

# International Conference

## ALL TOGETHER

## BETTER HEALTH II:

### Progress in Interprofessional Education and Collaborative Practice



## May 6 -7, 2004

Coast Plaza Hotel & Suites at Stanley Park  
1763 Comox Street  
Vancouver, BC  
Canada

Sponsored by: College of Health Disciplines



In co-operation with:



Interprofessional Continuing Education

education in the university  
or college context

clinical education practice  
in the community

continuing professional  
development

team collaborative  
practice

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It is a pleasure to welcome delegates to this international conference, in one of the world’s most beautiful cities. All Together Better Health continues the tradition of its precursor meeting held in London, U.K in 1997. In the intervening years, interprofessional education has taken on an increasing visibility in all countries represented at this meeting, and collaborative practice is becoming the norm for patient care.

Interprofessional education, which occurs when two or more professions learn from, with, and about each other to improve collaboration and the quality of care, is one of the crucial discussion foci of the meeting. We eagerly anticipate that the high quality of the papers and posters being presented will contribute to informed and lasting dialogue, that leads to distinct and measurable changes in health and human service professional education and health outcomes.

A second focus of the meeting centres on collaborative practice - a critical skill for educators and health and human service providers that allows them to deal with the increasing complexity of today’s and tomorrow’s educational, health and social care contexts.

Current research supports the need to prepare health professionals for roles that include interprofessional teamwork and collaborative practice and that facilitate integrated delivery systems in health and social service settings. New knowledge and skills are needed to provide health and social service professionals with the ability to synthesize vast amounts of information and to exercise critical thinking as well as analytical and/or reflective practice. Where these skills can be acquired, and what happens to them once health and social care professionals enter the work force, are questions we hope to hear debated in this meeting.

The College of Health Disciplines, which is home to interprofessional education, research and evaluation at the University of British Columbia, is honoured to host this second international conference. The conference brings a cross-section of health and human service professionals and academics from around the world. The conference is a showcase for current research and practice projects and ideas in the four subject areas listed in the left margin. Together, conference participants will further interprofessional education and collaborative practice and continue to develop these important areas.

*Principal John H.V.Gilbert  
College of Health Disciplines, UBC*

**Conference Objectives**

1. To enhance our knowledge and skills related to collaborative practice.
2. To share innovations in research and practice related to interprofessional education.
3. To deepen our understanding of the positive outcomes of interprofessional education and collaborative practice.
4. To determine future directions for collaborative research in interprofessional education and collaborative practice around the world.

**Who should attend?**

The conference is unique in targeting an interprofessional audience. It is of importance to all interested health, human services, and academic professionals who contribute to interprofessional education and/or collaborative practice.

## REGISTRATION

### Online

Secure, fast, online registration is available for Visa and Mastercard holders at the conference organizer's website:

[www.interprofessional.ubc.ca](http://www.interprofessional.ubc.ca)

### By Fax

Fax completed registration form to: **604-822-4835**

### Charge-by-phone (please have Mastercard or Visa ready)

Toll free within North America **1-877-328-7744**

Other callers: **604-822-6156**

### Mail registration form with cheque or bank draft to:

**IN 9538 REGISTRATION**

**Interprofessional Continuing Education,**

The University of British Columbia,  
Room 105-2194 Health Sciences Mall  
Vancouver, BC, V6T 1Z3

Please make your cheque payable to the *University of British Columbia*. Please ensure that you have a copy of the program to assist you in your workshop selections while online. A registration receipt will be mailed to all registrants regardless of payment method after processing by our office. Please see registration form for further details.

### Location & Conference Hotel

The conference will be held at the:  
**Coast Plaza Hotel and Suites at Stanley Park**  
1763 Comox Street  
Vancouver, BC Canada V6G 1P6

**Telephone:** 604-688-7711 **Fax:** 604-688-5934  
**Toll free in North America:** 1-800-663-1144

Online booking is also available:

[www.coasthotels.com](http://www.coasthotels.com)

Online booking code is: **BETTERHEALTH**

Please make your own reservation by calling the hotel directly. Identify yourself with the **All Together Better Health II** conference. Hotel tax of 10% and 7% GST must be added to all rates.

**Rates:** **\$129** single, double or twin occupancy  
**\$169** one bedroom suites, additional person \$20

Children under 18 stay free in same room as parents (max. applies). A block of rooms will be held at the conference rate until **March 17<sup>th</sup>, 2004**. The Coast Plaza is within easy walking distance of world famous Stanley Park, the beaches of English Bay, and a wide variety of restaurants.

### Parking

- Conference Hotel - \$2.00 per hour up to \$8.00 per day.
- West End Community Centre, 870 Denman (entrance off Haro) \$4.50 - \$5.00 per day (\$1 coins accepted)

Pre-registration prior to **April 23<sup>rd</sup>, 2004** is strongly recommended to ensure you receive all conference materials.

### Tuition Fees

See Registration Form included in this brochure for more details. The tuition fee includes conference materials and refreshment breaks.

### Refund and Cancellation Policy

Refunds will be made (less a \$50.00 processing fee) if written notice of withdrawal is received by April 5<sup>th</sup>, 2004. **No refunds** will be granted for withdrawal after that date.

Interprofessional Continuing Education reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, a refund less a \$50 handling charge will be returned.

### Support

The organizers acknowledge the kind support of the Centre for the Advancement of Interprofessional Education (UK) CAIPE, and the former Interdisciplinary Health Care Team Conference (USA) IHCTC.

### Sponsorship

We gratefully acknowledge the sponsorship of Taylor & Francis Ltd. (UK) on behalf of *Journal of Interprofessional Care*.

### Exhibitors

Health associations and/or community organizations wanting to exhibit at this conference, please contact the organizers at 604-822-0054 or by email: [ipconf@interchange.ubc.ca](mailto:ipconf@interchange.ubc.ca)

### Tourism Information

Vancouver provides visitors with many opportunities to experience the West Coast lifestyle. If you would like more information on travelling in the area, things to do and see in Vancouver or other accommodations, please call these numbers:

#### Tourism BC

Tel: 1-800-HELLO-BC (435-5622)  
[www.hellobc.com](http://www.hellobc.com)

#### Tourism Vancouver

Tel: 604-683-2000  
Fax: 604-682-6838  
[www.tourism-vancouver.org](http://www.tourism-vancouver.org)

## Wednesday May 5<sup>th</sup> Preconference Event

### Journal of Interprofessional Care (JIC)/North American Editorial Board Annual Board Meeting

9:00 am - 12:00 noon *Barclay/Guildford Room at the Coast Plaza Hotel and Suites*

By invitation only. Open to all Journal of Interprofessional Care Board members worldwide. The North American Board welcomes the opportunity to meet and interact with JIC colleagues from around the world on this special occasion. If you are a JIC member, please notify Madeline Schmitt, Chair of the North American Board at 585-275-8889 or Madeline\_Schmitt@urmc.rochester.edu about your intention to attend the meeting.

### International Society/Association Meeting

1:30 pm - 5:00 pm *Barclay/Guildford Room at the Coast Plaza Hotel and Suites*

Over the past 10 years, interprofessional collaboration in education, research, and practice has emerged as a field of academic endeavour across all five continents. A clear need for the development of an international organization to enhance mutual efforts in the field and sharing of information across countries and cultures has emerged. You are invited to an exploratory meeting to discuss the establishment of an *INTERNATIONAL SOCIETY/ASSOCIATION* that would be a multidisciplinary and non-profit organization, dedicated to promoting interprofessional education, collaborative practice, and research and increasing communication among health and human service disciplines in order to enhance an understanding of the relationships between interprofessional education and collaborative practice in health and human services.

