



7:30-8:15	Registration Open: Symposium Room – Campus Centre	
8:15-8:30	Welcome and Opening Remarks: Symposium Room – Campus Centre Dr. Allen Billy and Lee Haldeman	
8:30-9:30	<p style="text-align: center;">Keynote - The Learning Mindset by Pam August Symposium Room – Campus Centre</p> <p>The term ‘lifelong learning’ is one that has been used in adult education for many years and is critical in today’s world. Throughout life we are constantly provided with learning opportunities and yet many of these go unrealized. What is the optimal mindset necessary for effective learning? What gets in the way? How do we cultivate this mindset in ourselves and others? These questions and more will be answered as we explore the learning mindset in a variety of interactive ways. Curious? Good - this is the first step!</p> <p>Pam is an Organizational Development Specialist with WestJet where she works with WestJetters across the organization developing individual, team and organizational effectiveness. She does this through facilitating organizational alignment activities, team development and leadership development programs. Prior to WestJet, Pam spent 14 years at SAIT Polytechnic as a faculty member in the food and nutrition program and faculty developer. She was also the practicum liaison working with health care partners across Western Canada. As a passionate lifelong learner, Pam has a degree in Adult Education, is a certified workplace coach, and a licensed Edu-K instructor. Outside of work, she lives in the rink as a hockey mom to two active boys.</p>	
9:30-10:00	Nutrition Break	
10:00-10:50	<p style="text-align: center;">Communication In Crisis Blair Lindsay, EMT-P, BHSc, MA Symposium Room – Campus Centre</p> <p>Much of our teaching time is traditionally focused on skill or knowledge acquisition. At times we bring these together in the milieu of patient simulation and/or see them applied by new students in clinical settings.</p>	<p style="text-align: center;">Reflective Thinking – A Student’s Perspective Chelsea Dinell Supported by Meena Kumar, Academic Chair of Respiratory Therapy Orpheus Theatre – Campus Centre</p> <p>Reflective practice has long been understood as essential to continuous learning, and both personal and professional development. While the importance of reflective practice (RP) for</p>

However, often when things go awry during emergencies or moments of stress, mistakes are often made not because of lack of knowledge or skill, but because of errors in communication. This session will explore the consequences of communication errors during crisis and strategies for working with students to improve their ability to communicate in such moments.

Blair, EMT-P, BHSc, MA, graduated SAIT's EMT-Paramedic program in 1985 and spent 25 years in the field as an EMT-P/Firefighter working with rural services. He became an instructor at SAIT in 1999 and quickly realized the value of teaching using patient simulation. Blair was part of the original team that designed and implemented the Centre for Advanced Patient Care Simulation (CAPCS) at SAIT in 2005 and has since travelled internationally to speak on Simulation Centre design and communication in crisis. His first book, a zombie thriller called "Hunting the Dead" is available on Amazon and Kobo.

health care professionals is strongly supported in the literature, the concept has defied consensus on a definition. Despite this, several themes about what RP entails have emerged. The purpose of this presentation is to highlight the pertinence of RP in both allied health training. This presentation will provide a review of the common themes associated with RP, an examination of the different theories and models utilized to understand the process of RP, and a thorough discussion of how RP is an evidence-based practice. Furthermore, this presentation will examine the benefits and implications of RP for both patient care and professional development as supported in the literature. While this presentation will offer a personal perspective from a second year RT student, the benefits of RP in the training setting and throughout the trajectory of an RT's career will be discussed as well. The presentation will conclude with an offering of practical tools for how allied health professionals can incorporate RP into their day-to-day practice.

Chelsea is a 2nd year Respiratory Therapy student at SAIT Polytechnic. She grew up in Fernie, BC but moved to Calgary in 2005 to begin post-secondary school at Mt. Royal University. She completed a Bachelor of Kinesiology Degree at the University of Calgary in 2010 and traveled Europe for two months before enrolling at SAIT. Over the past few years Chelsea has been really involved in community service with respect to people with spinal cord injuries. She currently volunteers for the Canadian Paraplegic Association; helping people with SCIs achieve independence and optimal well-being. Outside of school Chelsea enjoys an active lifestyle that includes wakeboarding, snowboarding, soccer, baseball and fishing, just to name a few. Going into her final year of Respiratory Therapy she looks forward to completing her practicum at the Foothills Hospital.




