



COLLABORATING ACROSS BORDERS IV (CAB IV)

Transformative Change from the Classroom to Practice



Program

June 12 - 14, 2013

Vancouver, BC, Canada



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Welcome

Welcome to Collaborating Across Borders, the premier North American conference that focuses on interprofessional education and collaborative practice in health care. The governing boards of the Canadian Interprofessional Health Collaborative (CIHC) and the American Interprofessional Health Collaborative (AIHC) welcome you to beautiful Vancouver, British Columbia, for the fourth Collaborating Across Borders conference (CAB IV). The theme of CAB IV is Transformative Change from the Classroom to Practice. We hear often that preparing future and current health care providers and leaders to collaborate within and across professions is best represented by a continuum of learning and application. In the CAB IV program, we offer important learning opportunities for students, practitioners, educators, patients and patient advocates, and leaders to enhance their ability to collaborate, to teach collaboration and, ultimately, to improve health outcomes. The program is designed to create a lively and dynamic exchange of ideas and practices that will benefit you immediately.

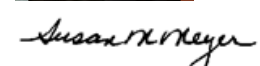
Social networking has been integrated into the conference to enhance feedback and networking. Thematic tracks have been outlined to make it easy for you to plan your conference experience, personalized to your level of knowledge about and interest in particular aspects of interprofessional education and collaborative practice. Students are integral to the conference and we have purposefully invited patients to both open and close the conference. Whatever your role in education and practice, CAB IV offers you an important opportunity for learning.

Special thanks are due to the many people who have helped to shape this conference: the Executive Committee, the Program Committee, the many abstract reviewers, UBC Interprofessional Continuing Education, the Social Committee, and the National Health Sciences Students Association and its University of British Columbia chapter. So many individuals across Canada and the US have worked diligently to bring you the very best in conferences.

Warm wishes,



Lesley Bainbridge, PhD
Conference Co-Chair
CIHC Board Member
University of British Columbia



Susan M. Meyer, PhD
Conference Co-Chair
AIHC Board Member
University of Pittsburgh

Goals/Objectives

- Provide a foundation of knowledge and skills for individuals in the early stages of interprofessional education program development
- Share good practices and lessons learned for individuals with advanced levels of interprofessional education and practice endeavors
- Enhance the body of knowledge that informs interprofessional education (IPE) and interprofessional practice (IPP)
- Advance interprofessional collaboration to fully transform health professions education and care delivery systems and to ultimately improve health outcomes

Who Should Attend

This conference will be particularly relevant to health care practitioners; researchers; academics from universities, colleges and institutes; health/education policy and decision makers; students; and patient organizations with an interest in advancing all aspects of interprofessional education, leadership, practice and policy.

Find Your Area of Interest

We encourage you to select sessions based on the session description (provided for all workshop and symposia/panel presentations), the type of presentation, the level of presentation, as well as the theme of the presentation (provided for all oral/poster presentations).

Types of presentations include:

Plenary - Each plenary presentation will be 60 minutes and will be delivered in lecture style. Speakers will present all information of interest during the presentation to the audience with time allocated at the end or during the presentation for questions.

Hands-on/Interactive Workshops - Each workshop will be 90 minutes and will provide a highly interactive portion (at least 60 minutes of the workshop will be interactive).

Symposia/Panel Presentations - Each symposium/panel presentation will be 90 minutes and will be a collection of various works on a particular subject by a number of contributors.

Oral Paper Presentations - Each oral paper will be 15 minutes in length and will have a 5-minute Q&A at the end of its presentation.

Poster Presentations - Poster presentations have been grouped according to themes for viewing throughout the conference. Each day of the conference will feature new posters.

