CAME Webinar

USING REFLECTIVE WRITING TO REMEDIATE PROFESSIONALISM: PRACTICES AND PITFALLS

Dr. Tracy Moniz

Tuesday
October 18, 2022

Time
12:00pm EST
12:00pm PST

This webinar will be delivered in English
You are invited to join us for our CAME WEBINAR SERIES

The CAME webinar series is designed to bring practical, evidence and experience-based advice to Canadian health educators.

Through these monthly Zoom-based CAME webinars, you can listen to presentations on key topics in health professional education and engage with an expert and colleagues in live discussions.

Accreditation Information

Earn up to 11 certified Mainpro+® credits or Royal College of Physicians and Surgeons of Canada Section 1 credits.

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto. You may claim a maximum of 11 hours (1.0 hour per webinar).

(Credits are automatically calculated).

Each participant should claim only those hours of credit that they actually spent participating in the educational program.

College of Family Physicians of Canada - Mainpro+ credits
This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and the Quebec College of Family Physicians, a continuing professional a continuing professional development-accrediting organization recognized by the Collège des médecins du Québec, and has been approved for 11 Mainpro+® credits.

The total hours (11.0) is for the entire series. Each webinar is 1.0 Section 1 hour/1.0 CFPC Mainpro+ credit/per hour.
Tracy Moniz, PhD, is an associate professor in the Department of Communication Studies at Mount Saint Vincent University and affiliated scientific staff at the IWK Health Centre in Halifax, Nova Scotia. Her research and teaching interests include health humanities, narrative, writing practice and pedagogy, health communication, and qualitative research methods. As a researcher, she explores the role of writing to advance humanistic care in medical education and practice, focusing on (1) the uses and potential of reflective writing as a learning strategy and (2) the lessons learned from the narratives that health professionals, patients, and family caregivers write about their experiences of illness and care. As an educator, she coaches learners in developing their writing and communication skills in a variety of genres. She has expertise in narrative and life writing and facilitates workshops on narrative medicine and writing for reflection and resilience across the health professions.

Overview:

Lapses in professionalism have high stakes for medical learners and educators. Problems with professionalism, unless appropriately and effectively remediated, may portend serious problems in practice, including patient dissatisfaction, medical errors, physician burnout, and strained workplace relationships. Yet, remediating professionalism is especially challenging. Increasingly, educators are turning to reflective writing as a strategy in this domain. This webinar will consider how and why medical educators use reflective writing as an educational intervention in remediating professionalism and explore current practices and pitfalls in this process.

Learning Objectives:

- Describe how reflective writing might be used in remediating professionalism
- Recognize tensions in using reflective writing for the dual purposes of learning and assessment
- Identify strategies for integrating reflective writing into a remediation plan