lynn Shaw, Karen Perkin
<i>Reflective practice: A central process in professional practice leadership</i>16. Nancy Waite, Barb Farrell, Heather Chase, Katherine Lithgow, Rick Roach
<i>Use of a reflective model to integrate and track student learning in the classroom and workplace</i>17. Joel Walker, Diana Rico
<i>We may never die</i> |
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Thursday, May 14, 2009

8:00 – 8:30 Breakfast

8:30 – 9:00 Welcome

Doreen Bartlett, Conference Co-Chair, Health Professional Education Field, The University of Western Ontario

Dean Jim Weese, Faculty of Health Sciences, The University of Western Ontario

Dean Carol Herbert, Schulich School of Medicine and Dentistry, The University of Western Ontario

Associate Dean Bob MacMillan, Faculty of Education, The University of Western Ontario

9:00 - 10:00 Keynote Address

Introduction: John Graham-Pole, University of Florida

Arthur Frank, Professor, Department of Sociology, University of Calgary

Bringing Patients into the Reflection: Narrative Means to Better Health Care Practitioner/Patient Relationships

During the past decade, both American and British versions of narrative medicine have made significant contributions as practices of reflection in health care. But in both models, reflection is the pursuit of health care practitioners apart from patients, whose participation seems limited to providing material for health care practitioner reflection. My lecture proposes dialogical reflective practice, based on the premise that if the objective of reflection is to enhance clinical relationships, both people in that relationship need to be engaged in reflection, for it to become a dialogical effort. The lecture offers a basic template for reflection by suggesting the multiple voices in which both health care practitioner and patient speak. Reflection begins with hearing these multiple voices, both in one's own speech, and in the speech of the other.

10:00 - 10:30 Refreshment Break

10:30 - 11:10 Concurrent Session # 1

11:10 - 11:20 Break

11:20 - 12:00 Concurrent Session # 2

10:30 - 11:10 Concurrent Session # 1

Prince of Wales	Duke of Connaught	Queen Victoria	Windsor	Suite 300
Oral Presentation A-1 (15 minutes)	Oral Presentation B-1 (15 minutes)	Concurrent Round Tables C (40 minutes)	Concurrent Round Tables D (40 minutes)	Workshop
Paper A-1: Dorothy Lander, John Graham-Pole <i>Art as a determinant of health: An appreciative dialogue on evidence</i>	Paper B-1: Arno K. Kumagai, Rachel L. Perlman <i>The family centered experience: Narrative, reflection, and the fostering of empathy in medical education</i>	Table 1: Carol P. Herbert, Carole Orchard <i>Similarities & differences: A video teaching tool for creating an interprofessional management plan for complex care</i> Table 2: Karen Clements, Jane Karpa, Laura Panteluk <i>Supporting the development of self-awareness in psychiatric nursing practice through reflective practice</i>	Table 1: Doreen Bartlett <i>Health professional education students' diminishing capacity to engage in critical thinking and reflection: What to do?</i> Table 2: Meredith Vanstone <i>Metaphor as an approach to teaching critical reflection</i> Table 3: Josée Labrosse <i>Mindfulness practice to support reflective practice</i>	Joel Walker <i>How do I use photographs to foster reflection in my work?</i>
Oral Presentation A-2 (15 minutes)	Oral Presentation B-2 (15 minutes)	Table 3: Carole Roy <i>Reflections on the silver screen: Films as tools of collective reflection & citizenship education</i> Table 4: Niki Kiepek <i>Dialogism and critical reflexivity in motivational interviewing</i>		
Paper A-2: Paul Wainwright, Pam Shakespeare, Alison Shreeve, Ann Gallagher, Alison James <i>Opening up the reflective process: Creative re-presentation of practice experience</i>	Paper B-2: Jonathan White <i>Using reflective writing to improve learning in an undergraduate surgical clerkship</i>			
Discussion (10 minutes)	Discussion (10 minutes)			