<p>11:00-11:50</p>	<p>How do learning styles contribute to student/preceptor relationships? How can they affect the communication between a preceptor and student?</p> <p>Katherine Bennett M.Sc.A, R.SLP; Steven Siebold M.Ed Candidate, B.Sc.P.T.; Laura Lodberg, MN, RN.; Pauline White, M.Sc. Symposium Room – Campus Centre</p> <p>Your learning style impacts not only how you learn, but also how you solve problems, work with others, resolve conflict and communicate with others. By understanding the different learning styles, educators can better facilitate individual and group learning. Sometimes re-framing a question or description is all a learner needs or being flexible in your approach. In this interactive session, participants will reflect on and explore the learning styles described in the Kolb Learning Style Inventory, and explore what implications this may have on preceptor/student relationships and communication.</p> <p>Katherine is an Education Consultant with the Student Placement Team with a background in Speech Language Pathology.</p> <p>Steven is a Practice Consultant with the Interprofessional Education Team with a background in Physiotherapy and is working on his Master’s of Education.</p> <p>Laura is an Education Consultant with the Student placement team. She has a Nursing background.</p> <p>Pauline manages the AHS student placement team. She has a background in Dentistry.</p> <p>Katherine, Steven and Pauline have previously facilitated preceptor workshops in the former Calgary Health Region and were involved in the development of Alberta Health Services preceptor eLearning modules.</p>	<p>Are YOU Ready for Our Students: Tips for Successful Practicum Communication</p> <p>Stephanie Clack, B. Ed., CHIM, Lori Cucheron, B.Sc., MLT, and Ronaye Kooperberg, BA, B. Ed. Orpheus Theatre – Campus Centre</p> <p>Daily communication is key to a successful practicum experience. Preceptor questioning techniques and student reflection are critical steps to provide the learner with an opportunity to integrate new information to become professional and competent. Preceptor feedback allows students to see where they are excelling and where improvement is needed. SAIT preceptors use practicum booklets as a tool to intervene when students require remedial action. As a preceptor, you have a unique opportunity to guide reflective learning by asking the “right questions” and providing feedback. This session will provide strategies for daily communication, effective questioning, and constructive feedback and documentation on practicum.</p> <p>Stephanie is an instructor in the Health Information programs at SAIT. She has her Bachelor of Education in Adult Education from Brock University and is Certified in Health Information Management through CCHIM/CHIMA. A SAIT grad, Stephanie has been involved in practicum as a student, a preceptor in industry, and as a placement coordinator as SAIT.</p> <p>Lori has been teaching at SAIT for 10 years. She currently teaches Microbiology in the Medical Laboratory Technology program and Electrocardiography in the Medical Laboratory Assistant program. She is a practicum instructor for both programs. Prior to coming to SAIT, Lori was a head preceptor in the Microbiology department at Calgary Laboratory Services. Lori loves meeting new students and enjoys the energy that they bring to their learning.</p>
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	<p>All four have worked as a part of a number of interprofessional teams as staff therapists, clinical leaders and practice leaders. They all currently work with the Health Professions Strategy and Practice division of Alberta Health Services.</p>	<p>Ronaye is an instructor in the Health Information programs at SAIT. She holds a Bachelor of Arts and a Bachelor of Education in Elementary Education from the University of Alberta. She is currently pursuing a Masters in Educational Technology through UBC. As a placement coordinator for the Health Information programs, she has worked with varied practicum partners to facilitate many successful practica.</p>
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<p>12:00-12:45</p>	<p>Lunch: Symposium Room – Campus Centre</p>
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<p>12:45-13:45</p>	<p style="text-align: center;">Panel Discussion – Whose Issue Is It? Michael Sondermann; Dacia Richmond, MRT(NM), BSc; Stephanie Robinson Moderator: Dr. Allen Billy</p> <p style="text-align: center;">This session will discuss academic and non-academic student scenarios related to student practicum training. Preceptors will have the opportunity to ask questions and hear the perspectives of from a Provincial College Representative, Alberta Health Services Legal and Privacy Coordinator, SAIT’s Associate Registrar, and the Dean of the SAIT School of Health and Public Safety.</p> <p>Michael is the Associate Registrar/Associate Director for Student Services at SAIT Polytechnic. Michael is a graduate of the University of Alberta Law School and practiced law for eight years. Prior to joining SAIT Michael also owned a successful business. Among his duties at SAIT, Michael is responsible for the administration of SAIT’s Student Code of Conduct.</p> <p>Dacia has been the Director of Education for the Alberta College of Medical Diagnostic and Therapeutic Technologists since 2011 and is primarily responsible for overseeing the standards of entry-to-practice education, in Alberta, for the specialties of the College. In addition, Dacia oversees and administers the College’s Continuing Competence Program for regulated members. Prior to this role, Dacia was employed as a nuclear medicine technologist at the Cross Cancer Institute in Edmonton.</p> <p>Stephanie graduated from the Health Information Management (HIM) Diploma program at SAIT in 2010. Post-graduation Stephanie joined Alberta Health Services HIM Department as an Access and Disclosure Specialist, later accepting a position in Legal & Privacy as an Information & Privacy Coordinator for the Breach Investigation and Education Team. Stephanie’s responsibilities include investigating concerns regarding unauthorized access, use and disclosure of confidential information in a complex health care setting. Stephanie also has key responsibilities for educational development for AHS.</p> <p>Allen is the Dean of the School of Health and Public Safety, serving in this role the past 7 years. Before SAIT, Allen was an Associate Dean of Health Sciences at BCIT, and managed a set of Allied Health programs at each institution. Before moving into administration, Allen was an Instructor for over 16 years, teaching Anatomy and Physiology, Pathology, Pathophysiology for various Allied Health programs. Even further back, Allen’s research explored endocrine factors that shaped sexual differentiation (what makes a male or female) and became proficient in changing the sex of various vertebrates. Allen has also been heavily involved in outdoor activities, receiving a Canada 125 medal for volunteer work with the North Shore Search and Rescue Team Society.</p>