1:30 pm *Introductions*

*Presentations of the proposal*

*Discussion Groups*

*Break*

*Report back by Group Leaders*

*Recommended and Action(s)*

5:00 pm *Adjourn*

*PLEASE INDICATE YOUR INTENT TO ATTEND THIS MEETING ON THE REGISTRATION FORM.*

## All Together Better Health II International Conference Wednesday May 5<sup>th</sup> Main Conference

5:00 pm *Registration opens*

8:00 pm *Welcoming Reception*

9:00 pm *Registration Closes*

## Thursday, May 6<sup>th</sup> 2004

7:30 am *Registration opens (coffee & croissants)*

8:30 am *Introduction to Conference* *Dr. John H.V. Gilbert  
Conference Convener*

*Welcoming Remarks* *Dr. Penny Ballem  
Deputy Minister of Health, B.C.*

*Morning Moderators* *Lesley Bainbridge  
or Grant Charles  
Conference Co-Chairs*

*Opening Plenary:  
Health Together* *Student Presentation*

10:00 am *Refreshment Break*

**10:30 Concurrent Sessions A (10:30-12:00)**

### Room I

#### Interprofessional Roles: "Where are These People Coming From?"

*Presenters:* *Edie Wade, Susan Janson  
San Francisco, USA*

A university-based educational program, Diabetes Management in Primary Care, uses learners from medicine, nursing and pharmacy to provide team-based interprofessional chronic illness care. Pre-interviews revealed lack of knowledge about roles, delaying learner collaboration and quality improvement projects. Health professional role differentiation and overlap should occur early in interprofessional training.

#### Better Health Through Collaborative Education

*Presenters:* *Judy Kilpatrick, Lyn Dyson  
Auckland, New Zealand*

Providing high level clinical courses is expensive and complex but must remain a priority to meet health needs. This paper describes the development of courses in a new school, which in three years has become the biggest in New Zealand. We share the vagaries of collaboration with clinical areas and interprofessional learning and offer the results of research exploring the changes in student clinical practice.

### Health Together: A Student Initiated Conference to Foster Interprofessional Teamwork

Presenters: *Tawny Hung, Shiu-Kay Hung*  
Vancouver, Canada

*Health Together* is an annual student orientation directed and managed by a group of over 30 student volunteers from the 15 health sciences programs at UBC. The goal of this event is to promote and develop interprofessional teamwork among students through an afternoon of drama, interactive activities and food.

## Room II

### Introducing Interprofessional Learning into Discipline-Specific Courses in Rehabilitation.

Presenter: *Joan Loomis*  
Edmonton, Canada

This presentation will describe the development, implementation and evaluation of Inter-Departmental (Inter-D) modules that give students in occupational therapy (OT), physical therapy (PT) and speech language pathology (SLP) an opportunity to share discipline roles and practice team skills for coordinated client care. It is possible to introduce Inter-D learning in highly structured professional programs and employ active learning with large classes.

### Involving Service Users in Programme Evaluation

Presenter: *Diana Barnes*  
Durham, England

A major challenge in the evaluation of training programmes is the measurement of outcomes for end users. This paper explores the use of established outcome measures and the development of service user-defined outcomes in a 5-year study carried out in England between 1997 and 2002.

### Student Satisfaction with a Team Evaluation Process in an Interdisciplinary Health Team Development Course

Presenters: *Elizabeth Taylor, Sharla King, Joan Loomis, Jan Pimlott*  
Edmonton, Canada

The University of Alberta offers an interdisciplinary scenario-based course in health team development. Team process skills are evaluated using a Team Objective Structured Clinical Examination (TOSCE). This presentation will describe the TOSCE tool and student feedback on the effectiveness and impact of the TOSCE. Implications for further research will be addressed.

## Room III

### Interprofessional Postgraduate Education for Community Mental Health: The Benefits of Longitudinal External Evaluation.

Presenter: *John Carpenter,*  
Durham, England

We report process and outcomes of a five-year formative and summative evaluation of a programme for community mental health in the UK. Outcomes included the implementation of learning in the workplace, changes in organizational practice and, in a comparative design, outcomes for service users.

### Interprofessional Learning: The Dalhousie Experience

Presenters: *Helen Ryding, Lois MacGregor*  
Halifax, Canada

Expertise in different areas of health necessitates communication among health care providers. This concept underpins Interprofessional Learning at Dalhousie University that facilitates students in the Faculties of Dentistry, Health Professions and Medicine becoming familiar with and gaining an appreciation for each others' skills by "learning together to work together".

### Patient Panels: A Dynamic Methodology for Interprofessional Education

Presenter: *Fran Aiken, Eunice Gorman*  
Toronto, Canada

This presentation will address the process and experiences involved in the planning and execution of interactive interprofessional educational sessions employing patient panels. Students from nine disciplines were involved in each educational experience. Patient panels helped the learners gain an appreciation of the patient/client experience within the current health care system.

## Room IV

### Interprofessional Care Training Pilot Project: Considerations, Lessons, and Reflections

Presenters: *Ian Waters, Keegan Barker, Gabriella Herr*  
Toronto, Canada

This paper will present the preliminary findings of this project: reflections on "lessons learned" in the program planning and design, and a consideration of the interprofessional group processes of the project/research team. This presentation will contribute to dialogue around interprofessional clinical education in the community and interprofessional team collaborative practice.

### Violence Against Helping Professionals: What Social Work and Nursing Can Teach Each Other

Presenters: *Geraldine Faria, Mary Agnes Kendra*  
Akron, USA

Violence against social workers, public health nurses, and others who make home visits has increased in recent years. This paper presents a study of undergraduate social work and nursing programs in the United States regarding preparation of students to deal with violent clients or potentially violent situations.

### Pharmacy Clerkship Program Designed to Promote Collaboration with Patients and Other Health Professionals

Presenter: *Rosemin Kassam*  
Vancouver, Canada

This presentation will provide an overview of an enhanced senior year pharmacy clerkship course, and its impact on clinical instructors, students, patient care and patients. The enhanced program was promoted as an interprofessional and interdisciplinary collaboration and was strongly endorsed by students, clinical instructors and clients.

## Room V

**Faculty Leadership in Interprofessional Education to Promote Patient Safety: The FLIEPPS Project**

Presenters: Pamela H. Mitchell, Lynne S. Robins  
Seattle, USA

FLIEPPS is an interprofessional educator team collaboratively developing, pilot testing, evaluating, and disseminating an integrated patient safety curriculum based on patient-centered interprofessional collaboration. Using a “train the trainer” approach, FLIEPPS aims to develop leaders who can influence educational change in the service of patient safety at their schools or colleges.

**A Multi-Professional Education Workshop for Graduate Entry Students in Occupational Therapy, Physiotherapy, Speech Pathology and Audiology**

Presenter: Monica Moran  
St. Lucia, Australia

A workshop using a pediatric case-study was conducted for 81 graduate entry students of occupational therapy, physiotherapy, speech pathology, and audiology. Post-workshop evaluation indicated overwhelming success in enhancing students’ understanding of the case and increasing their awareness of teamwork, the role of their discipline, and the roles of the other professionals.

**Future Interprofessional Practices Services and Competencies in Social and Health Care - The Role of Information Technology**

Presenters: Antti Syväjärvi, Hannu Pietiläinen,  
Kari Virolainen, Jari Stenvall  
Oulu, Finland

The used information technology in Social and Health care is controversial issue. It is an opportunity but simultaneously a threat for people and organizations. The attitudes and competencies in interprofessional work society as well as customer opinions are vital in a technological change process. Suitable technology implementation and new human competencies are needed additionally with proper management in order to produce future well-being services.