11:20 - 12:00 Concurrent Session # 2

Prince of Wales	Duke of Connaught	Queen Victoria	Windsor	Suite 300
Oral Presentation A-3 (15 Minutes)	Oral Presentation B-3 (15 Minutes)	Concurrent Round Tables C (40 Minutes)	Concurrent Round Tables D (40 minutes)	Themed Session (40 Minutes)
Paper A-3: Casey B. White, Rachel L. Perlman, Arno K. Kumagai, Joseph C. Fantone <i>The interpretive project: An opportunity for medical students to reflect on the influence of their relationships with patients</i>	Paper B-3: Judith Wells, Cathy Stratton, Paula Didham, Lisa Jesso, Peggy Colbourne <i>Engaging students in self-reflection: Issues in nursing curricula</i>	Table 1: Tony O'Regan, Iris Gutmanis, Jennifer Doherty <i>The icing on the cake: Engaging reflection through interprofessional collaborative education (ICE)</i> Table 2: Susan Shaw <i>Insights from reflection on large group teaching</i>	Table 1: Hedy S. Wald, Shmuel P. Reis, Alicia D. Monroe, Jeffrey M. Borkan <i>"The loss of my elderly patient" Interactive reflective writing to support medical students' rites of passage: Use of the Brown Educational Guide to analysis of narrative (BEGAN) to guide faculty feedback to students' reflective writing</i> Table 2: Christina Dineen <i>Bedside rationing: A qualitative study</i> Table 3: Erin Drever, Jeff Nisker <i>A challenging transition: The use of reflective journaling in medical residency</i>	Group Session: Tobacco & Health Leslie (Syd) Malchy, Joy Johnson <i>Knowledge to action: Changing the institutional response to tobacco use in community mental health settings</i> H. Bindy K. Kang, Paul Galdas <i>Dancing within the hybridity continuum: Reflecting on the intersections between ethnicity & qualitative healthcare research in a community setting</i> Stephanie Alexander Rebecca J. Haines, Katherine L. Frohlich, Joy Johnson, Eric Mykhalovskiy, Blake Poland <i>New approaches to addressing social inequalities in tobacco use among youth</i>
Oral Presentation A-4 (15 Minutes)	Oral Presentation B-4 (15 Minutes)	Table 3: Marie Ève Caty <i>Mapping reflective practice: Examining the development of expertise in speech-language pathology within an interprofessional team</i> Table 4: Wendy Horne, Susan Shaw <i>Reflection as a strategy to link common learning with discipline identity</i>		
Paper A-4: Elizabeth Anne Kinsella <i>Engaging reflection through an arts-based approach to ethics education</i>	Paper B-4: S. Deborah Lucy, Doreen J. Bartlett, Leslie A. Bisbee, Angela Conti-Becker <i>Reflective journaling: A window to understanding professional socialization of physical therapy students</i>			
Discussion (10 minutes)	Discussion (10 minutes)			

10:30 – 11:10 Workshop

Joel Walker

How do I use photographs to foster reflection in my work?

In this workshop participants will be briefly introduced to two exhibits in which Joel Walker (Psychiatrist and Photographer) uses photography to foster reflection in and on health care practice, and on end of life. Participants will have an opportunity to respond to these images, and to reflect together on the potential of photography to foster reflection within therapeutic practice.

12:00 – 1:00 Lunch

1:00 – 2:30 Plenary Session: Critical Transformative Dialogues

Critical Reflection in Health Professional Education and Practice: Is there a Place for Critical Scholarship in the New Millennium?

Moderator: Franziska Trede, The Education For Practice Institute, Charles Sturt University

Panel:

Stephen Kemmis, Key Researcher, Research into Professional Practice, Learning and Education, Charles Sturt University
Professional Practice Knowledge: Four Decades of Critical Reflection - Where Have We Been, Where Are We Going

Lilian Magalhães, Health Professional Education Field, The University of Western Ontario
Raising Consciousness and the Legacy of Brazilian Educator Paulo Freire: Implications for Health Professional Education

Hanneke van Bruggen, European Network of Occupational Therapists in Higher Education (ENOTHE)
Reflecting Critically/Thinking Strategically about Politics and Policy in the Design of Health Professional Education and Practice in Europe

Allan Pitman, Faculty of Education, The University of Western Ontario
Critical Scholarship and Professional Knowledge in the Academy: Changing Times, Pressing Needs

