



CACHE

Canadian Association
of Continuing Health Education

ACEMC

Association canadienne
d'éducation médicale continue

Hyatt Hotel

Vancouver, British Columbia, June 11, 2013

CACHE CONFERENCE 2013

Evolving the continuum of learning; SHIFTING CULTURES towards collaboration
HOW WE WORK AND LEARN TOGETHER FOR THE BENEFIT OF LEARNERS AND PATIENTS

**P
r
o
g
r
a
m**



WELCOME LETTERS

On behalf of the Canadian Association of Continuing Health Education (CACHE), I would like to welcome you to Vancouver and the 2013 CACHE Conference. The annual CACHE conference is the highlight of our year, bringing together continuing professional development stakeholders from across Canada and across professions.

The Canadian Association of Continuing Health Education is a forum for knowledge exchange and collaboration among health care stakeholders for professional and systems development to improve patient outcomes. Our annual conference is one of the only opportunities for CHE professionals to participate in their own continuing education. We encourage you to make the most of this accredited conference by networking with colleagues and sharing developments in your workplace.

CACHE will also be holding its annual meeting at noon and all CACHE members are encouraged to attend. If you are not yet a member, I invite you to join CACHE at the meeting. We encourage you to join your CHE colleagues in advancing continuing health education in Canada through networking and collaboration.

The theme of our conference of “Evolving the Continuum of Learning: Shifting Cultures towards Collaboration” encourages exploration and discussion of how we can all work and learn together, for our own benefit and that of our patients. We are delighted to be offering a CHE perspective to the *Collaboration Across Borders 1V* conference, and look forward to a successful networking and education experience. Please come and introduce yourself.

Sincerely,

Della Croteau BSP MCEd
President



On behalf of the CACHE Conference 2013 committees, we would like to welcome you!

This year's theme "**Evolving the Continuum of Learning: SHIFTING CULTURES Towards COLLABORATION**" includes plenary sessions that will share CPD/CHE trends and some models and practices that are confirming the predictions. The focus will be on CPD/CHE delivery that facilitates the culture shift towards interprofessional and interagency collaboration in health care.

A diverse lineup of concurrent sessions will give the participant a choice of Conference themes that have been selected by the scientific committee based on CPD/CHE trends. Given the themes of CHE/CPD in the workplace, innovation, CPD alignment with competence and performance assessment and improvement or collaboration, you will be able to:

- * Discuss theory, models, key trends and factors shaping CHE/CPD today and tomorrow
- * Present best workplace implementation practices in CHE/CPD
- * Profile CHE/CPD programs designed to assess and improve competence/performance
- * Share foundational models, knowledge and skills necessary for collaborative learning and work
- * Describe interagency CHE/CPD initiatives
- * Provide networking opportunities for leaders and professionals from different stages of the health professions learning continuum

In addition to our 2013 CACHE Conference, we are very pleased to be meeting in conjunction with *Collaborating Across Borders (CAB) IV* conference. This combination will provide you with an opportunity to have an overview of the innovation and practices along the continuum of learning for health professionals. It is a CACHE commitment toward collaboration!

We extend a particularly warm welcome if this is your first time at CACHE Conference. This program contains information to help make your conference participation enjoyable.

On behalf of the CACHE 2013 Conference committees, we hope that this event will fulfill your objectives and that you will enjoy this unique program that was designed to contribute to the shift toward collaboration!



Members of the Scientific Committee, Organizing Committee and Economic Committee

Bienvenue aux participants de la Conférence de l'ACÉMC 2013.

Nous souhaitons la bienvenue également à ceux qui participent pour la première fois à la Conférence de l'ACÉMC.

Cette année, le thème "**L'évolution du continuum de formation ; CHANGEMENT DE CULTURE vers la COLLABORATION**" comprend des sessions plénières qui permettront de partager les tendances et les prévisions pour le développement professionnel continu (DPC) ainsi que des modèles et les pratiques qui confirment ces prévisions. La Conférence mettra l'accent sur les interventions en DPC qui contribuent à un changement de culture vers une collaboration à toutes les étapes du continuum de formation.

Le comité scientifique a sélectionné des thèmes en fonction de vos besoins de formation, des nouveautés et des

Ainsi, une gamme diversifiée de sessions simultanées donnera aux participants un choix sur le DPC en milieu de travail, l'innovation en DPC, l'évaluation et l'amélioration de la compétence/performance ainsi que la collaboration dans le but de vous permettre de :

- * Discuter des théories, modèles, principales tendances et facteurs qui déterminent le DPC d'aujourd'hui et de demain
- * Présenter les meilleures pratiques de mise en œuvre du DPC en milieu de travail
- * Décrire le profil des programmes de DPC conçus pour évaluer et améliorer la compétence / performance
- * Partager les modèles clés, les connaissances et les compétences nécessaires pour l'apprentissage collaboratif et la pratique interprofessionnelle
- * Décrire des initiatives inter agences en DPC
- * Offrir des occasions de réseautage pour les leaders et les professionnels œuvrant dans les différents stades du continuum de formation des professionnels de la santé.

En plus de notre Conférence ACÉMC 2013, nous sommes très heureux d'être en conjonction avec *Collaboration Across Borders 1V*. Cette combinaison vous donnera l'occasion d'avoir un aperçu des innovations et des pratiques du continuum de formation pour les professionnels de la santé. Une autre preuve de l'engagement de l'ACÉMC envers la collaboration! Au nom des comités de la Conférence ACÉMC 2013, nous vous souhaitons de réaliser vos objectifs pour cet événement et nous espérons que vous apprécierez ce programme unique qui a été conçu pour favoriser le changement de culture vers la collaboration!