## Room VI

**Achieving National Consensus on Competencies and Outcome Measures: The Pediatric Pulmonary Centres’ Leadership Training Experience**

Presenter: Julie A. McDougal  
Birmingham, USA

This presentation details a unique consensus development process that enabled a large group of people located at geographically dispersed sites to collaborate efficiently and effectively, producing competencies, outcome measures, and an evaluation instrument that are markedly innovative contributions to the understanding of interdisciplinary healthcare leadership development.

**Cluster Based Learning in Community Health Research Training**

Presenter: James Frankish  
Vancouver, Canada

Graduate students, post-doctoral fellows, practitioners, professors, policy makers, managers, and union representatives learn about community health research together in the Partners in Community Health Research Strategic Training Program, within one of three cluster teams (community health services, vulnerable populations, workplace health), and through cross-cluster activities. Funded by CIHR and MSFRF.

**From Supporting Self-Care to Collaborative Patient-Centred Practice: Successes, Challenges and Opportunities for Interprofessional Learning**

Presenters: Margaret Purden, Jean-Marie Romeder,  
Louise Nasmit, Ivy Oandasan  
Montreal, Canada

Health Canada initiated the “Supporting Self-Care” project between 1995 and 2002. Several important concepts evolved from the project providing a basis for interprofessional practice and learning. The presentation will focus on successes and challenges encountered in 2 projects dealing with collaborative patient-centred practice, focusing respectively on practitioners, and health care students.

12:00 pm Lunch

**1:30 Concurrent Sessions B (1:30-3:00)**

## Room I

**Web-enhanced Interprofessional Learning: Professional Student Preparation for Interprofessional Problem-Solving**

Presenters: Michael Casto, Stephen Wilson  
Ohio, USA

Interprofessional studies courses at The Ohio State University have been enhanced to include web-based discussions to prepare students from individual disciplines to participate more fully in interprofessional discussion, problem solving and decision making. This presentation will review content, web enhancements, materials, discussion techniques and outcomes from three courses.

**Beyond our Borders: Innovative Interprofessional Undergraduate Practica in Africa**

Presenters: Joanne Gartner, Arlis McQuarrie  
Saskatoon, Canada

This presentation describes interprofessional international practica, offered to University of Saskatchewan health science students in the final year of their program. Study-abroad, collaborative learning opportunities enable students to move beyond borders of academic programs, health professions, and nations. Key issues addressed include project development, challenges, strategies, outcomes, and student perspectives.

### Common Learning in Health and Social Care Undergraduate Education: The New Generation Project Curriculum Model

Presenter: *Catherine O'Halloran*  
Southampton, England

The paper will describe the co-evolution of the content and structure of a curriculum for common learning and discuss the policy drivers and pedagogical approach underpinning the model. Some of the challenges posed by curriculum development of this nature will be highlighted and solutions presented.

## Room II

### Teachers' Requirements for Interprofessional Education in the University Context

Presenter: *Siobhán Mhaolrúnaigh*  
Dublin, Ireland

This paper discusses the role of the teacher in facilitating interprofessional education. The conclusion drawn from my own research is that the efforts made by teachers to fulfill their role are underestimated. Teachers are concerned about the extrapersonal issues for quality in teaching alongside interpersonal and intrapersonal development.

### Workshop on Intrapartum Care: Interdisciplinary Education in Obstetrics

Presenters: *Barra O'Briain, Marie-France Delisle, Betty Braund, Lee Saxell, Kathie Lindstrom*  
Vancouver, Canada

A Workshop on Intrapartum Care was developed because of a number of changes in education at BC Women's Hospital. Over a period of six months, objectives were developed for the workshop. Members of each discipline were assigned to a stage of labour (first, second, third and fourth) and prepared the content for their section. This was assembled in a handout. In addition, a workshop was developed with role playing, video, models and chart representations to convey the content. This was facilitated by representatives from each discipline. Students were assigned to groups to work through the problems presented and to practice techniques required for their practical rotation. This exercise has provided a model for the development of other educational initiatives.

### Using Qualitative Research to Explore Effectiveness of Interprofessional Learning

Presenters: *Penny Salvatori, Sue Berry*  
Hamilton, Canada

Qualitative analysis of 35 student journals representing six health professions was conducted following a series of interprofessional small group tutorials. Results revealed that students gained new insights into professional collaboration, and the challenges and benefits of interprofessional learning.

## Room III

### Interdisciplinary Teamwork In Rehabilitation - Rhetoric or Reality? Development of an Undergraduate Interdisciplinary Education Program

Presenter: *Jonathan Holt*  
Newcastle, Australia

Interdisciplinary teamwork is recognized as "the cornerstone of rehabilitation" philosophy and practice. However, in reality teamwork is not utilized in a manner that allows it to reach its full therapeutic potential. This investigation identifies current challenges to interdisciplinary teamwork, whilst exploring the increasing need for an interdisciplinary education program at the undergraduate level.

### Victoria's Quick Response Team: Quality Results Through Teamwork

#### Session was formerly scheduled for Concurrent Session D, Room III

Presenters: *Darlene Haynes, Wendy Smylitopoulos, Andrea Kavanagh, Tracy Adams, Sandy Lundmark, Greer Rosequist*  
Victoria, Canada

The McCreary Prize award-winning Quick Response Team (QRT) of Victoria, B.C., is a community-based, client-centred, interdisciplinary team of health professionals that provides short-term, intensive interventions within a client's home. A brief history of QRT will be presented, followed by a demonstration of a "QRT day" through "role-play", in which team members collaborate with each other on treatment goals and interventions, and discuss the value of collaborative practice.

### Interprofessional Education and Collaboration: Creating a Bridge to the Future

Presenter: *Maryjoan D. Ladden*  
West Roxbury, USA

Leaders in health care have advocated bridging the quality chasm through interprofessional teamwork and collaboration. Collaboration requires skills not always taught in health professional curricula. This presentation will describe the challenges and opportunities for interprofessional collaboration as well as strategies for using education as a bridge to the future.

### Promoting Collaboration Worldwide: a Comparative Critique of Developments in Interprofessional Education

Presenter: *Hugh Barr*  
London, England

The presentation will hunt for explanations behind the concurrent emergence of interprofessional education across countries and continents during the past 30 years. It will compare models in developed and developing countries, with help from participants, taking into account the lead

given by the WHO and by international networks. Key questions will be framed for continuing collaboration worldwide following the conference.

## Room IV

### “Mo’ Bettah” Together: The Art of Interprofessional Education and Community Teaming

*Presenters:* Jan Shoultz, Ron Matayoshi, Sheri Gonzales  
Honolulu, USA

In Hawaii aloha guides the community driven model of collaboration between faculty, students and community members participating in the Rural Interdisciplinary Program. Students participate in seminars and practicums in six rural neighbor island communities. Diverse stakeholders have the tasks less daunting and the possibilities endless

### Promoting Family-Centered, Interprofessional Health Education Through the Use of Solution Focused Learning

*Presenters:* Dana Barber Gonzales, Deborah Gangluff  
LittleRock, USA

Solution Focused Learning (SFL), an adaptation of problem-based learning, utilizes “teaching” families who are encountering health systems challenges. Students gain knowledge regarding interprofessional collaboration, form cohesive team relationships and develop leadership skills. This presentation will include a description of SFL, types of leadership skills, benefits to the students, families, and faculty.

### An Interprofessional Required Course in Health Care Ethics at the University of Colorado Health Sciences Center: Lessons from a Six Year Experience

*Presenters:* Jacqueline Glover, Mark Yarborough,  
David Hill, Denis Steltzner  
Denver, USA

The evolution of a required interprofessional course in Health Care Ethics, with particular attention to identifying and meeting challenges, especially faculty development and the appropriate use of case studies. Information about integration in the curricula of the participating schools and our vision for the future will also be included.