Levels of Presentations include:

Beginner, Intermediate or Advanced

Themes include:

Four broad themes (education, practice, leadership, and policy) have been chosen for CAB IV in order to encourage a wide range of abstracts that illustrate robust research and emerging evidence of efficacy related to IPE and IPP, as well as crazy ideas that no one thought would work – but they did. The voices of students, patients and families, educators and practitioners, researchers and policy makers were also encouraged. We have formed clusters for each oral paper session and interactive poster sessions in these themes:

- assessment/evaluation
- clinical
- community/partnership
- continuing professional development
- curriculum
- evaluation leadership
- simulation/technology
- teams

Location

The conference will be held at The Hyatt Regency Vancouver, 655 Burrard Street, Vancouver, BC. A limited block of rooms is available at the conference hotel at the following rates for a standard guest room (single/double): through April 12, 2013: CDN \$165.00 + Taxes; April 13, 2013 and after: CDN \$185.00 + Taxes. Reserve today to avoid disappointment by calling toll free within North America: 1.888.421.1442, local: +1.604.683.1234, or book online. Please specify that you are booking under the CAB IV Conference room block. Please note: The rooms may have sold out; for alternative accommodation options, please visit our website: cabiv.ca/venue.php.

Registration

Please see the registration form (on back of brochure) for details. The main registration fee includes the June 11 reception, conference material, refreshment breaks, and a certificate of attendance. Pre-registration prior to May 24, 2013 is strongly recommended to ensure you receive all conference materials. The Early Bird Deadline is April 27, 2013.

In addition to CAB IV, we are very pleased to offer you an opportunity to share knowledge and best practices on the continuum of learning for the healthcare professionals. CAB IV will be held in conjunction with the Canadian Association of Continuing Health Education (CACHE) 2013 Annual Conference (June 11, 2013). There is a reduced rate for those who are interested in registering for both conferences.

Payment by Credit Card (VISA or MasterCard)

1. Complete the full registration online with your Visa or MasterCard at interprofessional.ubc.ca
2. Fax the registration form to +1 604.822.4835 and indicate that you would like to pay with Visa or MasterCard. We will send you the secure on-line link to enter your credit card information
PLEASE DO NOT FAX CREDIT CARD INFORMATION
3. Register and pay over the phone:
Local/International: +1 604.827.3112 or
toll free within Canada/USA: 1.855.827.3112

Participants paying by credit card outside of North America, please inform your credit card company of the transaction as some banks put a block on credit card payments made outside your country.

Payment by Cheque

Please make your cheque payable to The University of British Columbia and send it along with a complete registration form to:

Interprofessional Continuing Education
The University of British Columbia
Rm. 105 – 2194 Health Sciences Mall
Vancouver, BC, V6T 1Z3

Alternative Payment Methods

Mail or fax complete registration form along with one of the following:

1. Signed purchase order (PO)
2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager
3. Signed cheque requisition form (ChReq)

CAB IV/CACHE* Joint Reception Date: Tuesday, June 11, 2013 Time: 6:00pm - 7:30pm

A joint reception for CAB IV and CACHE will be held on the evening of June 11, 2013. 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. Hors d'oeuvre and one drink ticket will be provided.

**For more information on CACHE, please visit [here](#).*

Refund, Transfer, and Cancellation Policy

Refunds will be made (less a \$50.00 +5% GST processing fee) if written notice of withdrawal is received by May 12, 2013. No refunds will be granted for withdrawal after that date. There is a \$25 replacement charge in the case of a registration transfer. Please contact us prior to May 12, 2013 if you cannot attend and would like another person to come in your place. UBC Interprofessional Continuing Education reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, a refund less of a \$50 + 5% GST handling charge will be returned.

Certificate of Attendance

A certificate of attendance will be given to all registrants on-site.

Exhibitor Enquiries

Exhibit space will be provided on a first-come, first-served basis. If your organization is interested in exhibiting, please contact Natalie Kardum at +1 604.822.7524 or by email: natalie.ipce@ubc.ca.

Disclosure

In keeping with accreditation guidelines, presenters participating in this event have been asked to disclose to the audience any involvement with industry or organizations that may potentially influence the presentation of the educational material. Disclosure may be done verbally or using a slide prior to the speaker's presentation.

WiFi

We are happy to announce that there will be complimentary WiFi internet in the meeting spaces at the Hyatt, so please feel free to bring your laptops to take advantage of this feature.

