Professor Lesley Bainbridge Delivers the 6th Barbara Edwardson Lectureship in the School of Physical Therapy

The Barbara Edwardson Lectureship was established in June 1992 to honour and recognize Professor Edwardson's significant contributions to physical therapy education in Canada by, in turn, recognizing excellence in education among members of the physical therapy academic community. Nominations for this lectureship are sought every three years.

The recipient of the Sixth Barbara Edwardship Lectureship award is Professor Lesley Bainbridge from the University of British Columbia where she serves as the Associate Principal at the College of Health Disciplines and the Director of Interprofessional Education in the Faculty of Medicine. Professor Bainbridge is also a former Director of the School of Rehabilitation Sciences and Head of the Division of Physical Therapy at UBC. She has received the UBC Killam Excellence in Teaching Award and the Enid Graham Memorial Lecture Award, which is the highest award in the Canadian Physiotherapy Association to honor outstanding leadership in the profession. She delivered her lecture at 3:30 on Monday October 15th in Elborn College to a diverse group of health care students, practitioners, educators and researchers.

The topic of her lecture was “Emotional Learning: An Option for Teaching Interprofessional Patient-Centred Care”. Professor Bainbridge’s interest in emotional learning originated in her reflections on her own clinical experiences; she realized that her most significant learning incidents were strongly linked with emotions. Professor Bainbridge elaborated on her ideas of the “emotional literacy” competencies that she believes all students in health care professions should obtain prior to graduation. These include the abilities to: identify emotions (in themselves and their clients), communicate emotions, understand feedback given emotionally, identify parameters for “good” emotional connections with patients, families, and peers, and understand how values are structured by emotions. She suggests that educational methods could include problem- or case-based learning, reflection, narratives, poems, song, art and theatre. She challenged educators to examine their curricula and to balance the heavy focus on anatomy, physiology, assessment, diagnosis, and therapeutic interventions with that of emotional competencies and affective approaches to learning. Professor Bainbridge suggests that attainment of these competencies will contribute to better preparation of health care practitioners to collaborate with their clients and colleagues.