## Room V

### Interprofessional and Multicultural Education in Development Co-operation

*Presenter:* Leena Sundström  
Oulu, Finland

The purpose of this session is to help interprofessional and multicultural students to experience, learn and integrate human health, education and social aspects as a whole with emphasis on a holistic approach to human care. This session also aims at improving working relationships with mutual understanding of the two different environments and cultures. This kind of work is carried out in the Sirisia

area in Kenya, where Finnish students in different health and social disciplines study alongside Kenyan nursing students. Together, and with the village, the students collect information on the work of Traditional birth attendants, teach the villagers about HIV and AIDS, and collaborate with social workers to improve the position of women workers in the Sirisia area.

### Initial Stereotypes Held by New Undergraduate Health and Social Care Students

*Presenter:* Sarah Hean  
Southampton, England

The paper originates from the evaluation of Common Learning at the Universities of Portsmouth/Southampton, United Kingdom. Differences in professional stereotypes students hold at the beginning of their undergraduate health/ social care training have emerged. The paper addresses and explores these differences.

### Progress in Synthesizing the Evidence Base for Interprofessional Education

*Presenter:* Della Freeth  
London, England

Synthesizing the evidence base for interprofessional education (IPE) is difficult. We are compiling and interrogating a methodologically inclusive database of peer-reviewed evaluations. We have extended Kirkpatrick’s classification of outcomes. A synthesis from 220 evaluations was published in 2002. We now provide an update and highlight issues for IPE developers and evaluators.

## Room VI

### The Development and Evaluation of an Interprofessional Learning Programme to Improve Team-working within Health and Social Care Terms

*Presenter:* Fiona Watts  
Norwich, England

This presentation describes the development and evaluation of a team-based learning programme which identifies individual and group learning goals and addresses key teamworking skills. It looks at whether this can lead to enhanced interprofessional practice and therefore real improvements in team functioning, including improvements in patient care and patient experience.

### Teams and Systems: Effectiveness of an Interdisciplinary Training Program on Teamwork Skills

*Presenters:* Shirley M. Moore, David Roberts,  
Laura Cummings, Jacquelyn A. Niesen,  
Diana Smetana, Stephen Zepp  
Cleveland, USA

*Catalyst for Kids* was a national project was sponsored by Partnerships for Quality Education, Robert Wood Johnson Foundation. Using a two-group pretest-posttest design, the impact of the training program on four teamwork dimensions was assessed in 30 health professions trainees assigned to 10 primary care pediatric clinics for clinical training.

# All Together Better Health II

## Interprofessional Learning in Clinical Practice Increases Collaborative and Professional Competence

Presenters: Karin Hallin, Annika Waldner  
Stockholm, Sweden

Since 1998 nearly one thousand medical, nursing, physiotherapy and occupational students have been running an orthopaedic ward with eight orthopaedic patients. We wish to share our experience and we have found that learning by working together is an efficient method.

3:00 pm Refreshment Break

### 3:30 Concurrent Sessions C (3:30-5:00) Room I

#### Collaborative Learning: An Interprofessional Unit of Study for Undergraduate Students from Eleven Health and Social Care Professions

Presenter: Madge Heath  
Portsmouth, England

This paper describes the experiences of developing and running this unit for first-year students from two universities. Content, activities, learning resources and assessment strategies are described. Initial feedback from the first cohort will be included.

#### Interprofessional Education in Health Science: Building Strong Foundations

Presenters: Rosalind Bull, Lisa Dalton  
Tasmania, Australia

#### Comparative Study of Interprofessional and Inter-organizational Collaboration in Four Quebec Socio-sanitary Regions

Presenter: Danielle D'Amour  
Montréal, Canada

#### Toward Understanding Outcomes of Interprofessional Education: Student Voices

Presenter: Brian O'Neill  
Vancouver, Canada

A qualitative study explored insights regarding an undergraduate interprofessional course focused on HIV/AIDS. Students were interviewed about their learning, effectiveness of teaching-learning strategies, and possible improvements. Participation in practice-based learning, student teams and interprofessional classroom interaction were particularly valued. Evidence indicates the course furthered students' development of their own professional voices and understanding other professions.

### Room II

#### Designing and Evaluating an Interprofessional Learning Module: A Scottish Perspective

Presenter: Kathryn M Strachan  
Glasgow, Scotland

At Glasgow Caledonian University we have embraced the opportunity to be at the forefront of developments in Scotland in Interprofessional Learning (IPL) and its evaluation, particularly in determining whether the skills acquired are actually translated into practice. This paper presents both the design of the evaluation of the study and some preliminary findings.

# International Conference

## Development of the Attitudes to Health Professionals Questionnaire (AHPQ) - a Measure to Assess Interprofessional Attitudes

Presenter: Susanne Lindqvist  
Norwich, England

This presentation describes the development and initial validation of a questionnaire aimed to measure attitudes of health professionals. Although the AHPQ is still under development, initial data suggest that it will serve as a useful tool in measuring attitudes to health professionals and enable us to evaluate attitudinal changes over time.

## Pre Professional Attitudes Towards Health Professionals, Before and After a Shared Common Foundation Programme

Presenter: Susan Strong  
London, England

This collaborative study between 'East Anglia University, England'. (EAU) and 'Kingston University & St Georges' Hospital Medical School' (University of London), aims to measure pre professional attitudes between 6 healthcare professional groupings. Data was collected before and after a shared Common Foundation Programme. Observations and comparisons were made between the pre professional attitudes.

### Room III

## Creating an Active Learning Environment by Developing Community and Faculty Facilitators for an Interdisciplinary Team Development Course

Presenters: Elizabeth Taylor, Chris Ward,  
Sharla King, Rosemarie Cunningham  
Alberta, Canada

Health Science students at The University of Alberta take a course focused on Interdisciplinary Health Team Development. Facilitators for this course come from both the faculties and the community. This presentation will discuss preparation and ongoing support required to develop skilled facilitators that are the key to student success.

## Evaluation of an Interdisciplinary Course on Health Team Development

Presenters: Joan Loomis, Elizabeth Taylor, Sharla King, Jan Pimott  
Edmonton, Canada

The University of Alberta offers an innovative scenario-based course on interdisciplinary health sciences students. A pre/post study design was used to determine if the course influenced the students' attitudes toward health care teams and their perceptions of how team members function. This presentation will discuss the research and implications for the results.

## Collaboration Within Interdisciplinary Context

Presenters: Nancy MacRae, Jean Dyer  
Biddeford, USA

## Outlook on Collaborative Interdisciplinary Teamwork Among Trainees in Four Professions

Presenters: Michael Yedidia, Jessica Greene  
New York, USA

A survey of 423 trainees in medicine, nursing, pharmacy, and social work, training in five academic medical centers throughout the United States, yielded comparisons of their perceptions of the value of teamwork, confidence in teamwork processes, comfort with collaborative interactions, and knowledge of capabilities of providers from other disciplines.

## Room IV

### Teaching Primary Care Using a Virtual Community Challenge

Presenters: *Darlene J. Scott, Donald Drinkwater*  
Saskatoon, Canada

Saskatchewan's health care environment supports Primary Health Care (PHC). Given the interprofessional nature of PHC, the Interprofessional Health Education Committee chose PHC for the focus of the Virtual Community Challenge student conference. Facilitators (16) and students (150), from year 1 to Doctoral level representing eight health disciplines, participated in community based case study discussions.

### A Course on Aging: from an Interdisciplinary Perspective (IHHS 400) UBC

Presenters: *Martha Donnelly, Deb O'Connor, JoAnn Perry*  
Vancouver, Canada

This presentation describes a 13 week, evening, interdisciplinary course on aging at the University of British Columbia. An overview of the course objectives, the content, the multiple modes of delivery as well as the process and outcomes of evaluations of both students and the course will be given.