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Time		Tuesday June 11 2013		
4:00 pm – 6:00 pm	CAB IV Registration Opens			
6:00 pm – 7:30 pm	CAB IV/CACHE Joint Reception			
Time		Wednesday June 12 2013		
7:30 am – 8:30 am	Registration & Exhibits Open			
8:30 am – 10:00 am	Conference Welcome & Keynote: The Eye of The Storm: Patient Centered Care and Collaboration by Regina Holliday			
10:00 am – 10:30 am	Break – Exhibits Open, Poster Viewing			
10:30 am – 12:00 pm	Concurrent Breakout Session A (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations			
	A1: WS	A2: WS	A3: WS	
	A4: WS	A5: WS	A6: S/P	
	A7: S/P	A8: 4 OPs	A9: 4 OPs	
	A10: 4 OPs	A11: 4 OPs	A12: 4 OPs	
12:00 pm – 1:30 pm	Lunch (on your own) Exhibits Open & Interactive Poster Session #1			
1:30 pm – 3:00 pm	Concurrent Breakout Session B (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations			
	B1: WS	B2: WS	B3: WS	
	B4: WS	B5: WS	B6: S/P	
	B7: S/P	B8: 4 OPs	B9: 4 OPs	
	B10: 4 OPs	B11: 4 OPs	B12: 4 OPs	
3:00 pm – 3:30 pm	Break – Exhibits Open, Poster Viewing			
3:30 pm – 5:00 pm	Concurrent Breakout Session C (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations			
	C1: WS	C2: WS	C3: WS	
	C4: WS	C5: WS	C6: S/P	
	C7: S/P	C8: 4 OPs	C9: 4 OPs	
	C10: 4 OPs	C11: 4 OPs	C12: 4 OPs	
5:00 pm	Adjourn			

Time	Thursday June 13 2013		
8:00 am – 8:30 am	Registration & Exhibits Open		
8:30 am – 10:00 am	Plenary: Back to the Future Barbara Brandt & Richard D Kiovsy, John Gilbert & Amy Blue, Ivy Oandasan & Eddy Nason, Madeline (Mattie) Schmitt & DeWitt C Baldwin		
10:00 am – 10:30 am	Break – Exhibits Open, Poster Viewing		
10:30 am – 12:00 pm	Concurrent Breakout Session D (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations		
	D1: WS	D2: WS	D3: WS
	D4: WS	D5: WS	D6: S/P
	D7: S/P	D8: 4 OPs	D9: 4 OPs
	D10: 4 OPs	D11: 4 OPs	D12: 4 OPs
12:00 pm – 1:30 pm	Lunch (on your own), Exhibits Open & Interactive Poster Session #2		
1:30 pm – 3:00 pm	Concurrent Breakout Session E (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations		
	E1: WS	E2: WS	E3: WS
	E4: WS	E5: WS	E6: S/P
	E7: S/P	E8: 4 OPs	E9: 4 OPs
	E10: 4 OPs	E11: 4 OPs	E12: 4 OPs
3:00 pm – 3:30 pm	Break – Exhibits Open, Poster Viewing		
3:30 pm – 5:00 pm	Concurrent Breakout Session F (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations		
	F1: WS	F2: WS	F3: WS
	F4: WS	F5: WS	F6: S/P
	F7: S/P	F8: 4 OPs	F9: 4 OPs
	F10: 4 OPs	F11: 4 OPs	F12: 4 OPs
5:00 pm	Adjourn		