2:30 – 3:00 Refreshment Break

Book Signing: Arthur Frank

3:00 – 3:40 Concurrent Session # 3

3:40 – 3:50 Break

3:50 – 4:30 Concurrent Session # 4

3:00 – 3:40 Concurrent Session # 3

Prince of Wales	Duke of Connaught	Queen Victoria	Windsor	Suite 300
Oral Presentation A-1 (15 minutes)	Oral Presentation B-1 (15 minutes)	Concurrent Round Tables C (40 minutes)	Concurrent Round Tables D (40 minutes)	Performance (3:00 – 4:00)
Paper A-1: Pam Shakespeare <i>The representation of reflection and reflective processes in the context of open and distance learning</i>	Paper B-1: Angus McMurtry <i>Curricular tools for reflection on disciplinary frames in health professions education</i>	Table 1: Derek Sellman <i>Reflection, phronesis and the ethical practitioner</i> Table 2: Susan L. Ray <i>The experience of contemporary peacekeepers healing from trauma</i>	Table 1: Winnie Sun, Molly Westland <i>Story-based learning: Engaging reflection through narrative</i> Table 2: Sandra Maria Galheigo <i>Reflecting on health practices in hospitals: A study on the views of Brazilian occupational therapists</i>	Christopher Johns Colleen Marlin Jane's rap <i>Guided reflection/narrative/performance as self-inquiry and transformation towards realizing desirable practice</i>
Oral Presentation A-2 (15 minutes)	Oral Presentation B-2 (15 minutes)	Table 3: Julia Bickford, Jodi Hall, Ryan DeForge, Raphael Lencucha, James Shaw, Natalie Szudy, Christine Cullion-Hicks <i>Reflections on relational scholarship: Negotiating the complexities with/in a group of seven doctoral students</i> Table 4: Birgit Prodingler, Marie Ève Caty <i>A duo-ethnographical approach: Engaging critical reflection and reflexivity on cultural transitions</i>	Table 3: Karen Jenkins <i>Journal reflections: Exploring nurse preceptors experience of learning</i>	
Paper A-2: Jasna K. Schwind <i>Narrative reflective process: Creative means to holistic patient care</i>	Paper B-2: Arno K. Kumagai, Casey B. White, Paula T. Ross, Rachel L. Perlman, Joseph C. Fantone <i>Teaching as reflection: The impact of facilitating reflective small group discussions on personal and professional growth and development among faculty instructors</i>			
Discussion (10 minutes)	Discussion (10 minutes)			

3:50 – 4:30 Concurrent Session # 4

Prince of Wales	Duke of Connaught	Queen Victoria	Windsor	Suite 300
Oral Presentation A-3 (15 Minutes)	Oral Presentation B-3 (15 Minutes)	Concurrent Round Tables C (40 Minutes)	Concurrent Round Tables D (40 Minutes)	Performance (3:00 – 4:00)
Paper A-3: Carole Roy, Jacque Eales <i>Masks & mirrors: From autobiography to performance to research methodology and representation of findings</i>	Paper B-3: Kalyani Premkumar, Melissa Stoops, Ben Daniels <i>A strategy to promote reflection in undergraduate medical and dental education</i>	Table 1: Lori Schindel Martin <i>Guided reflection for nursing students: Sexual expression in older adults in the dementia context</i> Table 2: Abraham Rudnick <i>Thought experiments as a reflective strategy in health professional education</i>	Table 1: Jennifer Lapum <i>Poetically dwelling in stories: Engaging reflection through the arts</i> Table 2: Mark Goldszmidt, Wayne Weston, Elaine Zibrowski <i>Reflecting on our commitments to education scholarship</i>	Christopher Johns Colleen Marlin Jane's rap <i>Guided reflection/narrative/ performance as self-inquiry and transformation towards realizing desirable practice</i>
Oral Presentation A-4 (15 Minutes)	Oral Presentation B-4 (15 Minutes)	Table 3: Farrukh Chishtie <i>Inclusion of epistemic communities of patients: Reflection through enrichment and engagement of disciplinary differences</i>	Table 3: Allan Pitman <i>Practical knowledge, professional practice and educating</i>	
Paper A-4: Pamela Brett-McLean, Verna Yiu, Mary Pat Schlosser, Marie Cave, Jean Clandinin, David Ross <i>Film as method: Narrative reflective practice in the Patient-Centred Care Course (YR1) in the Faculty of Medicine and Dentistry at the University of Alberta</i>	Paper B-4: Gilbert Jones, Mary Ann Lavin <i>Managing uncertainty through reflection-on-action: Designing a reflective practicum for interprofessional collaborative teamworking</i>			
Discussion (10 minutes)	Discussion (10 minutes)			