### Learning Together - Providing Better Care Together - Experiences from Centres of Clinical Education in Stockholm

Presenter: *Ester Mogensen*  
Stockholm, Sweden

Since 1998 Centres of Clinical Education promote meeting places for different categories of students at four major hospitals in Stockholm. More than 9000 students from four educational programmes – medicine, nursing, occupational therapy and physiotherapy - have been involved. The presentation will describe the project with focus on evaluation and current progress.

## Room V

### Interprofessional Leadership for Collaboration in Engaged Colleges and Universities

Presenter: *Hal A. Lawson*  
Albany, USA

This presentation begins with a conceptual model for Interprofessional Education, including three constructs: (1) Core, (2) Cluster, and (3) Specialty. Then three new courses will be described briefly: Interprofessional Leadership for School, Family and Community Partnerships; The Human Services Professions in Engaged Universities; and Action Theories, Research, Scholarship, and Learning.

### Challenges of Meeting the Goals and Needs of an Interprofessional Community-Campus Partnership

Presenters: *Nia R. Johnson-Crowley, Michaelene Kedzierski, Anna Stolyar*  
Seattle, USA

This presentation describes the two year involvement of health sciences students in creating an interprofessional health education program to augment the alcohol and drug rehabilitation services at The Salvation Army Adult

Rehabilitation Center. Emphasis is on the challenges of meeting the individual and program goals and needs of all the parties involved.

### Interdisciplinary Education for Collaborative Patient Centred Practice

Presenters: *Carol Herbert, Judith Shamiam, Robert Shearer, Vernon Curran*  
London, Canada

The Interdisciplinary Education for Collaborative Patient-Centred Practice (IECPCP) initiative is a Health Canada project to facilitate the implementation of interdisciplinary education to promote collaborative practice across all health care sectors. This presentation will describe:

- the National Expert Committee
- findings from a literature review of scientific and grey literature
- a conceptual model
- findings from consultations
- future directions

## Room VI

### Oregon Burdick Interdisciplinary Team Training (ORBITT) Program: Community Health Needs Solutions from an Unexpected Resource

Presenters: *Barbara J. Cottrell, Ruth Ann Tsukuda*  
Portland, USA

ORBITT provides didactic and experiential training to health science students in rural Oregon communities. Drawing from 10 disciplines, customized teams of four students spend four or eight weeks completing a health project for an underserved rural community. Projects are community-identified; address a health need that is unmet due to lack of resources; must have a durable community impact; conclude with a written paper and oral presentation.

### Integrating Family Therapy and Interprofessional Teamwork in Primary Health Services

Presenters: *Pekka Larivaara, Sirkka Larivaara, Anja Taanila*  
Oulu, Finland

The first training programme of interprofessional family work (the Finnish acronym "Mape") was arranged in Finland in 2000-2002. Altogether 76 trainees from 13 occupational categories participated in the course. As continued education of the Mape a one and a half year advanced training programme for becoming a family therapist was started in 2002.

### Connecting the Dots: Linking Interprofessional Education to Practice

Presenters: *Dianne Calvert-Simms, Lynne Sinclair, Tim Guest*  
Grande Prairie, Canada

Professionals in academia and practice recognize the importance of interprofessional education and its impact on client health outcomes. Our presentation highlights four initiatives underway in urban and rural settings. Their commonalities are: interprofessional practice grounded in clinical practice; collaboration between academia and practice; continuing interprofessional development; and participatory evaluation.

# All Together Better Health II

5:00 pm Adjourn

5:00 pm **Student Meeting:  
Reaching Continent to Continent — Student Gathering sponsored by the UBC Health Sciences Students Association (HSSA)**

A vision of the UBC HSSA has always been to meet students from health and human service programs in universities from many different countries, and to share with them our initiatives and goals. This session will begin with an icebreaker game, lasting 20 minutes. After icebreakers, the HSSA will share with colleagues at the Conference interprofessional projects that UBC students have been undertaking, including *Health Together*, *Health Sciences Day* and the *HSSA High School Outreach Program*. Towards the end of the session, the groundwork for a parallel **International Interprofessional Student Conference** at the next **All Together Better Health** conference will be discussed. Through discussions of the boundless potential that health and human service students can have in influencing the future of health care systems worldwide, hopefully UBC HSSA will be able to inspire other students to establish HSSA Chapters at their respective universities in countries throughout the world.

6:30 pm **Evening Banquet**

Banquet Speaker: *Professor Hugh Barr*

**Friday, May 7<sup>th</sup> 2004**

7:30 am Registration opens (coffee & croissants)

**8:30 Concurrent Sessions D (8:30-10:00)**

## Room I

### Implementing Interprofessional Education in Health and Social Care: The Challenges of Achieving Cultural Change

Presenters: *Debra Humphris, Jill Macleod Clark*  
Southampton, England

This paper addresses the impact of implementing a large scale Interprofessional education initiative (The New Generation Project) across 11 groups of health and social care professions and two collaborating Universities. The greatest challenge has proved to lie in achieving real cultural and organizational change, particularly in Higher Education. Reason for this will be explored along with strategies to enable change.

### Problem Based Learning, Interprofessional Education and the Corbin and Strauss' Illness Trajectory Model: Road Mapping the Constructivist Learner?

Presenters: *John Oliffe, Irene Goldstone, Steve Mathias*  
Vancouver, Canada

The Interprofessional HIV/AIDS Prevention and Care course, offered by the University of British Columbia, Vancouver, Canada, is available to nursing, dietetics, medicine, pharmaceutical sciences and social work students. In 2003 a PBL approach was adapted using Corbin and Strauss' chronic illness trajectory model. The approach

# International Conference

provided students with the opportunity to engage with the processes of interprofessional teamwork, theoretical chronic illness frameworks and content specific to HIV/AIDS. Student evaluations and faculty experiences provide valuable insight to the pedagogical complexities of this approach.

## Interprofessional Education on Rehabilitation Issues in HIV

Presenter: *Patty Solomon*  
Hamilton, Canada

This study examined students' perceptions following an interprofessional problem-based learning course on rehabilitation issues in HIV. Students from five health professions kept reflective journals and participated in interviews. Students valued their experiences, gained an appreciation of the roles of others and developed a sense of confidence through justifying their role.

## Room II

### The Anatomy of an Interdisciplinary Problem Based Learning Case: What do Health Professional Students Really Learn?

Presenters: *Matthew E. Borrego, Tina McNulty, Betsy VanLeit*  
Albuquerque, USA

The 2003 IOM Report on Health Professions Education advocates that all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team. The educational methods often employed in creating interdisciplinary learning opportunities include the problem-based learning (PBL) method in small group settings. Learning in the PBL method occurs from the process of working towards the exploration, understanding, and solution of a problem. This presentation will provide an in-depth picture of an interdisciplinary PBL case process and describe what students learn and how it is unique from their discipline-specific curriculum.

## Community-Based Interprofessional Practice in the Determinants of Health

Presenters: *P. Susan Wagner, Arlis McQuarrie, Joanne Gartner*  
Saskatoon, Canada

IICUSP is a university-community partnership that has completed Phase I, collaborative primary health care clinical practica for nursing and physical therapy students. In Phase II these community-based organizations and health science colleges will create curriculum for engaging health science students in community development and primary health care with vulnerable populations.

## Who is the ELF?

Presenter: *Monica Moran*  
St. Lucia, Australia

Students from occupational therapy and speech pathology participated in the development of an early literacy programme – University of Queensland Early Literacy Fundamentals Support Programme (UQELF). Working with early primary students they trialled the initial programme gaining real life exposure to interprofessional teamwork in a school environment.