Time	Friday June 14 2013
8:00 am – 8:30 am	Registration & Exhibits Open
8:30 am – 10:00 am	Plenary: Academia and Practice: The Great Divide? Dalhousie University & University of Kentucky
10:00 am – 10:30 am	Break – Exhibits Open, Poster Viewing
10:30 am – 12:00 pm	Concurrent Breakout Session G (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations
	G1: WS G2: WS G3: WS
	G4: WS G5: WS G6: S/P
	G7: S/P G8: 4 OPs G9: 4 OPs
	G10: 4 OPs G11: 4 OPs G12: 4 OPs
12:00 pm – 1:30 pm	Lunch (on your own), Exhibits Open & Interactive Poster Session #3
1:30 pm – 3:00 pm	Concurrent Breakout Session H (WS) Hands-on/Interactive Workshops (OP) Oral Paper Presentations (4 x 20-minute Oral Papers) (S/P) Symposia/Panel Presentations
	H1: WS H2: WS H3: WS
	H4: WS H5: WS H6: S/P
	H7: 4 OPs H8: 4 OPs H9: 4 OPs
	H10: 4 OPs H11: 4 OPs H12: 4 OPs
3:00 pm - 3:30 pm	Break - Exhibits Open, Poster Viewing
3:30 pm – 4:30 pm	Panel: Graduating Collaboration Ready: Transition to Practice Erin Abu-Rish Blakeney, Sylvestra Ramirez, Mehrdad Razmpoosh, Larry Leung
4:30 pm – 5:00 pm	Closing Ceremonies & Wrap Up Regina Holliday
5:00 pm	Adjourn

7:30am Registration & Exhibits Open

8:30am Plenary

Opening Prayer

Larry Grant, Chief, Musqueam Elder, Vancouver, BC

Opening Remarks & Setting the Tone by Conference Co-chairs

Lesley Bainbridge, PhD, Interprofessional Education; Physical Therapy, University of British Columbia, Vancouver, BC

Susan M Meyer, PhD, Associate Dean for Education and Professor, School of Pharmacy, University of Pittsburgh, Pittsburgh, PA

Keynote

The Eye of The Storm: Patient-Centered Care and Collaboration

Regina Holliday, Art Teacher, Artist, Muralist, Patient Rights Arts Advocate, Founder of the Walking Gallery and the Medical Advocacy Mural Project, Washington, DC

10:00am Break - Exhibits Open, Poster Viewing

10:30am Concurrent Breakout Session A

A1 Team-Driven Learning—Leadership in Action

Presentation Level: Intermediate

Jason D Williams, PsyD MEd, Psychologist, Associate Director IPE, University of Colorado Anschutz Medical Campus, Aurora, CO

Amy J Barton, PhD, RN, FAAN, Associate Dean of Clinical and Community Affairs, University of Colorado Anschutz Medical Campus, Aurora, CO

Kari L Franson, PharmD PhD, Associate Dean for Professional Education, Skaggs School of Pharmacy and Pharmaceutical Sciences University of Colorado Anschutz Medical Campus, Aurora, CO

Mark Earnest, MD, PhD, Director of Interprofessional Education Professor, University of Colorado Anschutz Medical Campus, Aurora, CO

Teaching teamwork in the classroom is a pedagogical challenge. In this workshop, we will demonstrate an instructional model we call Team-Driven Learning where clinical “missions” present a standardize challenge to measure team performance. Participants will work in teams to complete a “mission” and discuss teaching teamwork through this method.

A2 Interprofessional Collaborative Practice in Haiti: Building the Dream Team for Disaster Relief Work

Presentation Level: Intermediate

Susan G Klappa, PT, PhD, Physical Therapist, University of St. Mary, Leavenworth, KS

John D Shanley, MD, University of CT Health Center, Burlington, CT

Michael Cipoletti, MPH, Logistics & Communication, Friends of the Students, Boston, MA

Bonnie Herlihy, RN, Stonybrook Medical Center, Stony Brook, NY

Collaborative practice-ready health care providers are crucial in times following disasters. Interprofessional collaborative practice occurs when health care professionals provide comprehensive services for patients and families. This panel will discuss a model of interprofessional collaborative practice during disaster relief work (DRW) in Haiti and the characteristics of optimal “Dream Team” members.

A3 Putting the “I” Back in Teams

Presentation Level: Advanced

Lesley Bainbridge, PhD, Interprofessional Education; Physical Therapy, University of British Columbia, Vancouver, BC

Putting the “I” back in team means looking at interprofessional collaboration through a different lens. By exploring concepts such as social capital, rhetoric or framing, perspective taking and negotiating priorities, personal accountability for collaboration provides a different lens for understanding and teaching this complex set of skills and behaviours.

