

ACOTUP Researcher Profile

Name of researcher: Elizabeth Anne Kinsella, Western University

Degrees and professional qualifications (including fellowships):

PhD (Education Studies) Masters (Adult Education) BSc (OT), OT Reg. (Ont.)

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Area of research: Epistemic Justice; Reflective Practice; Reflexivity; Epistemologies of Practice; Knowledge Generation; Ethics and Humanities; Occupational Science; Occupational Therapy Practice; Health Professional Education; Philosophical Foundations of Qualitative Research.

Research related awards and honors:

- Senior Investigator, The Mind and Life Summer Research Institute, Garrison Institute, New York (2013)
- CIHR TUTOR Training Program in Primary Care, King City, Ontario (2013)
- Fellowship, Funded by Ministry of Health & Long Term Care, Centre for Education Research and Innovation, Schulich School of Medicine & Dentistry, Western University (\$22,500) (2011-13)
- Adjunct Associate Professor, Research Institute for Professional Practice, Learning & Education, Faculty of Education, Australia (2010-13)
- Faculty of Health Sciences Teaching Award, Western University, London, Ontario (2012)

Grants/funding history:

- Kinsella, E.A. (PI). Engaging the moral imagination: An analysis of an arts-based approach to ethics education. Social Science and Humanities Council of Canada (\$79,000).
- Kinsella, E.A. (Co-PI). Establishing a network for the interdisciplinary scholarship of professional education. Interdisciplinary Initiative, Provost's Office, Western University (\$91,400).
- Kinsella, E.A. (Co-I). On-line preceptor/preceptee education: Preparing partners of learning in the field. Interprofessional, Mentoring, Preceptorship, Leadership & Coaching (IMPLC) Fund, Ontario Ministry of Health and Long-Term Care (\$132,711).
- Kinsella, E.A. (Co-PI). Community of practice: A methodology to improve occupational therapy practice - Canadian/Brazilian Collaboration. FAPESP, The University of São Paulo, Brazil; FAPESP, Research Western, Western University (\$18,409).

Research collaboration: A recent research collaboration involved funding from Western University to facilitate grassroots networking and partnerships between colleagues interested in Professional Education and Practice across three faculties. Numerous research synergies, interdisciplinary graduate projects, and new research networks have occurred as a result. The project led to international research and education collaborations with leaders in the field of professional education and practice, specifically The Institute for Research into Professional Practice, Learning and Education and The Education for Practice Institute in Australia. An international think tank on Phronesis as professional knowledge was hosted by the project,

eventually leading to a collaborative book on this subject entitled: *Phronesis as Professional Knowledge: Practical Wisdom in the Professions*. In addition, an international conference on *Engaging Reflection in Health Professional Education and Practice* was hosted leading to 165 scholars coming together to exchange knowledge as well as publication of a special edition of the journal *Reflective Practice*, on 'Engaging Reflection through the Arts in Health and Social Care'. Many additional synergies, including partnerships and fellowships, and support for a new Centre for Education and Innovation in the Schulich School of Medicine and Dentistry at Western, as well as others too numerous to mention have resulted from this collaboration.

What is the most important thing in mentoring graduate students? I believe the most important things about mentoring students are to: care deeply about the student as a person; foster positive relationships of mutual respect and care; be generous with resources and mentorship; encourage students to 'live in the questions' and to embrace the messiness of the research process as fruitful locations for exploration; help students see 'possibilities' when complexities emerge; 'open doors' for students whenever possible; hold high expectations; communicate well and articulate clear expectations; offer timely feedback; encourage students to write regularly; be fair and have open conversations about authorship.

Most significant publications:

- Kinsella, E. A., Phelan, S., Park Lala, A. Mom, V. (2014). An investigation of students' perceptions of ethical practice: Engaging a reflective dialogue about ethics education in the health professions. *Advances in Health Sciences Education*. On-line early.
- Kinsella, E. A. (2012). Knowledge paradigms in Occupational Science: Pluralistic perspectives. In G. Whiteford & C. Hocking, *Occupational Science: Society, Inclusion, Participation* (pp. 67-85). Wiley Publishers.
- Kinsella, E. A. & Pitman, A. (Eds.) (2012). *Phronesis as professional knowledge: Practical wisdom in the professions*. Rotterdam: Sense Publishing.
- Kinsella, E. A. (2010). Professional knowledge and the epistemology of reflective practice. *Nursing Philosophy*, 11(1), 3-14.
- Kinsella, E. A. & Whiteford, G. (2009). Knowledge generation and utilization: Toward epistemic reflexivity. *Australian Occupational Therapy Journal*, 56(4), 249-258.

Tips would you give for new investigators: Think long term; Do pilot research; Keep your focus; Write every day; Find a mentor; Build your research communities; Learn to delegate; Consider relevance to other fields; Be persistent; Welcome feedback; Participate in projects that you are passionate about; Consult with others who have been successful; Learn to say 'no' graciously.

Resources/supports/training programs for new investigators? I have learned the most through in depth dialogue and conversations with others with similar concerns, and by building networks of like minded scholars. In addition reading successful grant applications of others can be very helpful. I recommend having the courage to share your 'in progress' work and ideas with trusted colleagues, and seriously considering their feedback. I suggest finding supportive research communities where your values align, and where can discuss research projects and the culture of particular review boards. Participating in the review of other grants is a great way to foster success. And, internal peer reviewers can be extremely helpful in refining research grants prior to submission. Finally, keeping one's focus on a program of research that one feels passionate about, rather than allowing oneself to be blown about by the wind, can foster credibility in one's program of research.