Bonne conférence,

Les membres du comité scientifique, du comité organisateur et du comité économique



COMMITTEES

Scientific Committee

Della Croteau, Deputy Registrar/Director of Professional Development, Ontario College of Pharmacists, Ontario; President, Canadian Association of Continuing Health Education

Robin Kinch, Manager of Continuing Professional Development, Canadian Cardiovascular Society

Fran Kirby, Director, Professional Development & Conferencing Services, Memorial University, St. John's, Newfoundland; Past President, Canadian Association of Continuing Health Education, 2012

Simon Kitto, Director of Research - CEPD, University of Toronto, Ontario

Audrey Lowe, Coordinator Continuing Competence Program and Practice Advisor, Physiotherapy Alberta - College + Association, Alberta

Céline Monette, C.E.O., Medecins Francophones du Canada; Past President, Canadian Association of Continuing Health Education; Past President, Conseil québécois de développement professionnel continu des médecins

Daniel Ngui, Family Physician, Vancouver Coastal Community Health clinic, Kerrisdale, British Columbia; Family medicine training program, St. Paul's Hospital, Vancouver; Continuing health education, British Columbia College of Family Physicians and hospital CME committees

Richard Ward, Medical Director, Primary Care and Section Chief, Community Primary Care, Alberta Health Services; Senior Physician Lead, Innovation and External Relations, Calgary Foothills Primary Care Network; Past –President, Alberta College of Family Physicians; Clinical Associate Professor, University of Calgary; Physician, Partner at Crowfoot Village Family Practice



Economic Committee

Dan Cloutier, National Manager, Continuing Professional Development, Ferring Canada; Secretary-Treasurer, Canadian Association of Continuing Health Education

Michèle Gagnon, Director, Education & Strategy, liV, Medical Communication & Training Agency; Administrator, Canadian Association of Continuing Health Education

Alex Szucs, Managing Director, Strategic Paradigms Inc.

Organizing Committee

Dan Cloutier, National Manager, Continuing Professional Development, Ferring Canada; Secretary-Treasurer, Canadian Association of Continuing Health Education

Della Croteau, Deputy Registrar/Director of Professional Development, Ontario College of Pharmacists, Ontario; President, Canadian Association of Continuing Health Education

Michèle Gagnon, Director, Education & Strategy, liV, Medical Communication & Training Agency; Administrator, Canadian Association of Continuing Health Education

Céline Monette, C.E.O., Medecins Francophones du Canada; Past President, Canadian Association of Continuing Health Education; President, Conseil québécois de développement professionnel continu des médecins

Katia Selezeneva, Acting Associate Director, UBC Interprofessional Continuing Education

AUDIENCE

Leaders, researchers, educators, administrators, policy makers, regulators, teachers, students, industry, agencies and practitioners affiliated with CPD/CHE service delivery



FORMAT - Choose according to your interest:

Interactive workshops – Highly interactive 60 minute sessions with a smaller audience

Best practices / Research sessions – 10 minute presentations with the goal to share practices, innovations and models or theories

Facilitated Poster sessions – 5 minute presentations at the presenter's poster. Posters are available for viewing throughout the conference.

Innovations Booth sessions – 5 minute presentations to demonstrate an innovation such as a project or resource aligned with conference themes. Booths are available for viewing throughout the conference.

*Visit exhibitor booths with many projects, tools and intervention models.
Take the opportunity to discuss with the presenters.
An excellent networking event and opportunity for transfer of knowledge.*

*** This program has been accredited by the College of Family Physicians of Canada and the BC Chapter for up to 6.5 Mainpro-M1 credits ***

KEYNOTE SPEAKER and FACILITATOR

Lesley Bainbridge,
BSR(PT), MEd, PhD



Lesley Brainbridge holds a Bachelor of Physical Therapy, a Masters of Education and an interdisciplinary PhD. She is the Director Interprofessional Education in the Faculty of Medicine and Associate Principal College of Health Disciplines at the University of British Columbia in Vancouver. Her areas of special interest are Interprofessional education (IPE), collaborative practice, and other areas related to IPE such as underserved populations. She has been principal or co-investigator on several Teaching and Learning Enhancement Fund grants from UBC and PI or co-investigator on several other research grants related to IPE, health human resources and shared decision making. She has published in peer reviewed journals on IPE and informed shared decision making and has presented on IPE related topics at national and international conferences. Dr. Bainbridge served as President of the Accreditation Council of Canadian Physiotherapy Academic Programs (ACCPAP) from 2001 to 2009 and is currently Chair of the new Joint Accreditation Committee for physical therapy and occupational therapy assistant programs in Canada. She was co-author of two documents related to accreditation standards for IPE and of a national competency framework for interprofessional collaboration. She received a Killam Teaching Prize at UBC for excellence in teaching and the Enid Graham Memorial Lecture Award for leadership in the profession by the Canadian Physiotherapy Association.

KEYNOTE SPEAKER

Kendall Ho, MD, FRCPC



Dr. Kendall Ho is the founding Director of eHealth Strategy Office and the professor of the department of emergency medicine at the University of British Columbia. He is a practicing emergency medicine specialist. He was the immediate past Associate Dean of the Division of Continuing Professional Development and Knowledge Translation (CPD/KT) up until February 2008, when CPD/KT was transitioned to two units: Continuing Professional Development (CPD) and the eHealth Strategy Office (eHealth). Kendall is a member of the Royal College of Physicians and Surgeons of Canada's Professional Development Committee and a collaborator with the World Health Organization eHealth Observatory. He is the executive director of the Technology Enabled Knowledge Translation Investigative Centre (TEKTIC) interdisciplinary research team in BC and the Vice President of the International Association of Humanitarian Medicine.

Dr. Ho's academic and research interests fall into the domain of technology enabled knowledge translation (TEKT) – the use of information technologies to accelerate the incorporation of latest health evidence into routine practice. Specific directions within TEKT include telehealth, information and communication technologies (ICT) and patient safety, ICT and public engagement, and evidence-based policy translation in eHealth. He is a recipient of a number of provincial, national, and international research grants in eHealth and eLearning, and has published related papers and textbook chapters in these subjects.