A4 Partnership: An Essential Paradigm for Effective Interprofessional Collaboration

Presentation Level: Intermediate

Teddie M Potter, PhD, Clinical Associate Professor, Registered Nurse, School of Nursing, University of Minnesota, Minneapolis, MN

Ken Joslyn, MD, MPH, Adjunct Assistant Professor, Department of Family Medicine, University of Minnesota, Plymouth, MN

Eileen Weber, RN, PHN, JD, Doctor of Nursing Practice (DNP) Student, Health Innovation and Leadership, University of Minnesota, Minneapolis, MN

In order to prepare future health care providers for the collaborative roles expected in a redesigned health care system, curriculum must be grounded in both partnership theory and practice. Riane Eisler’s Cultural Transformation Theory combined with the Hennepin Health Care Coordination model offers an exemplar of effective interprofessional education.

A5 Use of Information and Communication Technologies (ICTs) in Interprofessional Collaboration

Presentation Level: Beginner

Vernon Curran, PhD, Director of Academic Research and Development, Faculty of Medicine, Memorial University, St. John’s, NL

Olga Heath, PhD, Director, Centre for Collaborative Health Professional Education, St. John’s, NL

Brenda Kirby, Program Manager, Interprofessional Health Education, Centre for Collaborative Health Professional Education, Memorial University, St. John’s, NL

Virtual healthcare teams must be able to coordinate work across time, space and organizational boundaries by using information and communication technologies (ICTs). The purpose of this workshop will be to review the features, advantages and limitations, and discuss strategies for adopting ICTs and social media applications for virtual healthcare teamwork.

A6 Taking Interprofessional Patient Safety and Quality Improvement Learning Out of the Classroom: Lessons Learned from Ten Years of Experience

Presentation Level: Intermediate

Leslie W Hall, MD, Physician, School of Medicine, University of Missouri, Columbia, MO

Carla A Dyer, MD, Physician, School of Medicine, University of Missouri, Columbia, MO

Gretchen Gregory, MSN, RN, Sinclair School of Nursing, University of Missouri, Columbia, MO

Wendy Madigosky, MD, Physician, School of Medicine, University of Colorado, Denver, CO

Erica Ottis, PharmD, PhD, Pharmacist, School of Pharmacy, University of Missouri, Kansas City, Columbia, MO

Kristin Morrison, BS, Class of 2015, Member of Interprofessional Education Planning Committee, School of Medicine, University of Missouri, Columbia, MO

Experienced panelists will share lessons learned from “hands-on” interprofessional learning opportunities in quality and safety developed over 10 years. A discussion of learning modalities will include small group, simulation and bedside activities, along with selected evaluation methods. Panelists will address faculty development, student engagement, common barriers and strategies for successful implementation.

A7 Foundations in Interprofessional Communication and Collaboration – An Academic Health Center Wide Introductory Level IPE Course at the University of Minnesota

Presentation Level: Beginner

Barbara Brandt, PhD, Academic Health Center, University of Minnesota, Minneapolis, MN

Paul Jardine, PhD, Dentistry, University of Minnesota, Minneapolis, MN

Amy Pittenger, PharmD, PhD, Pharmacy, University of Minnesota, Minneapolis, MN

Susan Kostka, BSN, MSHA, Academic Health Center, University of Minnesota, Minneapolis, MN

Since 2010, the University of Minnesota Academic Health Center has offered an introductory IPE course, Foundations in Interprofessional Communication and Collaboration. We will share our experience with the broad issues of: 1) course logistics, 2) facilitator recruitment and training, 3) course content and structure, and 4) assessment and revision.