4:30 - 6:00 Poster Session # 2

<p>1. Alison Barker, Elizabeth Anne Kinsella, Ann Bossers <i>Reflections on international fieldwork: A grounded theory study</i></p> <p>2. Mary Egan, Lucy Ann Kubina, Rosemarie Lidstone, Greg MacDougall, Anne Raduoy <i>Critical reflection on occupational therapy within Assertive Community Treatment</i></p> <p>3. Laura Fairley <i>Poetical reflections on dying and death: Storying journeys of struggle</i></p> <p>4. Manuela Ferrari <i>My journey through my qualifying exam using reflexivity and resonant text: "What I know," "how I know it," and "how I experience it".</i></p> <p>5. Thomas Gantert, Sandra DeLuca, Helen Harrison, Marilyn Ott <i>Building college-based research and scholarship capacity through faculty reflection</i></p> <p>6. Mary Anne Krahn <i>That was then - this is now: Reflections on the subjective experience of teaching nursing</i></p> <p>7. Mary Anne Lavin, Gilbert Jones <i>DNP Interprofessional collaboration course: Summary and evaluation using an experiential-reflective reasoning</i></p> <p>8. Barbara Lent, S. Northcott, J. Clement, I. Cohen, L. Molnar, J. Silcox <i>Using self-reflection to enhance physicians understanding of boundaries issues in the doctor-patient relationship</i></p> <p>9. Doris Leung, Mary Jane Esplen, Doris Howell, Gary Rodin, Margaret Fitch <i>Nurses' experiences of tolerating and transforming uncertainty associated with the threat of mortality</i></p>	<p>10. Wendy Malesh, Jennifer Flood <i>Astute senses and the art of caring</i></p> <p>11. Deeqa Mohamud <i>Women and their experience of the IVF process: A narrative</i></p> <p>12. Shanon Phelan, Dana Wubben, Sarah Polley, Ashlee Bardell, Andria Azevedo, Laura Gibson, Elizabeth Anne Kinsella <i>Narratives of professional practice: Reflecting on meaningful moments in therapists' lives</i></p> <p>13. Eleanor J. Pierre, Paul Sharma, Jason Clark, Judith Fortuna <i>Developing strategies for critical and reflective practice for students in the dental health care professions</i></p> <p>14. Stacey Shand, Pammla Petrucka, Sandra Bassendowski <i>Inter-professional classroom experiences in Southern Saskatchewan</i></p> <p>15. Susan Shaw <i>Engaging with images to reflect on context</i></p> <p>16. Kirsten Smith, Elizabeth Anne Kinsella <i>The occupational life worlds of paediatric occupational therapists: Reflections on meaning in practice</i></p> <p>17. Teresa Van Deven & Kathy Hibbert <i>De-mystifying the promotion dossier and shaping a future</i></p> <p>18. Marnie Wedlake <i>Knowing the self through autobiography: Critical dialogue and the construction of meaning</i></p>
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4:30 - 6:00 Reception (West Ballroom & Foyer)

Please join us to browse posters, network with colleagues and enjoy pre-dinner refreshments and snacks

- 6:00 – 7:15** **Dinner**
- 7:15 - 7:30** **Meet in the Lobby** for a guided walk to the Grand Theatre or to make arrangements for transportation
- 8:00 – 9:30** **Theatre Presentation: Sarah’s Daughters**
 Written by Jeff Nisker
 Performed on the McManus Stage, Grand Theatre, London, Ontario
- 9:30 – 10:30** **Dialogue with the Playwright**
 McManus Stage, Grand Theatre
 Jeff Nisker, Coordinator Health Ethics and Humanities, Schulich School of Medicine & Dentistry, The University of Western Ontario.

Friday, May 15, 2009

- 7:30 – 8:45** **Breakfast**
- 9:00 – 10:00** **Featured Address**
 Introduction: Meredith Vanstone and Julia Bickford, Health Professional Education, The University of Western Ontario