KEYNOTE SPEAKER

Simon Kitto, PhD



Dr. Simon Kitto is a medical sociologist who has been undertaking research in medical education, sociology of surgery and health services for over ten years. He is the Director of Research in Continuing Education and Professional Development, an Assistant Professor at the Department of Surgery and a Scientist at The Wilson Centre, University of Toronto. His main research interests are studying how structural, historical and socio-cultural variables shape interprofessional clinical practice, educational settings and activities.

Dr Kitto's work has gathered attention internationally and nationally resulting in invitations to present his work in the UK, Australasia, North America and Europe. Dr Kitto is also a Visiting Scholar at the Center for Innovation in Interprofessional Education, University of California, San Francisco and has held a position as a Senior Lecturer in the Department of Surgery at Monash University since 2010. His most recent and notable international research collaboration is as a co-investigator with Professor Scott Reeves, founding director of Center for Innovation in Interprofessional Education, University of California, San Francisco, 'Understanding the nature of interprofessional teamwork in intensive care units: a multi-institutional ethnographic study'. Dr Kitto has published over 40 research articles and several reports, chapters and books. His most recent publications focus on integrating continuing education, quality improvement, patient safety and knowledge translation initiatives. He is also an associate editor for both the Journal of Interprofessional Care and the Journal of Continuing Education in the Health Professions.

KEYNOTE SPEAKER

Christie Newton, MD



Dr. Newton is an Assistant Professor in the Department of Family Practice. She is the Director of Continuing Professional Development and Community Partnerships and Lead Faculty for Faculty Development. She also is Director of Interprofessional Professional Development for the College of Health Disciplines at UBC. Her academic work focuses on interprofessional education for collaborative patient centered practice and its role in primary care improvement and health system redesign. In addition, Dr. Newton is involved in health care research with the Department of Family Practice, the College of Health Disciplines and the Provincial Health Authorities. This research focuses on interprofessional professional development and its impact on collaborative practice, with the ultimate aim of improving health outcomes.



