

CFCPS 2019 Annual Educational Conference

LEARNING OBJECTIVES – ACCREDITED SESSIONS

NB: The educational conference is preceded by the CFCPS Annual General Meeting which is not part of the educational program. This is a business meeting without educational content. It runs from 09:30 to 11:50 on May 31st, 2019.

Time	Title	Facilitator
2019/05/31		
13:10	<p>A. Practical Session: Catholic Teaching on Life Issues – Elevator Pitch, Succinct Explanation, and Media Approach</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Respond to a request for media comment on a bioethical issue, including preparation for interview or written draft submission; 2. Describe the basic/recurrent bioethical questions posed by media agencies; 3. Employ basic communication skills to present a bioethical “core message” in accessible language. <p>13:45-14:00 – Moderated Question Cards</p>	Mr Neil McCarthy
14:00	<p>B. Practical Session: Presenting Ethical Issues to Trainees in a Secular Medical School</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe major Catholic bioethical concerns using secular/academic ethical terminology; 2. Identify personal biases, preconceptions or knowledge gaps that may interfere with effective teaching of bioethics in a secular milieu; 3. Select a teaching method or style that allows the instructor to present Catholic bioethical concerns to trainees or colleagues clearly and objectively. <p>14:40-14:55 – Moderated Question Cards</p>	Mr Eoin Connolly
14:55	Short Refreshment Break	
15:10	<p>C. Practical Session: Building and Nurturing Catholic Physicians’ Societies</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe the importance of interpersonal fellowship between physicians in building resilience and avoiding burnout; 2. Define the term “mentorship” in a Catholic context and describe the importance of mentors; 3. Identify barriers to the successful building and nurturing of a local Catholic physicians’ society, including leadership burnout and communication difficulties; 4. List at least 3 practical ways to increase local physician 	Ms Alexandra Majerski

	engagement in mentorship and fellowship activities. 15:45 – 16:00 – Moderated Question Cards	
16:00	<p>D. Practical Session: The Transformative Potential of Narrative in Ethically Ambiguous Circumstances.</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define the term “narrative medicine” and explain how it is used by Rita Charon and other academics in the medical education and bioethics fields; 2. Prepare a narrative framework for expressing personal and professional bioethical concerns; 3. Discuss ethically ambiguous situations within a Catholic and secular bioethical context using the tools of narrative medicine. <p>16:45-17:00 – Interactive Writing Exercise</p>	Dr Ann Sirek
17:30	Spiritual Activities (not submitted for accreditation)	
18:30	Opening Social (not submitted for accreditation)	
2019/06/01		
08:30	Breakfast	
09:00	<p>E. Understanding Our Faith: Moral theology, cooperation with evil, and the “virtuous physician”</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define the term “virtue ethics” and list basic examples of virtues as applied to bioethics; 2. Describe the Catholic bioethical framework regarding cooperation with immoral acts; 3. Identify possible responses to immoral acts within the clinical, educational and research contexts. <p>09:45-10:00 – Moderated Question Cards</p>	Dr Quentin Genuis
10:00	<p>F. Understanding Our Faith: Christian Anthropology and Modern Sexuality</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define the terms “sex” and “gender” as used in modern academic settings and in the Catholic philosophical and theological discourse; 2. Identify ways in which the differences between secular and Catholic understandings of sex and gender impact the clinical and educational activities of physicians; 3. Describe ways in which Catholic physicians can meet their ethical duties to patients and society within the context of the Catholic understanding of sex and gender. <p>10:00-10:05 and 10:50-11:00 – Pre-Post Survey</p>	Dr Moira McQueen
11:00	Patient Counselling Session (not submitted for accreditation)	

12:15	Lunch	
13:15	Legal/Regulatory Update (not submitted for accreditation)	
13:30	<p>G. Practical Session: Catholic Moral Teaching, Addictions and Harm Reduction</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe in basic terms how drug dependence and addiction impacts on the physical, psychological and spiritual well-being of sufferers; 2. Define the term “harm reduction” and describe the basic arguments, both scientific and moral, for and against this approach to the treatment of drug abuse; 3. Identify basic ways in which Catholic physicians can express compassion and facilitate healing for patients suffering from drug dependence and abuse. <p>14:15-14:30 – Moderated Question Cards</p>	Dr Darren Holub
14:30	<p>H. Practical Session: Secular and Christian approaches to stress, burnout and existential suffering</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe the components of clinical-therapeutic mindfulness and meditation practices and their use in the treatment of psychological illness; 2. List similarities and differences between mindfulness-based therapies and prayer; 3. Discuss ways in which prayer and spiritual activities can productively intersect with mindfulness-based therapies, particularly in patients with active spiritual/religious lives. <p>15:15-15:30 – Moderated Question Cards</p>	Dr Peter Turrone
15:30	Refreshment Break	
16:00	<p>I. Practical Session: Discussing End-of-Life Options with Suffering Patients</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. List the different options and settings for end-of-life care for patients in Canada and explain these to a patient in an understandable way; 2. Describe physical, psychological and spiritual dimensions of suffering at the end of life; 3. Identify techniques and skillsets for compassionate listening and communication with suffering patients, drawing on secular and Catholic understandings of suffering. <p>16:45-17:00 – Reflective Learning Cards</p>	Dr John Scott
18:30	Spiritual Activities (not submitted for accreditation)	
19:30	Gala Dinner/Keynote Address (not submitted for accreditation)	

2019/06/02		
09:30	<p>J. Understanding Our Faith: Salvific Suffering, Palliative Care and Euthanasia</p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe the ethical imperative to reduce and eliminate suffering from the perspective of Catholic bioethics; 2. Identify personal responses to patient suffering and integrate these responses into the physician-patient relationship; 3. Explain the Catholic bioethical and theological response to intractable suffering, with particular focus on the bioethical response to legalized euthanasia practices. <p>10:15 – 10:30 – Reflective Learning Cards</p>	Dr Josephine Lombardi
10:30	Closing Spiritual Reflection (not submitted for accreditation)	

Notes about interactive learning

1. Moderated Question Cards: Cue cards will be handed out to participants at the beginning of the session with space to write questions about content. Headings will be provided based on the presenter slide deck (available 3 weeks before conference). Participants will be requested to write questions in real-time during presentation and cards will be collected 5 minutes before the beginning of the interactive learning session. These will then be collated by the moderator (Dr Lucas Vivas) and questions posed to the presenter by theme (based on question cards).
2. Interactive Writing Exercise: Directed writing exercise based on Narrative Medicine / Narrative Ethics content.
3. Pre-Post Survey: Participants will complete a brief pre-survey on knowledge to be covered in the session, and then complete a post-survey with question period after the session.
4. Reflective Learning Cards: Cue cards will be handed out to participants at the end of the session with the header “What I will remember tomorrow morning” and “What I will remember at next year’s conference” and will receive time to complete these. Tables will then discuss their memorable/reflective experiences. Tables will be invited to present their group’s relevant reflective learning points.