 Jeff Nisker, Coordinator Health Ethics and Humanities, Schulich School of Medicine & Dentistry, The University of Western Ontario
Theatre to Engage Reflection of Health Professionals, Students, and Other Publics in Compassionate Care
- Merging education in healthcare humanities and healthcare ethics into a single professionalism curriculum allows each exploration to engage reflection through a narrative (play, readers' theatre, poem, film) that not only surfaces issues of professionalism, but brings the learner to the position of the person qua patient or person qua healthcare provider immersed therein. Use of theatre in healthcare education engages reflection of hearts as well as minds, and avoids the dissolution of compassion in miles of memorized ink and tonnes of tutored words. Theatre-based health research has been recognized by a Canadian Institutes of Health Research (CIHR) grant, and in 2005 the establishment of a separate grants panel on humanities research. Theatre can also engage reflection of the public in healthcare issues for education and research purposes. Hearing public voices, along with the voices of health professionals engaged in theatre can lead to compassionate care.
- 10:00 – 10:30** **Refreshment Break**
- 10:30 - 11:10** **Concurrent Session # 5**
- 11:10 - 11:20** **Break**
- 11:20 - 12:00** **Concurrent Session # 6**

10:30 - 11:10 Concurrent Session 5

Prince of Wales	Duke of Connaught	Queen Victoria	Windsor	Suite 300
Oral Presentation A-1 (15 minutes)	Oral Presentation B-1 (15 minutes)	Concurrent Round Tables C (40 minutes)	Concurrent Round Tables D (40 minutes)	Featured Workshop
Paper A-1: Lois Meyer <i>Critical reflection, developing professional judgement and deep uncertainty: Issues in the field of public health</i>	Paper B-1: Kari Osmar, Gail Williams <i>Using metaphors and small group discussion with radiation therapists to enhance caring in light of changing technology: A pilot project</i>	Table 1: Hanneke van Bruggen <i>Introducing allied health professions in transition countries (Eastern European region) in order to contribute to social reform</i> Table 2: Sandra DeLuca <i>Finding affirming space for critical dialogue: Problematizing the critically reflexive classroom</i>	Table 1: Hélène Laperrière <i>Cultural framing of health needs and actions in a cooperative setting: A popular education approach in a Brazilian informal urban setting</i> Table 2: Barry Trentham, Isabella Cheng, Anne Fourt, Nick Reed <i>Developing reflective practice through group mentorship</i>	Pam Shakespeare <i>Writing for publication: Tips for successful journal submissions</i>
Oral Presentation A-2 (15 minutes)	Oral Presentation B-2 (15 minutes)	Table 3: Kathy Hogarth, Rachele Ashcroft, Susan Cadell <i>Inter practical applications of the use of self in grief related qualitative research</i>	Table 3: Karen Gold <i>Stories as mirrors: A narrative arts-based approach to reflective practice for learners</i>	
Paper A-2: Maureen Coady <i>Enabling community problem-solving capacity using reflective practice.</i>	Paper B-2: Karen Ferguson, Chris Sanders, Mary Bawden, Eileen Denomy <i>Online reflective discussion groups</i>			
Discussion (10 minutes)	Discussion (10 minutes)			

11:20 - 12:00 Concurrent Session 6

Prince of Wales	Duke of Connaught	Queen Victoria	Windsor	Suite 300
Oral Presentation A-3 (15 Minutes)	Oral Presentation B-3 (15 Minutes)	Concurrent Round Tables C (40 Minutes)	Concurrent Round Tables D (40 Minutes)	Featured Workshop
<p>Paper A-3: Arno K. Kumagai, Monica L. Lyson <i>Beyond "cultural competency:" Critical consciousness, social justice, and multicultural medical education</i></p>	<p>Paper B-3: Lynn Shaw, James Hunsberger <i>Using metaphors and reflection-in-dialogue to engage participants in interpreting and understanding occupational transitions</i></p>	<p>Table 1: Neemarie Alam, Jenny Katz, Ashton D'Silva <i>Reflections on systemic barriers to community health and frontline youth work</i></p> <p>Table 2: Barbara Russell, Wayne Skinner <i>Addictions practitioners engage Frank's "The Renewal of Generosity"</i></p>	<p>Table 1: Franziska Trede <i>Developing reflective practice through critical transformative dialogues</i></p> <p>Table 2: Shanon Phelan <i>A critically reflexive look at occupational identity: A call for social perspectives</i></p> <p>Table 3: Abigail A.D. Ford, M. J. Graham, R. B. Ratan <i>Reflective writing workshops for obstetrics and gynecology</i></p>	<p>Pam Shakespeare (con't) <i>Writing for publication: Tips for successful journal submissions</i></p>
<p>Oral Presentation A-4 (15 Minutes)</p>	<p>Oral Presentation B-4 (15 Minutes)</p>	<p>Table 3: Ramona Fernandez <i>Writing narratives as a tool for the development and self-assessment of empathy</i></p> <p>Table 4: Jodi Hall, Ryan DeForge <i>Muddying the waters: The complexities of engaging with/in relational critical reflexivity</i></p>		
<p>Paper A-4: Julia Bickford <i>Reflecting on the "K" in K T: Engaging with actor-network theory and science studies</i></p>	<p>Paper B-4: Carol J. Henry, Susan Whiting, Roy Dobson, Tanya Verrall, Trevor Wilson <i>Engaging students: Reflections on implementing cultural competency in the pharmacy & nutrition curriculum</i></p>			
<p>Discussion (10 minutes)</p>	<p>Discussion (10 minutes)</p>			