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<p>13:45-14:45</p>	<p style="text-align: center;">Communicating with Respect: Language and Culture Ronaye Kooperberg, BA, B. Ed. and Stephanie Clack, B. Ed., CHIM and Michele Shaben Symposium Room – Campus Centre</p> <p>Communication with students can be challenging at the best of times, but students who learn English as an additional language can pose unexpected communication challenges. From non-verbal communication confusion, to verification of student understanding and overcoming language differences, this session will provide you with the tools to communicate effectively and efficiently in these situations.</p> <p>Ronaye is an instructor in the Health Information programs at SAIT. She holds a Bachelor of Arts and a Bachelor of Education in Elementary Education from the University of Alberta. She is currently pursuing a Masters in Educational Technology through UBC. As a placement coordinator for the Health Information programs, she has worked with varied practicum partners to facilitate many successful practicums.</p> <p>Stephanie is an instructor in the Health Information programs at SAIT. She has her Bachelor of Education in Adult Education from Brock University and is Certified in Health Information Management through CCHIM/CHIMA. A SAIT grad, Stephanie has been involved in practicum as a student, a preceptor in industry, and as a placement coordinator as SAIT.</p> <p>Michele has been supporting students and preceptors during practicum since she joined the SAIT Dental Assisting faculty in 2003. She is keenly interested in healthcare, education and diversity existing within differing people and cultures. Prior to coming to SAIT, she gained experience as a preceptor in multiple settings that include; the King Faisal Specialist Hospital and Research Center in Riyadh, Saudi Arabia, multiple private dental practices in Calgary and early in her</p>	<p style="text-align: center;">Teaching Critical Thinking: A Guide for Preceptors Jennifer Brown and Jennifer Stefura Orpheus Theatre – Campus Centre</p> <p>Critical thinking skills are essential to the practice of all health professions. Yet critical thinking skills do not always come naturally, nor are they easily taught. So how do we develop the ability to critically think? And how can we teach our students to become better critical thinkers?</p> <p>This presentation will take a critical look at the definitions and theory of critical thinking and how to develop these essential skills. Practical, multi-disciplinary examples of how critical thinking skills are developed, from on-campus courses and from clinical practice will be investigated. Attendees will benefit with tools to apply in their practice as a preceptor.</p> <p>Jennifer Brown is a Medical Radiation Technologist trained in Ontario and has worked in Calgary for the last 15 years. She has been working at SAIT for the last 10 years both in the classroom and in practicum.</p> <p>Jennifer Stefura is a Respiratory Therapist who has practiced in both the Vancouver area and Calgary. She transitioned into full-time teaching at SAIT in 2002. While primarily a classroom teacher Jennifer has an interest in preceptoring and clinical education. She recently completed her Masters of Arts in Leadership at Royal Roads University and her final project focused on how to support clinical education.</p>
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	<p>career she trained staff and MLT students on the electronic diagnostic reporting system in Microbiology at Calgary Lab Services. When Michele is not instructing in the Dental Assisting program, she enjoys both attending and facilitating workshops that support faculty development at SAIT.</p>	
<p>14:45-15:00</p>	<p>Nutrition Break</p>	
<p>15:00-16:00</p>	<p style="text-align: center;">Keynote– Brains, Preceptor Relationships & Why It's Worth Talking About This Dr. Karen Dawson</p> <div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>This interactive session will explore what we can do as we work with students to increase the likelihood that they will feel focused, open to learning, and clear about how to get the most from our preceptor relationship with them. Ideas from David Rock's Our Brains at Work will guide our conversation as we learn about the intersection between neuroscience and strong preceptor-student relationships.</p> <p>Dr. Karen Dawson is a certified executive coach and leadership development consultant, integrating a unique combination of skills. Through her company Create Now Inc., Karen supports leaders (and their teams) to learn together in order to create the organization they want. Karen likes to think that her background is eclectic; some may think it is odd. As a flight instructor for the Department of National Defense, Karen was responsible for training pilots and mentoring flying instructors with the Canadian Military Cadet Program from 1982 to 1988. She held the rank of lieutenant in the reserve forces. Grounded in theatre training (University of Alberta) as an actor and director, Karen taught improvisation, theatre and dance. She has worked as a jail matron, physics teacher, executive coach and she continues to serve as associate faculty at The Banff Centre and the University of Calgary in the business school. Karen holds a Master of Arts in Leadership from Royal Roads University and a Ph.D. from Tilburg University in the Netherlands with research focusing on the development of leadership in large organizations. Karen likes to run (very slowly), read books (all kinds), and she parents (delightful) young adults. Karen lives in Calgary, Alberta.</p> </div> </div>	
<p>16:00-16:10</p>	<p>Closing Remarks – Kimberly Wheelans, M.Ed Symposium Room – Campus Centre</p> <p><i>Please hand in your evaluation form in exchange for a ballot to enter for door prizes.</i></p>	