

## **KEYNOTE PLENARY PRESENTATION**

**Vicki R LeBlanc, PhD**

**Title:**

***THE SAD RISK TAKER: RETHINKING THE ROLE OF EMOTIONS IN LEARNING AND CLINICAL SKILLS***

In caring for patients, clinicians and trainees are constantly confronted with emotional events: stress in situations of uncertainty, anger at a perceived injustice or sadness at an undesired patient prognosis. In many of these emotional situations, clinicians and trainees must obtain and interpret information, make judgments regarding treatment options, and remember previously learned information. Evidence from the neurosciences indicates that emotions have a significant impact on how we perceive the world around us, what we pay attention to, what we remember, as well as our judgments and decision-making. However, discussions of emotions in the health professions are predominantly relegated to the wellness realm, where educators are concerned with the impact of training and practice on mental health. The roles of emotions on clinical thinking, reasoning and learning are rarely broached. Given that medical practice and training often occur in emotional settings, we need to understand how clinicians' emotional states affect their ability to interpret information, make decisions, and remember critical information. This greater understanding will, in turn, shape how we teach, provide feedback and coaching, as well as how we assess our learners. The presentation will present an overview of the research on the relationship between emotions and cognition, as well as the implications for health professions education and clinical practice.

## **KEYNOTE WORKSHOP**

**Presenter:**

**Vicki R LeBlanc, PhD**

**Title:**

***EMOTIONS UNDER THE MICROSCOPE: CAPTURING EMOTIONS IN HEALTH PROFESSIONS EDUCATION***

There is growing recognition of the role of emotions on learning and performance in health professions education. Educators and researchers are increasingly interested in how emotions influence learning and performance, how learners approach emotional events, as well as how to best prepare learners for - and support them - in emotional clinical situations. However, approaches to the study of emotions vary, and any particular approach will be best suited to certain circumstances rather than others. Educators and researchers new to the domain of emotions could easily be overwhelmed by the various approaches to capturing emotions.

The focus of this workshop is to present a brief overview of what is known regarding emotions, learning, and performance, particularly in health professions education. This overview will form the foundation for an interactive session in which participants explore their research and educational interests regarding emotions. Various methods of capturing emotions – namely subjective, behavioural, physiological and socio-cultural - will be discussed.