A8 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) Exploring the Process of Interprofessional Decision Making: Perceptions and Experiences of Canadian Health Care Providers Collaborating in Hypertonicity Management

Tracy Paulenko, BScPT, MSc (student), Physical Therapy, Toronto Rehab, University Health Network, Toronto, ON

ii) Professional Practice Orientation: An Interprofessional Approach

Steven Siebold, BHScPT, MEd (In Progress), Practice Consultant, Interprofessional Education/Physiotherapist, Alberta Health Services, Calgary, AB

iii) Development and Implementation of an Interprofessional Navigator-Facilitated Care Coordination Algorithm for Underserved Patients with Poorly Controlled Diabetes

Heather Brennan Congdon, PharmD, BCPS, CDE, School of Pharmacy, University of Maryland, Rockville, MD

Hoai An Truong, PharmD, MPH, AE-C, School of Pharmacy and Health Professions, University of Maryland Eastern Shore, Princess Anne, MD

iv) An Interprofessional Falls Assessment Clinic to Train Health Profession Students

Christine Hsieh, MD, Physician, Philadelphia, PA

A9 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Curriculum

i) Meaningful & Mindful IPE Using an Integrated Case Conference

Patricia Cannistraci, DNS, RN, Nursing, School of Health Sciences, The Sage Colleges, Troy, NY

Carrie S Foeller, PT, DScPT, CEEAA, Physical Therapy, School of Health Sciences, The Sage Colleges, Troy, NY

ii) Collaborative Spaces: Designing Classrooms to Support IPE

Gerri Lamb, PhD, RN, FAAN, Nursing, Arizona State University, Phoenix, AZ

James Shraiky, MARCH, Architecture, Arizona State University, Tempe, AZ

iii) No Bells, No Whistles Just the Facts: Teaching Critical Communication Skills in an Inter-Professional Setting

Mitzi S Scotten, MD, Pediatrics, University of Kansas School of Medicine, Kansas City, KS

iv) Designing and Implementing Case-Based Interprofessional Education Sessions: Maximizing the Potential

Susan J Wagner, BSc (SPA), MSc (CD), Speech Language Pathology, University of Toronto, Toronto, ON

A10 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) Clinical Care Planning: Interprofessional Course (CCPIC)

Marcia Levinson, PT, PhD, MFT, Thomas Jefferson School of Health Professions, Philadelphia, PA

ii) Interprofessional Education at Kingston General Hospital

Cynthia E Phillips, RRT, Med, Manager, Interprofessional Practice & Education, Kingston General Hospital, Kingston, ON

iii) Thinking Outside the Clinical Box with IPE: Integrating Non-clinical Students in a Clinical Setting

Katie J Cronin, JD, Medical-Legal Partnership Clinic Director & Clinical Associate Professor, School of Law, University of Kansas, Lawrence, KS

Norbert E Belz, MHSA, RHIA, Program Director & Clinical Assistant Professor, University of Kansas Medical Center, Kansas City, KS

iv) Health Science Students' Recommendations to Reduce Fall Risk in an Interprofessional Fall Prevention Program

Ann M Ryan Haddad, PharmD, Pharmacy, Creighton University School of Pharmacy and Health Professions, Omaha, NE

A11 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Partnership/Community & Evaluation/Assessment

i) Sustaining the Momentum for a New Culture of Collaboration: Learnings from the University - Practice Interface Leadership

Maria Tassone, PT, Director, Centre for Interprofessional Education, University of Toronto; Senior Director, University Health Network, Toronto, ON

ii) The Benefits of a Student Interprofessional Education Fellowship Program as a Measure of Educational Effectiveness

Amy V Blue, PhD, Provost's Office, Health Professions Education, Medical University of South Carolina, Charleston, SC

David Howell, MBA, Physician Assistant Studies Educator, Health Professions Education, Medical University of South Carolina, Charleston, SC

Amy Leaphart, MA, MS, Health Professions Education, Medical University of South Carolina, Charleston, SC

iii) Outcomes of an Interprofessional Educational Experience in a Graduate Neurorehabilitation Course: A Mixed Methods Study

Salvador Bondoc, OTD, Occupational Therapy, Quinnipiac University, Hamden, CT

iv) Evidence of Interprofessional Values in Student Writing

Amy Leaphart, MS, MA, Health Profession Education, Medical University of South Carolina, Charleston, SC

Tom G Smith, PhD, Professor/Associate Director, Medical University of South Carolina, Charleston, SC