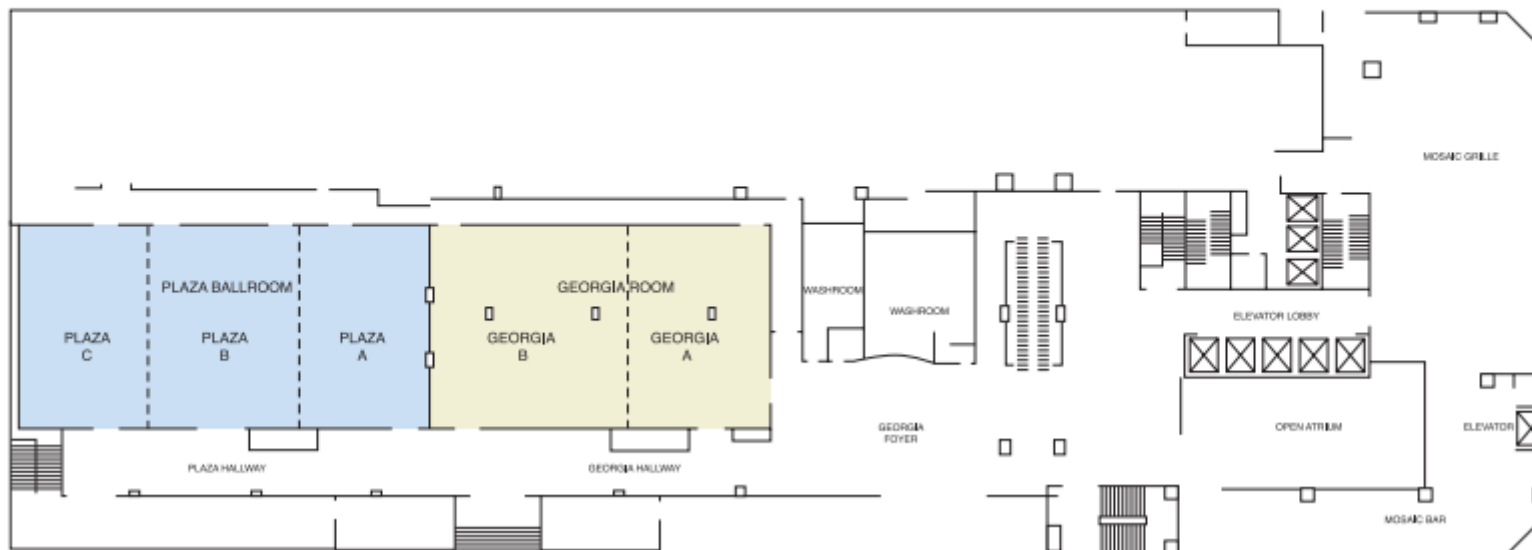
Hyatt Regency Vancouver

655 Burrard Street,
Vancouver, British Columbia, Canada V6C 2R7
Tel: +1 604 683 1234 Fax: +1 604 689 3707

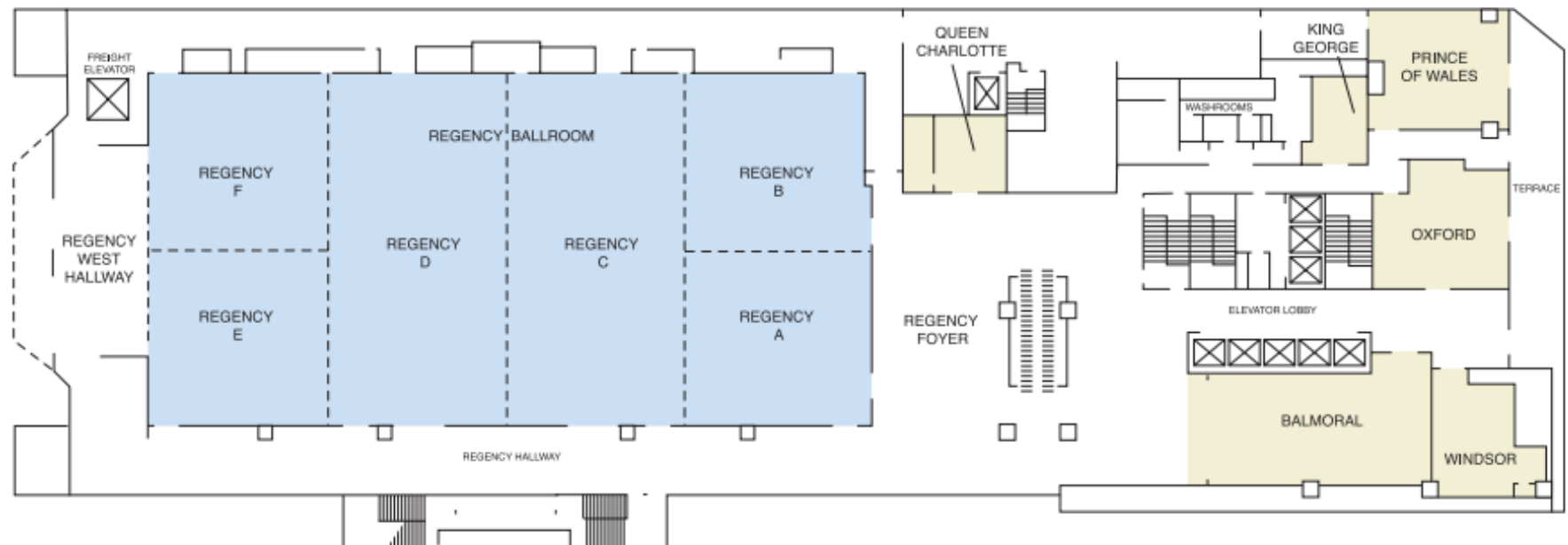
WiFi Available



PLAZA LEVEL (SECOND FLOOR)



CONVENTION LEVEL (THIRD FLOOR)



PROGRAM AT A GLANCE

TIME	PROGRAM
0730-0800	Registration Poster Set-up & Exhibits
0800-0820	Welcome & Opening Remarks - CACHE Scientific Committee 2013, Céline Monette and CAB1V, Lesley Bainbridge
0820-0920	Plenary session 1 – <i>Emerging TRENDS, MODELS AND THEORIES shaping CPD/CHE</i>
0920-0930	Move to Concurrent Sessions
0930-1030	Concurrent sessions
1030-1100	Networking Break and Poster/Exhibit Hall Visit
1100-1200	Concurrent sessions
1200-1330	Lunch & Poster viewing and visiting kiosk OR CACHE Annual meeting (CACHE members)
1330-1430	Plenary session 2 – <i>Emerging PRACTICES shaping CPD/CHE</i>
1430-1440	Move to Concurrent Sessions
1440-1540	Concurrent sessions
1540-1615	Networking Break and Poster/Exhibit Hall Visit
1615-1715	Concurrent sessions
1715-1745	Closing Plenary

PROGRAM— TUESDAY JUNE 11, 2013

Room

TIME	PROGRAM
0730-0800	Registration Poster Set-up & Exhibits
0800-0820	Welcome from CACHE president – Della Croteau Opening Remarks - Scientific Committee 2013
0820-0920	<p>Plenary session 1 – Emerging TRENDS, MODELS AND THEORIES shaping CPD/CHE</p> <p>In an ever changing health care environment there is a need to ensure CHE/CPD delivery continues to evolve and adapt to a more complex environment. There are emerging models and theories confirming the trends and to consider for our CPD/CHE practice.</p> <p>Introduction:</p> <ul style="list-style-type: none">• Describe key trends shaping CPD/CHE <p>Following this session, the learner will be able to:</p> <p>Christie Newton</p> <ul style="list-style-type: none">• Identify foundational models necessary for collaborative learning and work• Describe the key challenges and success factors• Articulate the distinctive role of CPD/CHE and accreditation <p>Simon Kitto</p> <ul style="list-style-type: none">• Identify key types of social and behavioral science theory that are relevant to CPD/CHE• Describe the key constructs of theories that could be used in CPD/CHE• Identify the most important considerations in choosing the right theory to address a physician behavior change in a particular population and context. <p>Discussion period with audience</p>
0920-0930	Move to Concurrent Sessions

Concurrent Sessions

0930-1030 Concurrent Sessions

Workshops

Workshops	Room	Speaker	Title	Learning Objectives
IW06		A Wolff T Schott M Clauson C Recsky	<i>From Pilot to Province: Implementing the Educator Pathway in British Columbia</i>	<ul style="list-style-type: none"> * Explain the evidence-based program to build clinical educator capacity. * Facilitate the translation of research findings into practice and identify lessons learned from provincial adoption of the Pathway for professional development for all clinical educators. * Experiences elements of the constructivist curriculum provide opportunities for application.
IW13		K Medd N Litke	<i>Implementing Interprofessional student placements using a collaborative supervision model</i>	<ul style="list-style-type: none"> * Describe the growth of this program from an idea to actuality over a two year period. * Present the challenges faced and highlight solutions to these challenges * Share ideas related to implementation recommendations for the purpose of developing similar models of clinical education and patient care at other health care settings.
BPRS08		S E Aston	<i>'I never really thought of myself as a team member before.' Multidisciplinary shared-care opioid replacement therapy teaming in rural Nova Scotia</i>	<ul style="list-style-type: none"> * To identify elements of this collaborative model essential for a sustainable culture shift, thus a significant change in service delivery, through attracting and supporting family physicians, upon whose participation the model depends.
IW01		H Boynton	<i>Spirituality: An Integral Component of Interprofessional Practice.</i>	<ul style="list-style-type: none"> * Articulate the importance of addressing spirituality in interprofessional practice, and how spirituality can promote health transformation. * Apply spiritual assessments and interventions that can be used effectively in interprofessional practice. * Incorporate spiritual assessments and interventions into interprofessional education, care and practice.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