## Room III

### The Contexts of Interdisciplinary Teamworks: Linking Theory with Reality

This symposium addresses the need in interdisciplinary teamwork for theory development informed by, and informative for, the realities of evolving health care contexts and demands. Three different contexts will be explored: external settings, internal dynamics, and educational requirements. The focus of this discussion will be on the interface between theory and practice and a discussion of implications for doing, organizing, and teaching teamwork.

### Teamwork in the Community

Presenter: *Cheryl Cott*  
Toronto, Canada

### The Team Signatures ® Technology: A Conceptual Framework

Presenter: *Theresa Drinka*  
Waupaca, USA

### Toward a Theory of Interdisciplinary Education for Teamwork

Presenter: *Philip G. Clark*  
Kingston, USA

## Room IV

### Collaborative Continuing Education for Primary Health Care Professionals

Presenters: *Karen Barber, Barbara Smith*  
Saskatoon, Saskatchewan

The University of Saskatchewan will develop interdisciplinary, collaborative continuing education programs to support health professionals in the development and implementation of primary health care practices. Health Science continuing education programs would conceptually and physically converge to create an Interprofessional Health Science Continuing Education (IHSCE) program. By partnering with the professional associations, the university will determine the education needs that should be offered interprofessionally by the university.

### Risk of Falls in the Community - Is There Concordance Between the Views of Older People, Family Caregivers and Health and Social Care Professionals?

Presenters: *Sheila Donovan, Fiona Ross*  
London, England

This paper reports on a study that aimed to address the social meaning of risk of falling by exploring older people's expectations, priorities and needs for information in relation to risk of falls and comparing these with family carers and practitioners working in health and social care.

### Multidisciplinary Pain & Symptom Management/ Palliative Care Teams in a Tertiary Cancer Centre: Do They Work and Are They Worth it?

Presenters: *Gillian Fyles, Anne Syme, Andrea Fimrite*  
Kelowna, Canada

We will review how we developed our Teams, how they function, lessons learned, and how we assess outcomes.

## Room V

### Fostering Excellence in Allied Health Education: A Multidisciplinary Approach

Presenter: *Paula Cripps-McMartin*  
Toronto, Canada

Discussion of strategies and barriers to establishing a multidisciplinary education committee and education initiatives aimed at promoting and enhancing an educational culture and profile for Allied Health Professionals, while building educational resources and capacity within a large teaching organization.

### The Service Learning Impact of Interdisciplinary Students in Rural Communities

Presenters: *Pat Royal, Bonita Harriet, Annette Greer*  
Clinton, USA

Presentation will focus on community projects completed by interdisciplinary students rotating through the rural counties of Eastern North Carolina, and the impact of the projects on both students and residents. Projects are categorized into the areas of health promotion, educational materials, community outreach health training, and needs assessments.

### Interdisciplinary Student Team Placements and Quality Improvement of Health Services

Presenters: *Jean Kipp, Robert McKin*  
Edmonton, Canada

The University of Alberta offers elective interdisciplinary clinical placements for health science students. One of the incentives for a placement site is the learnings that an interdisciplinary team of students bring to their organization. This presentation will highlight the unique features of the NECHC and the contributions that interdisciplinary student teams have made.

10:00 Refreshment Break

10:30 **Concurrent Sessions E (10:30-12:00)**

## Room I

### Interprofessional Design Teams for Learning, Training, and Systems Change

**Session was formerly scheduled for  
Concurrent Session D, Room III**

Presenters: *Hal A. Lawson, Katharine Briar-Lawson,*  
Albany, USA

Families with co-occurring needs (e.g., substance abuse, depression) challenge service providers. To meet these needs, we structured interprofessional design teams in four states. Teams also included former and current clients. University faculty served as team facilitators and co-evaluators. We provide details about these teams and report salient evaluation findings.

## **Interprofessional Continuing Professional Development: Are we Ready to Foster the Next Generation of Clinicians?**

Presenter: *Anna Ballon*  
Toronto, Canada

This presentation describes the results of a questionnaire that examined the self-perceived competence of health care clinicians to participate in education endeavors. Facilitators and barriers to participation in education as well as initiatives to ensure strong bonds between education and clinical practice will be presented.

## **From Practitioner to Preceptor: An Interprofessional Education Initiative**

Presenters: *Marion Clauson, Carol Mitchell, Margaret Landstrom*  
Vancouver, Canada

A continuing professional development course was developed to prepare health practitioners as preceptors for students and new staff members. The unique features of this course included: pre-course preparation using a website; four hour workshop with interactive learning experiences; and, online component with assignments and discussion in small, facilitated learning groups.

## **Room II**

### **Professional Qualities of a Model Health Practitioner: The Perspective of 600 Faculty Members in Six Schools of the Health Sciences at the University of Washington**

Presenters: *Douglas C. Schaad, Wendy E. Mouradian*  
Seattle, USA

The authors will present data documenting differentials in the value of interprofessional collaboration across health care professions.

### **A Membership Organisation for Health and Social Care Educators**

Presenter: *Frank Smith*  
Edinburgh, Scotland

ASME is a UK based membership organisation of educators, and publishes *Medical Education*. We started almost 50 years ago with an undergraduate medical focus, but have broadened our scope and are exploring becoming a more inclusive organisation. The presentation charts our progress towards this goal.

### **Strengths of Interdisciplinary Collaboration in Cross-Cultural Research:**

Presenter: *Basia Belza*  
Seattle, USA

Drawing from a multicultural focus group study regarding physical activity programming needs of older adults from under-served communities, the presenter will describe the collaboration between an interdisciplinary research team and community-based organizations, highlighting issues in cross-cultural research and demonstrating how collaboration strengthens the internal validity of multicultural qualitative research.

## **Room III**

### **Engagement Pedagogy: As a Model of Cultural Learning for Interdisciplinary Students**

Presenters: *Bonita Harriet, Patricia Royal, Annette Greer*  
Greenville, USA

Interdisciplinary health science students are trained using a model of engagement pedagogy to promote cultural learning. Engagement techniques such as genogram mapping, cultural self-assessments, interaction with community leaders, and case studies teach cultural sensitivity and awareness to improve communication between patients and providers in the provision of care.

### **Interprofessional Learning and Teaching in Action**

Presenters: *Patricia McMorran, Debbie Lewis-Brindley*  
Hertfordshire, England

Challenges in health care provision prompted the University of Hertfordshire (UK) to implement a shared learning and teaching strategy. This presentation outlines the education provided to undergraduate nurses and paramedics caring for adults, children, clients with learning disabilities and mental health needs.

### **Interprofessional Challenges and Opportunities in Medical Error Disclosure**

Presenters: *Thomas Gallagher, Lynne Robbins*  
Seattle, USA

Ethical and regulatory standards support informing patients of harmful errors. However, error disclosure is uncommon. Interprofessional teams experience opportunities and challenges in error disclosure. Our presentation will include didactic material on patient safety and error disclosure, a videotape depicting disclosure, and the opportunity to practice disclosure as an interprofessional team.

## **Room IV**

### **A Competency-Based Model for Developing Interdisciplinary Online Courses for Health Professionals**

Presenters: *Rebecca Tribby, Curtis Olson*  
Madison, USA

This session describes the development of an on-line graduate course – Interdisciplinary, Coordinated Care of the Child with Chronic Illness - offered at the University of Wisconsin and taught by faculty from several disciplines. An overview of the competency-based instructional design model used to produce the course will be presented.