10:30 – 12:00 Featured Workshop

Pam Shakespeare, Editor, Learning in Health and Social Care Journal
Writing for Publication: Tips for Successful Journal Submissions

Pam Shakespeare is the Editor of Learning in Health and Social Care the international, refereed Wiley journal. This workshop will look at writing for publication. In it we'll be looking in general terms at finding a journal, what to include in an abstract, developing an appropriate literature review, scope of research and scholarship papers, length and balance of papers, language and stylistic features of papers, discussions, summaries and conclusions, references and finally responding to review comments. We will be assuming that participants are primarily interested in health and social care and reflective practice and will not be dealing with submission to more scientific journals.

12:00 - 1:30 Lunch

1:30 – 2:15 Featured Speaker: Closing Address

Introduction: Bill Green, Centre for Research into Professional Practice, Learning and Education, Charles Sturt University

Stephen Kemmis, Centre for Research into Professional Practice, Learning and Education, Charles Sturt University
Professional Practice Knowledge: Critical Reflection - Where Have We Been, Where Are We Going

There has been a long debate about how research contributes to theoretical knowledge (epistēmē) about practice and to the development of technique in the professions (poiesis). There has also been debate about how research can contribute to praxis as 'right conduct' (on a neo-Aristotelian view of praxis) and as 'socially responsible, history-making action' (on a post-Marxian view) in the professions, and also to phronēsis, the disposition that Aristotle described as guiding and informing praxis. There is a danger in contemporary times, however, that phronēsis comes to be regarded simply as a form of knowledge 'in the heads' (and moral commitments) of practitioners rather than in terms of practical reasoning and practical philosophy – that is, as something that can be taught rather than as something developed through experience and as a capacity to approach the unavoidable uncertainties of practice in a thoughtful and reflective way. In this paper, I will explore the sociality of phronēsis: the notion that praxis is informed by historically-formed practice traditions that give praxis substance and significance, so that 'right conduct' and 'socially-responsible action' are evaluated against historically-given and evolving standards of excellence that orient the collective practice of professions (in addition to the conduct of individual professionals). On this view, critical reflection is to be regarded not only as a task for individual professionals but also as a collective communicative task for members of the communities of practice that constitute professions.

2:15 - 2:30 Break

2:30 – 4:00

Closing Panel and Dialogue

Moderator: Doreen Bartlett, Conference Co-Chair

Health Professional Education Field and School of Physical Therapy, Faculty of Health Sciences, The University of Western Ontario

Reflections:

Elizabeth Anne Kinsella, Conference Co-Chair

Health Professional Education Field, Faculty of Health Sciences, The University of Western Ontario

Engaging Reflection in Health Professional Education and Practice:

Mapping the Terrain, Advancing the Field & Developing the Scholarly Community

Round Table Responses and Reflections: Group Reflection at Tables

Open Microphone: Dialogue

Panel Responses and Reflections:

Pamela Brett-Maclean

Arts & Humanities in Health & Medicine Program, Faculty of Medicine and Dentistry, The University of Alberta

Arno Kumagai

Internal Medicine, University of Michigan Medical School

Doreen Bartlett

Health Professional Education Field and School of Physical Therapy, Faculty of Health Sciences, The University of Western Ontario

Christopher Johns

Institute for Health Research, University of Bedfordshire

Franziska Trede

The Education for Practice Institute, Charles Sturt University

Wrap Up and Closing Remarks: Doreen Bartlett, Conference Co-Chair

Health Professional Education Field and School of Physical Therapy, Faculty of Health Sciences, The University of Western Ontario