0930-1030

Facilitated Poster – Facilitator: C Monette

Posters	Room	Speaker	Title	Learning Objectives
FPS01		S Ayed S Rantaplan A Abdulaziz	<i>A National Strategy to Improve Palliative Care</i>	* To describe the development, implementation and initial evaluation for an educational program in palliative care for health professionals in Saudi Arabia.
FPS03		S Ayed S Rantanplan A A Aljohani	<i>The Role of Palliative Care Educational Program in Improving the Skills of General Practitioners</i>	* Aim is to increase the knowledge, improve the skills, and enable better collaboration capabilities with specialized PC services of health care providers including the GPs through funded clinical workforce placements and workshops.
FPS04		S Murphy D P Drynan	<i>Utilizing Standardized actors for developing communication skills: an Interprofessional approach</i>	* Demonstrate strategies for dealing with common communication issues in the practice setting (with supervisors, peers, patients etc.) * Discuss how professional communication strategies may need to be adapted for different situations, e.g.: for issues with peers, assistants, or other team members * Appreciate the communication approaches utilized by different professionals
FPS12		N G Ponzoni A Robitaille R Azevedo	<i>The use of technology to address the continuing health education needs of Nurses working in remote and isolated regions of Northern Quebec</i>	* The learning objective of this poster presentation is to illustrate the application of an innovative continuing education program that uses videoconferencing and LMS technology to address the educational needs of nurses and health care personnel working in remote and isolated regions of Northern Quebec.
FPS15		T Hatch S Sommerfeldt T Paslawski S King	<i>It Takes a Village: Partnering for Interprofessional Education and Collaborative Practice</i>	* Participants will gain strategies for inviting, building and maintaining mutually beneficial CP partnerships across sectors through analysis of project case studies.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

0930-1030 **Facilitated Poster – Facilitator: C Monette**

Posters	Room	Speaker	Title	Learning Objectives
FPS17		F St-Germain J Grewal S M H Alibhai W Y Cheung D Wan-Chow-Wah A Bahl S Shedev	<i>Designing a mobile learning program to reinforce evidence-based clinical practice in geriatric oncology</i>	* As a result of viewing this poster, participants should be able to design an educational activity that will foster evidence-based patient management using mobile learning technologies.
FPS16		F Saad H Lukka M Audet-Lapointe A So U Emmenegger F St-Germain	<i>Improving Interprofessional Interaction and Learning through Case-Based Interactive Sessions: The ProstAIDE Educational Program</i>	* To improve Interprofessional communication, facilitate referrals, and enhance knowledge of treatment options for patients with advanced prostate cancer.
FPS07		M Warken J Gordon C Campbell	<i>Removing Borders: CPD recognition through collaborative international agreements</i>	* International collaboration and the substantive equivalency recognition of global CPD accreditation and credit systems enable physicians to receive credit for their participation in a wide variety of CPD activities.
FPS10		S Lico	<i>BUZZ 2: A Focus on Motivational Triggers</i>	* Workshop that focuses on motivational triggers to enhance communication between patients and Health Care Providers and the results to date will be described.
FPS11		W Jelley P Rahman	<i>Establishing an IP network of Mentors for a University-based Community Health Course</i>	* How is it possible to link subject matter experts (SMEs) from various professions with student teams to help with successful completions of the projects for the community agencies.

Concurrent Sessions

0930-1030 **Best practices/Research – Facilitator: A Lowe**

Best practices Research	Room	Speaker	Title	Learning Objectives
BPRS04		C Hamp	<i>GROW: Ongoing Professional Growth</i>	<ul style="list-style-type: none"> * Participants will identify how a structured professional development framework can assist healthcare professionals in acknowledging their existing skills; while at the same time identify areas of potential growth. * They will also examine how such a framework can facilitate the conceptual shift necessary to engage all healthcare professionals in a shared vision of optimal patient/client care through ongoing professional development, and embrace opportunities for new roles within their respective professions.
BPRS10		J E Davies	<i>Developing a Centre for Interprofessional Obesity Management Education</i>	<ul style="list-style-type: none"> * Opportunities and challenges for developing course curriculum to strategically address obesity; * Inform and improve future curriculum planning for obesity and health system improvement; * Process of plan development, focusing on key learnings.
BPRS23		M Bell P Veinot L Soever	<i>Experiential Knowledge Gained from an Interprofessional Healthcare Research Team</i>	<ul style="list-style-type: none"> * To share a conceptual framework for conducting Interprofessional healthcare research based on a qualitative study that was undertaken to examine perspectives of members of an nterprofessional healthcare research team regarding involvement as a research team member.
BPRS13		S Comber	<i>Political Skills - assessing performance in physician leaders</i>	<ul style="list-style-type: none"> * Discover how physician leaders self-report their political skills on 4 domains (self-astuteness, interpersonal influence, networking ability and apparent sincerity). * Demonstrate how physician leaders report which skills make them most and least effective as a healthcare leader. * Describe the leadership skills that physicians report have made them most effective.

