A note about webcams: We understand that sometimes bandwidth issues or other technical problems may interfere, but recommend that, if possible, the audience keep their webcams on throughout the rounds.

PRESENTATION 1: 12:00-12:30

The Other Birth Stories: Power and Emotion in Perinatal Clinician Narratives
Laura Brereton, Wilson Centre PhD student

This is an ongoing piece of work stemming from the literature review behind my doctoral project. I am using critical thematic analysis to explore 'unauthorized' discourses of emotion in clinicians' written accounts of providing and receiving perinatal care.

PRESENTATION 2: 12:30-1:00

International is this: a bibliometric analysis of authorship distribution in top medical education journals
Presenters: Carrie Cartmill¹ and Cynthia Whitehead¹,²,³

Research team members: Manuel Costa,⁴ Eloy Rodrigues,⁵ Antonia Correia,⁵ Dawit Wondimagegn,⁶ Tiago Salessie⁷

Conversations about the ethics of academic publication in medical education emphasize the role of individual scholars in determining who qualifies and is eligible for claiming authorship. Journal editorial policies similarly ascribe to guidelines that ensure that individuals are appropriately recognized for their contributions to published scholarship. These guidelines may not, however, reflect the contributions of collaborators with diverse voices and perspectives. Scholars from low- and middle-income countries, and those for whom English is not a first language, may be silenced and underrepresented within journal publications. This is a particular problem for a field that intends to be international in scope, since published articles may only represent the perspectives of those with the resources to have their voices included. We were invited by collaborators in Portugal to contribute to a bibliometric analysis of the country of origin of authors publishing in the top international medical education journals between 2012 and 2018. Results from this analysis showed that 73% of first and last authors publishing in the top five medical education journals were from only five countries: USA, Canada, UK, Netherlands, and Australia. Approximately half of the world’s countries did not have a single first or last authored paper published in these international journals. As we engaged with our international colleagues on this work, we became acutely aware of how our own collaborative process was itself a case study of the phenomenon we were examining. While we were attentive to this, it did not solve authorship dilemmas, but rather highlighted inequitable access to time and resources to allow completion of the research. As collaborators from one of the privileged five countries, we must decide whether we are making valuable contributions to ensuring that this work gets published or are rather engaging in a form of academic colonization.