### **Developing an Interprofessional Practice Ethos - An Australian Experience**

Presenter: *Brenda McLeod*  
North Sydney, Australia

This paper will report on some of the challenges and lessons learned during the development of a state-wide conceptual framework to guide the future strategic workforce and service planning for “allied health”. The framework will not only support individual discipline practice, but also more importantly promote interprofessional collaboration in clinical practice and training.

### Librarians as Community Health Care Team Members: A Description of the Incorporation of Library and Information Sciences Students in a Community-based Interdisciplinary Health Education Setting

Presenters: *Joanne Rich, Jennifer Bodley*  
Seattle, USA

Health care practitioners recognize the need for both clinical and consumer medical information. However, there often are challenges in accessing relevant and timely information for patient care and patient education. This presentation will describe one instance of fostering the relationship between health and information science disciplines at the pre-professional level.

#### Room V

### Educating Health Care Professionals in Interdisciplinary Collaborative Practice: Motherhood & Apple Pie?

Presenters: *Debbie Mills, Darcie McKinnon, Lisa Leangen*  
Victoria, Canada

This session will describe the implementation of a new interdisciplinary business process with a focus on the learning involved. Benefits, challenges and highlights will be explored. The purpose of this presentation is to assist health professionals and administrators in any health care setting to be more prepared when incorporating interdisciplinary concepts into practice.

### Supporting Each Other: Using the PMR System for Creating Collaborative Practice

Presenter: *Lynne Robinson*  
Halifax, Canada

The Promoting Multidisciplinary Relationships technique is offered as an easy to use, jargon-free, atheoretical, approach to help recognize and resolve difficulties. Based on extensive clinical experience in interdisciplinary settings, I suggest a simple mnemonic to help professionals work through or even prevent the conflicts common in the health services.

### Interprofessional Education in the Workplace: Supporting Health and Social Care Staff to Engage in a Shadow Team Model.

Presenter: *Jeanie Molyneux*  
Newcastle upon Tyne, England

This paper considers a government-funded initiative, involving three universities in northeast England, developing interprofessional learning. The Common Learning Project engages professionals as educators in the workplace and this paper explores issues that have arisen in this role, and strategies utilized both to support educators and to address concerns.

#### Room VI

### The Interprofessional Rural Program of British Columbia (IRPBC)

Presenters: *Grant Charles, Kathy Copeman-Stewart, Lesley Bainbridge, Granger Avery, Elsie Tan*  
Vancouver, Canada

The Interprofessional Rural Program of BC offers a unique opportunity for students from various health professional programs to experience life and practice in rural British Columbia communities. Students work in teams supported by local health care professionals. The goals of the program are to model and evaluate interprofessional learning, expand capacity for educating health professionals in British Columbia and to contribute to the recruitment and retention of health care professionals in rural communities. This presentation will provide an overview of the challenges and triumphs of the program.

### Interdisciplinary Education in Primary Health Care: Moving Beyond Tokenism

Presenters: *Ivy Oandasan, Louise Nasmith, Margaret Purden*  
Toronto, Canada

This presentation will provide an opportunity to reflect on the benefits and challenges of interdisciplinary training in the health professions. Presenters will review literature on collaborative practice and interprofessional educational processes. Utilizing theory from change management, a framework will be introduced to aid in the planning of interdisciplinary educational initiatives.

### Parkridge Interdisciplinary Practicum Pilot

Presenters: *Arlis McQuarrie, P. Susan Wagner, B.E. Allen*  
Saskatoon, Canada

A health professional team from a large long term care facility is working with University Saskatchewan health science faculty to implement and evaluate a formal interprofessional student clinical experience. Students from 3-5 disciplines will develop comprehensive health care management plans for selected residents based on discipline-specific and collaborative assessments.

12:00 *Lunch*

1:30 *Poster Sessions*

3:30 *Concurrent Sessions F (3:30-5:00)*

#### Room I

### Sheway: Single-access Interprofessional Healthcare Practice for Pregnant and Parenting Women with Substance Use Problems in The Downtown Eastside of Vancouver

Presenters: *Grant Charles, Monica Stokl, Sheila Marshall, Jan Hare, James Ponzetti, Ron Abrams*  
Vancouver, Canada

This presentation will describe how an interprofessional team of nurses, social workers, nutritionists, physicians, therapists, and support workers work collaboratively to serve pregnant and parenting women who have past or present experience with drugs and/or alcohol in Vancouver's downtown eastside.

## Pipeline for Interprofessional Program Students

Presenters: Barry T. Linger, Michael L. Friedland,  
Rosemarie Cannarella, Sheila S. Price  
Martinsburg, USA

West Virginia University Health Science Center has created a regional campus in the Eastern Panhandle of the state. As part of the development of this campus a pipeline for interprofessional program students has been formed. This pipeline begins in secondary school and extends through the students' undergraduate coursework.

## NHSU - enhancing patient care through interprofessional working and learning

Presenters: Rosaline Steele, David Percy, Edward Prosser

## Building Bridges Between the Health Professions: An Interprofessional Rural Program

Presenters: Lisa Dalton, Rosalind Bull,  
Tasmania, Australia

### Room II

**CANCELLED**

## Interdisciplinary Education of Health Professionals in Virtual Team Environments

Presenters: Annette Greer, Maria Clay  
Greenville, USA

Participants will review methodology and outcomes of interdisciplinary virtual health care team training.

## eHealth Promotion: An Interdisciplinary Approach to Providing Health Services to Underserved Populations

Presenters: Kevin J. Lyons, Kathleen Swenson-Miller,  
Diane Cornman-Levy  
Philadelphia, USA

This presentation will describe a funded project in which interdisciplinary teams of physical and occupational therapy students have developed an eHealth Promotion Website for use in transitional housing sites in the City of Philadelphia

## Feeding Assistant Volunteers - An Interdisciplinary Training Initiative

Presenters: Alice Lou, Carol Nelson  
Victoria, Canada

Dining is an important aspect of residents' lives in long-term care, including when they can no longer feed themselves. This workshop outlines the development and structure of a Resident Feeding Workshop program used to train volunteer feeding assistants by an interdisciplinary team from Food Services, Volunteer Services and Rehabilitation Services.

### Room III

## Building Bridges: Learning to be Better Health Care Professionals Through Interprofessional Collaboration in Volunteerism

Presenters: Jamie Roots, Joseph Bonifacio,  
Jessica Adelaide, Brenna Rudd  
Vancouver, Canada

Community Health Initiative by University Students (CHIUS) is an interprofessional health promotion program in Vancouver's downtown eastside. Unique in Canada, CHIUS was designed and implemented by students at the University of British Columbia. The program aims to collaborate with the community to improve the health of its members.

## The Rural Health Interdisciplinary Program: Fostering Student Interest and Skills for Interprofessional Healthcare Practice

Presenters: Betsy VanLeit, Judith Harris,  
Matthew Borrego, Lily Velarde  
Albuquerque, USA

Learning effective interprofessional behavior is important to all health professional students. This presentation will highlight the roles and activities of students, faculty members, program administrators and rural coordinators, as well as lessons learned in one successful, longstanding educational program designed to foster positive interprofessional knowledge, attitudes and skills.

## Interprofessional Clinical Education in Northeast England: The Development and Initial Findings of the Common Learning Project

Presenters: Claire Dickinson  
Newcastle upon Tyne, England

This paper reports on the development and early findings of an interprofessional education project for pre-registration health and social care students in north-east England. The project uses interprofessional teams to enable students to encounter real life circumstances and patients and see the contributions of different team members.

### Room IV

## Interprofessional Diabetes Care: A Learner-led Chronic Illness Care Project

Presenters: Molly Cooke, Lisa Kroon, Susan Janson  
San Francisco, USA

This presentation describes our experience with residents, nurse practitioner students and pharmacy students and residents care for 450 diabetic adults. A population orientation is used to reveal shortcomings in care and identify opportunities for quality improvement interventions. Learner and patient outcomes will be discussed.