PROGRAM— TUESDAY JUNE 11, 2013

Room

1030-1100 **Networking Break and Poster/Exhibit Hall Visit**

Concurrent Sessions

1100-1200 **Concurrent Sessions**

Workshop	Room	Speaker	Title	Learning Objectives
IW07		A Wolff K Scarborough T Grady C Edge T Schott	<i>Building Capacity among Clinical Educators in Practice: A Success Story</i>	* Explain the plan for building clinical educator capacity * Describe the resources and tools developed for educator success and provide opportunities for application through learning café activities.
IW03		F Hamilton A M McLaughlin D B Nicholas A Newton M deJong-Berg P Smyth A Calhoun K Doug J Shankar C D Kilmer	<i>Culture clash in the ER: From collision to collaboration</i>	* Recognize the inherent cultural components that contribute to misunderstanding and miscommunication within the ER (and other sites where cultures may collide) through the presentation of research outcomes. * Discuss and develop collaborative learning opportunities to support both high risk youth and health care providers in creating good health care outcomes. * To support the consideration of marginalized groups of patients when developing training and learning opportunities.
IW09		I Robertson N Wallace	<i>A Multi-disciplinary Community Based Model For Effectively Assessing, Intervening And Planning For High Risk Youth</i>	* Children, youth and families who access healthcare services are connected to another number of community services including education, child protection, community health centres, shelters, justice, mental health, and addictions to name a few. Collaborative practices with all services connected to the child, youth and family is vital to ensuring appropriate and effective responses, interventions and linkages of the micro, macro and mezzo systems.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1100-1200 **Facilitated Poster – Facilitator: R Kinch**

Posters	Room	Speaker	Title	Learning Objectives
FPS06		R Haywood L Fleet C Mesh V Curran P Snow	<i>'Hands-On' Continuing Medical Education (CME) & Impact on Practice Performance: Best Practices and Lessons Learned</i>	* To examine the effect of this hands-on/interactive CME on participants' practices and patient health outcomes.
FPS19		R Haywood L Fleet P Conrad V Maddalena F Kirby R Glynn B Hurley B Morrissey S Arscott L Alteen O Howell	<i>The Influence of a Physician Management and Leadership Program on Physician Leaders and Health Service Delivery in Newfoundland and Labrador (NL)</i>	* To describe the evaluation of an educational program designed to enhance management skills of physicians occupying leadership positions within regional health authorities.
FPS08		C Guimond M Labelle D Paquette P Raïche	<i>Key Principles for Inter Professional Continuing Development</i>	* Develop a guide with key principles to IPCPD activity creation * Define the legal implication of IPC * Elaborate and apply key principles in the creation of IPCPD * Respect the adult learning cycle * Propose tools for the development and the evaluation of IPCPD with the aim of enhanced patient care

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1100-1200 Facilitated Poster – Facilitator: R Kinch

Posters	Room	Speaker	Title	Learning Objectives
FPS20		M Ogenchuk J Bally S Spurr	<i>Caring for Kids Where They Live: Outcomes of Interprofessional Learning and Practice</i>	* To understand the benefits and challenges of this educational experience, the roles of the team members, and factors that led to success including shared learning outcomes of the undergraduate students and clinical faculty and the health outcomes of the pediatric population.
FPS05		P Lee J P Au D Guo S Sy A Zhu	<i>Assessment of Chinese Seniors' Needs and Perspectives in Healthcare</i>	* This study will identify barriers that limit Calgary Chinese seniors' access to healthcare, and methods to reduce or remove these barriers.
FPS09		V Lacroix M Vachon I Hallé A Jacques	<i>OPTIMED: Supporting Healthcare Professionals' Educational Continuum through an Online Self Assessment Tool</i>	* To assess the utility of an online self-assessment tool in assisting physicians with the assessment of clinical knowledge, the integration of optimized patient care into practice and the measurement of outcomes.
FPS13		E Behmoaram C Delage A Khullar P Ferguson N Young F Lalla	<i>Using Group Reflection and Discussion to Enhance the Impact of Learning of a Personal Practice Assessment</i>	* Assess impact of ENGAGE on clinical practice * Describe experiences and insights of other participants * Integrate elements into practice to improve patient outcomes.
FPS14		E Behmoaram C Delage A Khullar P Ferguson N Young F Lalla	<i>ENGAGE: A Collaborative, Enduring Approach to Personal Practice Assessment</i>	* Reflect on clinical approach to managing patients on antipsychotic treatment * Evaluate how current approach compares to that of other participants * Assess importance of balancing symptom resolution, physical health and functioning

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1100-1200 **Facilitated Poster – Facilitator: R Kinch**

Posters	Room	Speaker	Title	Learning Objectives
FPS18		J Triscott E Waugh O Szafran	<i>Cultural Competency Skills for Health Care Professionals: Learning Manual</i>	* To assist health professionals to provide culturally competent care to their patients in a respectful and effective manner.
IBS01		B French C Bock	<i>Innovating the Learning Experience: Experience: Have iPad, will Learn</i>	* Understand the limitations of current Flash based learning modules * Appreciate the value of access via mobile devices * Learn about the unique facets of this format to encourage self-learning
IBS02		C Hein	<i>An Innovative Curriculum on Oral-Systemic Health for Physicians and Other Non-Dental Healthcare Providers</i>	*

Best practices / Research – Facilitator: C Monette

Best practices Research	Room	Speaker	Title	Learning Objectives
BPRS16		L Grona H Stenerson B Bath	<i>Building Community Outreach Continuing Interprofessional Education Capacity</i>	* Will describe how behaviour change models and staged learning theory were used in the needs assessment and evaluation of a continuing interprofessional education
BPRS17		C Newton D Drynan V Wood	<i>Interprofessional Collaboration on the Run: A Technology Enabled Professional Development Strategy</i>	* Explore how to teach competencies for collaborative practice * Explore innovative ways to deliver interprofessional education using technology enabled learning tools and strategies
BPRS25		F Hubbard T Ogle	<i>A New Solution for Learning and Testing Jurisprudence</i>	* Establish the need for provincial learning and testing of jurisprudence * Demonstrate an online, interactive exam-based learning solution for acquisition of jurisprudence knowledge

PROGRAM— TUESDAY JUNE 11, 2013

Best practices Research	Room	Speaker	Title	Learning Objectives
BPRS02		M Fitch C Chiu T Mitchell	<i>From Patient to Participant: Enhancing the Validity and Ethics of Cancer Research through Participatory Research</i>	* We describe the Participatory Research processes of a large mixed method study on the psychosocial impact of dragon boating in individuals with breast cancer. * The audience will become familiar with Participatory Research processes and will learn to integrate Participatory Research into psychosocial research practices in cancer.

