



The Richard K Reznick Wilson Centre Virtual Research Week October 28 - 30, 2020

<http://thewilsoncentre.ca/events> - #ReznickDay

REGISTRATION: https://events.myconferencesuite.com/Virtual_Research_Week

The Richard K. Reznick Wilson Centre Research Day will highlight research in healthcare education and practice conducted by Faculty and students affiliated with the Wilson Centre. All members of the Wilson Centre and graduate students who are directing (as PI or Co-I) an independent research project affiliated with the Wilson Centre are invited to attend and participate in the program.

Credits Assigned

Continuing Professional Development has awarded the Richard Reznick Wilson Centre VIRTUAL Research Week with the following credits:

- College of Family Physicians of Canada Mainpro+ (1 credit/hour) Group Learning: 7.0 credits*
- Royal College Maintenance of Certification Section 1: 7.0 hours

**As per The College of Family Physicians of Canada (CFPC), the letter of accreditation will include the unique CERT+ ID# assigned to this program. Participating family physicians will require this number when reporting credits in the CFPC Mainpro+ system. Your CERT+ ID# will be sent after the event.*

There is NO cost, but **registration is required** – https://events.myconferencesuite.com/Virtual_Research_Week

ASYNCHRONOUS Virtual Poster Presentations

Poster presentations will also take place virtually. Presenters will be asked to create and upload their posters as a Powerpoint or PDF slide with a **3 minute recorded audio description** of the work. Posters will be available online before and during the research day activities. As in previous years, Posters will be judged for the best poster award. https://events.myconferencesuite.com/Virtual_Research_Week/page/PosterPresentations

Live Virtual Podium presentations will take place via Zoom and live. Presenters will be asked to share their slides with the audience. Please keep in mind the time limits - 10-min presentation followed by 5-min Q&A https://events.myconferencesuite.com/Virtual_Research_Week/page/PodiumPresentations

September 4 to October 27 – ON_LINE REGISTRATION https://events.myconferencesuite.com/Virtual_Research_Week	
Wednesday, October 28	
1:00-2:30 pm	LIVE Virtual Podium Session 1: Old spaces, New views [6 presentations] 10-min presentation followed by 5-min Q&A PDF files available on website
Thursday, October 29	
10:00-11:15 am	LIVE Virtual Podium Session 2: Aiming for Excellence [5 presentations] 10-min presentation followed by 5-min Q&A PDF files available on website
1:00-2:30 pm	LIVE Virtual Podium Session 3: Engaging Ideas and Each Other [6 presentations] 10-min presentation followed by 5-min Q&A PDF files available on website
Friday, October 30	
11:00-11:05	Welcome & Introduction by Dr. Mahan Kulasegaram, Chair
11:05-11:10	Welcome by Dr. Cynthia Whitehead, Director of The Wilson Centre

11:10-11:15	Land Acknowledgement Mr. Cat Criger, Aboriginal Elder and Teacher, Faculty of Medicine UofT
11:15:00-12:00	 <p>Keynote Address: New Terrains for Professional Responsibility. Professor Emerita Tara Fenwick Dr. Fenwick is Professor Emerita of Professional Education at the University of Stirling, UK, now living in BC, Canada. She is the founding Director of ProPEL, an international network for research in Professional Practice, Education and Learning based at the University of Stirling. While in the UK she sat on the Economic and Social Research Council, the UK's national funding body, and chaired the ESRC Capability committee, which oversees UK doctoral program standards, research methods, and data infrastructure. Her own research has focused on professional work and knowledge, changing professionalisms, cultures of work, and sociomaterial theories of practice and learning.</p>
12:00-12:15	Open discussion – Moderator: Dr. Mahan Kulasegaram
12:15-12:30	Break
12:30-1:30	<p>Panel: Spotlight on Generalism Drs. Risa Freeman, Lisa Graves, Lawrence Grierson, Maria Mylopoulos, and Nikki Woods</p> <p>Generalism is a philosophy of care encompassing many elements, including continuity and coordination of care, care for the whole person and consideration of prevention and health promotion. Although traditionally valued in medical culture and medical education, some scholars have expressed concerns that the traditional generalist has become an "endangered species." Conversations about generalism are hampered by 1) lack of consensus on the definition of generalism across disciplines and 2) varying perspectives on the role of generalism in medicine. For this panel, presenters from family medicine, primary care, and education science will discuss variations in the definition of generalism, the evolution of generalism in Canadian medical education and share some successes (and failures) in creating curricula to support generalism.</p>
1:30-1:45	Open discussion – Moderator: Dr. Mahan Kulasegaram
1:45-1:55	Awards & closing remarks from Chair

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About the keynote address: Today more than ever, the question of professional responsibility is profoundly difficult as work has expanded to incorporate smart technologies and social or global responsibility. The classic definitions of professional responsibility that still influence our codes governing standards of professional practice seem so straightforward and rational. But the difficulty begins with the conflicting duties continually thrown up in the heat of practice, and the conflicting demands assigned by a suffering society. This difficulty is evident in the oceans of arguing, theorizing, moralizing, policy-making and educational work that have flooded any conversation about professional responsibility in recent times.

This talk tackles our methodology for understanding these issues. Our methods sometimes have diverted attention away from critical challenges going on now that are fundamentally reconfiguring professional work and responsibility. I want to look critically at some governing regimes that are influencing these changes, and at some problems in the perspectives shaping our responses, e.g. through policies and educational work in professional responsibility and professionalism. As many of us know, in actual practice responsibility rarely is a straightforward rational application of ethical codes, professional duty or balanced decision making. Rather, it is enacted in particular and distinct ecologies – material as well as social – in webs of relations.

How can we understand professional responsibility if it is a material and relational enactment? What practices of professional responsibility might it be useful to promote? What does this mean for educating professionals? These are the questions I am raising, and I look forward to your views as we explore them together.