## The Significance of Professional Socialization and Informal Learning in Interprofessional Education (IPE)

Presenters: *Sue Berry, Penny Salvatori*  
Thunder Bay, Canada

This presentation will report on the findings of two qualitative studies identifying the significance of informal learning and professional socialization amongst health professional students in community-based IPE. Professional socialization and informal learning were identified by students as key elements in fostering interprofessional relationships, role development, and team learning.

## Interprofessional Education, Some Thoughts on Evaluation

Presenters: *David Cook*  
Alberta, Canada

**New Session**

### Room V

## Learning Together in Public Health Care

Presenters: *Margaretha Forsberg Larm, Eva Blom*  
Stockholm, Sweden

Health care calls for teamwork between professionals from different educational backgrounds. The aim of this project is to provide clinical training and collaboration in public health settings. Students from different programs practice teamwork, meet patients together and plan care under supervision.

## Teaching for Interprofessional Practicing in Health and Social Care: Learning from the LTSN Triple Project

Presenters: *Marion Helme, Margaret Sills*  
London, England

This presentation will outline the work of the UK LTSN Triple Project and project outcomes. These include proposals for effective teaching for interprofessional learning and practice. We will specifically discuss the need for IP teaching teams to be self-aware in their teaching and to articulate their understandings of IP practice and epistemologies.

## Aloha Inn Health Partnership: A Collaboration of Residents of the Aloha Inn and Students in the Community (University of Washington Health Sciences).

Presenters: *Denice Hotz, Lauren Hafner, Shauna Riley*  
Seattle, USA

An interdisciplinary student group and residents of transitional homeless housing in Seattle have founded a medical clinic focused on health promotion, prevention, screening, health education, and referral. It enjoys great support from university faculty, residents, community providers, and students across a range of disciplines, including pharmacy, social work, public health, MEDEX, medicine, nursing, and information sciences.

### Room VI

## Professional Partnerships: Interdisciplinary Collaboration in Diabetes and Heart Disease Prevention in a Native American Community

Presenters: *Brian Jimenez, Wehnona St. Cyr*  
Omaha, USA

Wise Woman, a program targeting elder women at risk for diabetes and cardiovascular disease, was implemented with the Omaha Tribe of Nebraska. Occupational and physical therapies, nutrition, and the diabetes program provided collaborative, interprofessional care. The Tribal model expanded upon state requirements increasing cultural sensitivity, holistic, and individualized approach.

## Interdisciplinary Collaboration to Create a Web-Based Cultural Competence Continuing Education Program

Presenters: *Craig Becker, Rebecca Tribby*  
Madison, USA

This presentation highlights how members of various disciplines from across the United States collaborated using e-mail and phone conferencing to develop a series of case studies addressing a variety of cultural issues. We will focus on the process used to develop the on-line CE modules and show examples of the engaging interactive modules.

## What Have We Learned? Team Experiences from Supervision/Tutoring in a Clinical Education Ward

Presenters: *Gunilla Andersson, Marie Sunnerby, Anne Hopfgarten*  
Stockholm, Sweden

This ward provides medical, nursing, occupational therapy and physiotherapy students with an opportunity to engage in interprofessional learning during a two-week period. The interdisciplinary setting is a challenge for the professional supervisors/tutors. Our presentation will focus on the development of supervision among supervisors.

5:00 pm Adjournment **Planning Committee**

**John H.V. Gilbert** (Conference Convener) Principal, College of Health Disciplines, University of British Columbia, Vancouver, BC, Canada

**Lesley Bainbridge** (Conference Co-Chair) Interim Director, Rehabilitation Sciences, Instructor Division of Physical Therapy, University of British Columbia, Vancouver, BC, Canada

**Grant Charles** (Conference Co-Chair) Assistant Professor, Social Work & Family Studies, University of British Columbia, Vancouver, BC, Canada

**Elaine Liou** Director, Interprofessional Continuing Education, University of British Columbia, Vancouver, BC, Canada

1

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Initials \_\_\_\_\_

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Organization Name/Mailing Address \_\_\_\_\_

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Mailing Address \_\_\_\_\_

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City & Country \_\_\_\_\_ Prov/State \_\_\_\_\_ Postal Code \_\_\_\_\_

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Daytime Telephone Number / Local \_\_\_\_\_ Fax Number \_\_\_\_\_

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e-mail address \_\_\_\_\_

Please type or print clearly. One registration form per person. Please copy if more are needed.

2

**Affiliation / Profession** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Administrator/Manager       | <input type="checkbox"/> Educator         |
| <input type="checkbox"/> Occupational Therapist      | <input type="checkbox"/> Physician        |
| <input type="checkbox"/> Physiotherapist             | <input type="checkbox"/> Psychiatrist     |
| <input type="checkbox"/> Pharmacist                  | <input type="checkbox"/> Psychologist     |
| <input type="checkbox"/> Audiologist                 | <input type="checkbox"/> Researcher       |
| <input type="checkbox"/> Dietician                   | <input type="checkbox"/> Service Provider |
| <input type="checkbox"/> Midwife                     | <input type="checkbox"/> Social Worker    |
| <input type="checkbox"/> Dentist                     | <input type="checkbox"/> Student/Intern   |
| <input type="checkbox"/> Dental Hygienist            |   |
| <input type="checkbox"/> Speech/Language Pathologist |   |
| <input type="checkbox"/> Nurse                       |   |
| <input type="checkbox"/> Other: _____                |   |

4

**Payment**

- Cheque**  
Please make your cheque payable to the University of British Columbia and send to:  
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Vancouver, BC, Canada V6T 1Z3
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3

**Registration Fees** All values are in Canadian currency. Please check all those that apply.

**Individual Rates**

Early Bird  \$325  
(Registration in by 4pm PST, April 2<sup>nd</sup>, 2004)

Regular Rate  \$355

**Student Rates** (with proof of student status)

Full Program Only  \$150

**Thursday Banquet**

Please inform us of any special dietary needs, when registering for the banquet.  \$25

**Total** \_\_\_\_\_

I will attend the International Society/Association Meeting Wednesday May 5th

Yes  No

5

**I am interested in attending the following sessions:**

(please tick which concurrent sessions you would like to attend)

**Concurrent Sessions A**  
(Thursday 10:30 - 12:00 am)

- Room I
- Room II
- Room III
- Room IV
- Room V
- Room VI

**Concurrent Sessions D**  
(Friday 8:30 - 10:00 am)

- Room I
- Room II
- Room III
- Room IV
- Room V

**Concurrent Sessions B**  
(Thursday 1:30 - 3:00 pm)

- Room I
- Room II
- Room III
- Room IV
- Room V
- Room VI

**Concurrent Sessions E**  
(Friday 10:30 - 12:00 pm)

- Room I
- Room II
- Room III
- Room IV
- Room V
- Room VI

**Concurrent Sessions C**  
(Thursday 3:30 - 5:00 pm)

- Room I
- Room II
- Room III
- Room IV
- Room V
- Room VI

**Concurrent Sessions F**  
(Friday 3:30 - 5:00 pm)

- Room I
- Room II
- Room III
- Room IV
- Room V
- Room VI

You may also register online at:  
[www.interprofessional.ubc.ca](http://www.interprofessional.ubc.ca)

Or by phone or fax:  
Local Tel: 604.822.6156  
Toll Free (within Canada): 1.877.328.7744  
Fax: 604.822.4835

Pre-registration prior to April 23<sup>rd</sup>, 2004 is strongly recommended to ensure you receive all conference materials.

\*Our cancellation policy is described in the General Information section. Please read it carefully.