



MOUNT ROYAL
UNIVERSITY
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Teaching in
practice-based
professions

Reflections and
innovations in
challenging times



Call for abstract submissions

Deadline: February 28, 2021

Submit to mru.ca/tlabstracts

Questions? Email: ccartersnell@mtroyal.ca

Faculty of Health, Community and Education
Teaching and Learning Conference 2021

Practice-based professions include practice and competence components that create unique considerations for teaching. Examples include preparing students for practical skills as well as the application of knowledge to complex situations. Content of presentation may include discussion or review of issues and potential solutions, or the findings and recommendations of projects or research.

The challenges in teaching and learning in these practice-based professions have been magnified during recent experiences such as the pandemic and budget cuts. Mount Royal University Faculty of Health, Community and Education (HCE) will be hosting a virtual conference for two half days on May 18 and 19, 2021. The focus of this virtual conference will be to bring educators and/or students together to reflect on these challenges within their practice-based teaching and share discoveries or innovations to move forward. The target audience is educators in post-secondary institutions or clinical/practicum settings who work with practice-based professions.

Areas of focus



**Future directions
and innovations used**



**Alternatives to clinical
or practicum placement**



**Supporting students, agencies
and partners in virtual environments**



**Assisting students and faculty
navigating stressful situations**

Areas of focus are suggested above. Examples: Future directions and innovations may be strategies to adapt the curriculum for increased student engagement or connections or what changes made that you may bring into the future. Alternatives to clinical or practicum placement delivery might include competency assessment or practicum competencies. Students, faculty and agencies have been moved to virtual delivery and you may have identified strategies to support learning or communication. Covid and budget cuts have created stressful situations for all of us — what have you implemented to manage or reduce these stressors? If relevant, presenters are welcome to submit abstracts outside of these areas.

Abstract guidelines

The title should reflect the main focus of the presentation. The abstract should be no longer than 250 words and include the issue being addressed or the focus of the study/project conducted. Describe the findings of the review or project, conclusions and/or solutions to the issue or idea and how findings can be used in practice. Authors are expected to clearly outline key learning outcomes. Within your abstract, please identify the focus that is most relevant to your abstract (see above), if applicable. These categories, and any additional identified, will be used to form concurrent sessions. Ensure all co-authors (including email and affiliation) are included in the applicable online submission form fields.

The conference committee must be notified immediately if there are changes to the abstract or if it has been withdrawn from consideration.

Selection process

All abstracts are subjected to “blind” peer review. Selection criteria include relevance to teaching in practice-based professions and the conference themes.



Teaching and Learning Conference 2021 Teaching in practice-based professions: Reflections and innovations in challenging times

May 18 and 19, 2021 | 9 a.m. – noon
Online