Room

1200-1330 **Lunch**
CACHE Annual meeting
Poster viewing and visiting kiosks / exhibitors

Room

1330-1430 Plenary session 2 – **Emerging PRACTICES shaping CPD/CHE**

More and more there is a need to shift cultures towards collaboration. The integration of eHealth and interprofessional continuing education plays a central role to this end. There is emerging practices that could help CPD/CHE providers to improve the collaboration among healthcare professionals and could play an important role in improving health care.

Introduction: Richard Ward

Following this session, the learner will be able to:

Kendall Ho

- Describe the current eHealth trends
- Describe learning practices using eHealth
- Identify key challenges and success factors

Christie Newton

- Describe a team based learning practice
- Describe a longitudinal, multidimensional educational intervention
- Identify key challenges and success factors

Discussion period with audience

PROGRAM— TUESDAY JUNE 11, 2013

1430-1440 **Move to Concurrent Sessions**

Concurrent Sessions

1440-1540 Concurrent Sessions

Workshops	Room	Speaker	Title	Learning Objectives
IW10		L S Saunders J Miles L Queeley	<i>Safe Sleep Why so Complicated: A child welfare perspective</i>	* Aware of some of the challenges of interprofessional health education in a non-health care environment * Able to use the presented strategies and framework to provide safe sleep interprofessional training in their own settings
IW05		I Robertson	<i>Shifting Tides: Standardizing Collaborative Practices Of An 84 Bed Inpatient Psychiatric Unit</i>	* Understand the collaborative process undertaken for development of the new service delivery model; * Understand the methods to evaluate the success of the model with a focus on ongoing quality improvement * Understand the process for building capacity of the model * Understand the systematic process used for integration of the model; * Understand the applicability of this model within different patient populations and clinical settings.
IW04		T Dignum	<i>Optimizing learning and retention in health professional education</i>	* The participant will gain an appreciation for the diversity of learning styles and the importance of instructional methods to match this diversity. * The participant will experience new learning by participating in demonstrations of instructional strategies to facilitate engagement and retention.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1440-1540 **Best Practices/Research – Facilitator: D Croteau**

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS06		S Kitto M Bell J Goldman J Peller J Sargeant E Etchells I Silver S Reeves	<i>Current Thinking and Future Directions: Re-Positioning Relationships Between Continuing Education, Knowledge Translation, Quality Improvement and Patient Safety</i>	<ul style="list-style-type: none"> * To gain insight into how leaders conceptualize CE, KT, PS and QI * To explore the relationships between these domains * To consider the implications of the study findings for future collaborations.
BPRS09		S L Clark	<i>Preceptorship Workshop developed for the University of Calgary Qatar which provides culturally congruent teaching.</i>	<ul style="list-style-type: none"> * To inform potential preceptors about our pre-graduate nurses * To inform participants about collaboration and the learning process, * To inform participants about Adult Learners * To inform participants about Critical Thinking * To provide participants with the resources to assist in final evaluations of nursing students.
BPRS18		M Spadoni P Sevean K Poole G Doane	<i>Culture Shift for Collaboration: Looking from the Inside Out</i>	<ul style="list-style-type: none"> * Describe the practice of looking from the inside out, a reflective ontological curriculum process that honors being in community with others as essential to knowledge practice. * Pragmatically explore how to 'be in community' through luncheon dialogues, collaborative reflective journaling, qualitative self-reflective faculty surveys, and curriculum content analysis * Discuss best practices related to community engagement.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1440-1540 **Best Practices/Research – Facilitator: F Kirby**

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS05		J Irwin	<i>Leveraging Collaborations for Improved Health System Capacity in Ontario</i>	* To determine the current level and nature of collaborations, and to identify how to support and leverage the collaborations between PHUs and their LHIN(s).

Best Practices/Research – Facilitator: D Ngui

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS19		A Wolff L Young J Milliken M Clauson L Fraset M MacPhee K Scarborough T Schott	<i>Validation of Competency Assessment Tools for Clinical Educators in Practice and Academic Settings</i>	* To describe a valid and reliable tool to measure clinical educator competency and discuss its applicability to professional development, orientation and performance evaluation.
BPRS22		C HY Yu R Brydges Chi Ming Chow S Straus	<i>The ABC's of DKA: Computer-based simulation in continuing education</i>	* Contrast pros and cons of computer-based simulations in continuing education * List 3 lessons learned in developing and validating a computer-based simulator * Identify a role for computer-based simulation in the curriculum
BPRS03		J Duz R Kinch R Key T Wilde	<i>Knowledge Transfer at Point-of-care: Investigating New strategies for disseminating guideline recommendations</i>	* Investigate point-of-care KT of the Focused 2012 update to the Canadian Cardiovascular Society Atrial Fibrillation (AF) Guidelines.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1440-1540 **Best Practices/Research – Facilitator: D Ngui**

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS11		T Christianson	<i>Interprofessional Teaching and Learning: A Facilitation Training Experience</i>	* To design and implement an educational intervention with the goal to promote understanding of and ability to facilitate Interprofessional learning for faculty through professional development. * At the end of the training there will be significant improvement in faculty attitude of and their knowledge about their roles in IPL will be improved as well.

Room

1540-1615 **Networking Break and Poster/Exhibit Hall Visit**

Concurrent Sessions

1615-1715 **Concurrent Sessions**

Workshop	Room	Speaker	Title	Leaning Objectives
IW12		R Ward	<i>CHE in Primary Care - changes in educational approaches in the 'new' patient centered Medical Home</i>	* This interactive workshop will review the landscape of changes to primary care across the country, provide a theoretic model for addressing the new primary care environment and give examples of educational program design which have been effective in this changing environment.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1615-1715

Workshop	Room	Speaker	Title	Learning Objectives
IW08		C Bock B A Kenney S Tanchak	<i>Interprofessional Collaboration: The Regulatory Perspective</i>	<ul style="list-style-type: none"> * Appreciate the impact overlapping and changing scopes of practice have on interprofessional collaboration, especially with respect to ensuring safety and optimizing resources * Learn about the scopes of practice and authorities of a variety of health care professionals in Ontario * Learn how to apply the eTool to specific patient/client care situations
IW11		M Gagnon	<i>CME/CPD in the pharmaceutical industry...Really?</i>	<ul style="list-style-type: none"> * Demonstrate how quality CME/CPD can address healthcare gaps and still fulfills business objectives for the ultimate benefit of the patient. * Assess the validity / importance of competing requests (sponsorships, learning activities, symposia etc.) * Define best collaborative practices within a commercial environment

Best Practices/Research – Facilitator: D Croteau

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS07		A Lowe	<i>Can a jurisprudence exam promote self-monitoring and self-improvement in physiotherapists? YES</i>	<ul style="list-style-type: none"> * Know the process used in development of the jurisprudence exam * 4 exam features that contributed to making completion of the module educational * 3 outcomes of a member survey on the experience of completing the assessment

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1615-1715 **Best Practices/Research – Facilitator: D Croteau**

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS01		C Monette F Borduas G Julien H Sioui Trudel	<i>How to achieve the development of a continuing interprofessional development strategy for community social pediatrics?</i>	* Explain the new Community Social Pediatric field * Describe the Continuing Interprofessional Development strategy development approach * Explain the key strategic elements to reach consensus among Community Social Pediatric professionals
BPRS15		U Chauhan P Lazure J Bernier P Paré J K Marshall C Montgrain K McHugh S Hayes	<i>Patient data as a key component of educational needs assessments</i>	* Will have an increased awareness of the usefulness of including patients when designing Nas * Understand the shift required in Continuing Professional Development (CPD) to better support providers in their move towards patient-centric care
BPRS20		A Wolff M McPhee	<i>Preparing Nurses for Clinical Educator Roles in the Health Care Setting: A Best Practice Model for Success.</i>	* To describe the outcomes of the EP Program to determine applicability to participants' workplace and identify knowledge translation opportunities.

Best Practices/Research – Facilitator: C Monette

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS12		K Johnson M Chen L Taylor S Ashmore K Johnson D Blumenthal	<i>Methods of Surveying Students about Interprofessional Education, Communication, and Collaboration at a Large Health Sciences University</i>	* Discuss difficulties of collecting data about interprofessional issues. * Learn about alternatives to often-used tools to assess perceptions of interprofessional issues.

PROGRAM— TUESDAY JUNE 11, 2013

Concurrent Sessions

1615-1715 **Best Practices/Research – Facilitator: F Kirby**

Best Practices Research	Room	Speaker	Title	Learning Objectives
BPRS21		C H Yu H Halapy R Brydges S Hall R Wong	<i>Promoting efficient team-based diabetes care: role of a longitudinal interprofessional educational outreach program</i>	* To identify 2 innovative program features; * To list mediators of IPC; * To describe the impact of an interprofessional diabetes outreach program on learners' self-efficacy and IPC.
BPRS24		I Thibault C Claveau	<i>Caring for your patients in French</i>	* French language workshops for any health care professionals in any area of expertise with an intermediate to advanced French Level
BPRS14		N Banks S N Iyer A Malla	<i>Improving prescribing practices around long-acting injectable antipsychotics: Results of a program utilizing peer-to-peer learning, self-assessment and reflection, and technology</i>	* To learn how to utilize; 1. Focus group findings to develop CHE/CPD programs 2. Pre-assessment data to develop a personalized program 3. Reflection and identification of strategies to impact practice.

Room

1715-1745

Closing Plenary

Facilitator: Daniel Ngui

Panel : Robin Kinch, Della Croteau, Fran Kirby, Audrey Lowe, Simon Kitto, Richard Ward

Key learning's of the CACHE conference 2013:

- CPD/CHE in the workplace
- Collaboration
- CPD/CHE innovation
- CPD/CHE alignment with competence/performance assessment and improvement

Evaluation, Closing Remarks and Adjournment – Céline Monette

PROGRAM— TUESDAY JUNE 11, 2013

Room

1800-2000 **CAB IV/CACHE Joint Reception**

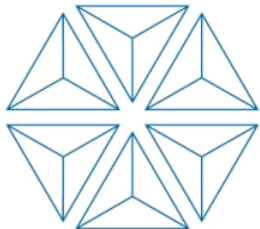
A joint reception for CAB IV and CACHE will be held. Refreshments and light fare will be served. Please join us for an opportunity to enjoy connecting with fellow conference delegates and health professionals in a social setting.

The reception is included in the conference registration fee and registered conference delegates are able to bring a guest to attend the reception at the cost of \$35.

Thank you to our generous Sponsors:



abbvie



Bristol-Myers Squibb Canada Co.
La Société Bristol-Myers Squibb Canada

Prendre le temps de garder
la santé, c'est en gagner.

The best way to live
a healthy life is to
never let it pass you by.



Ensemble, vers un monde en meilleure santé.[®]
Working together for a healthier world.[®]