A12 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Level: Partnership/Community & Evaluation/Assessment*

i) Partnering with Community Organizations to Promote Regional IPC: Building Networks to Transform Care

Dana Cross, BSc, MA, PMP, MHA, Assistant Director, Academic Health Council- Champlain Region, University of Ottawa, Ottawa, ON

ii) Expanding Interprofessional Teams to Meet the Needs of Refugee and Immigrant Communities

Jennifer Morton, DNP, MPH, APHN, Nursing, University of New England, Portland, ME

Shelley Cohen Konrad, MSW, PhD, Director, Center for Excellence in Interprofessional Education; Associate Professor School of Social Work, University of New England, Portland, ME

Kolawole Bankole, MD, MS, Physician, Portland Public Health, Portland, ME
Toho Soma, MPH, Health Equity and Research Program Manager, Health and Human Services Department, Portland Public Health, Portland, ME

Fatuma Hussein, Community Organizer, United Somali Women of Maine, Lewiston, ME

iii) An Accreditation Program for OTAs and PTAs: Building a Culture of Interprofessional Collaboration

Kathy Davidson, BScPT, MRSc, Physiotherapist, Physiotherapy Education Accreditation Canada, London, ON

Carmen Kimoto, BScOT, Occupational Therapist, Program Coordinator, Vancouver Community College OPTA Program, Vancouver, BC

iv) Teaching Professional Competencies through Interdisciplinary Community Case Building

Alice J Schmidt Hanbidge, PhD, Social Work, Renison University College, University of Waterloo, Waterloo, ON

Colleen McMilan, PhD, Social Work, Renison University College, University of Waterloo, Waterloo, ON

12:00pm Lunch (on your own)

12:30pm Interactive Poster Session #1

1:30pm Concurrent Breakout Session B

B1 **Innovations in Teaching: How to Construct and Conduct an Interprofessional Course on Applied Decision-Making** *Presentation Level: Beginner*

Darina M Sargeant, PhD, Physical Therapy, Saint Louis University, St. Louis, MO

This session will provide the participants with opportunities to become familiar with the steps needed to create an interprofessional decision-making course, develop an objective for decision-making related to an IP core competency, and observe and analyze use of standardized patients and reflection in developing IP teamwork skills.

B2 **Answering the Question: How do I Facilitate IP Activities into Traditional Student Placements?** *Presentation Level: Intermediate*

Donna P Drynan, MEd, Occupational Therapist, Occupational Therapy, University of British Columbia, Vancouver, BC

Sue Murphy, MEd, Physical Therapy, University of British Columbia, Vancouver, BC

This workshop will provide participants with tools for providing dynamic and successful interprofessional education experiences in the clinical setting. Using the CIHC competency framework participants will engage in interactive learning activities to assist them to develop ideas for IPE activities specific to their own clinical environment.

B3 **Interprofessional Education and Simulation: Application and Opportunities** *Presentation Level: Intermediate*

Mandy Lowe, MSc, BSc(OT), Director of Education and Professional Development, Toronto Rehab Institute, Toronto, ON

Kathryn Parker, PhD, Director, Academic Affairs, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON

Lynne Sinclair, BSc (PT) MA (AdEd), Innovative Program and External Development Lead, Centre of Interprofessional Education, Toronto, ON

Expertise amongst educators is often linked to either IPE or simulation, yet there are striking advantages to using them synergistically. In this experiential workshop, participants will learn to identify special considerations for using simulation modalities in interprofessional education and identify practical tips and strategies to elevate interprofessional learning in simulations.

B4 **One Community's Practical Plan for Development and Implementation of Interprofessional Education Curriculum** *Presentation Level: Beginner*

Dawn LaBarbera, PhD, PA-C, Physician Assistant, University of Saint Francis, Fort Wayne, IN

Mary E Kiersma, PharmD, MS, PhD, Pharmacist, Manchester University, Fort Wayne, IN

Mindy Yoder, DNP, FNP-BC, RN, Nurse Practitioner, University of Saint Francis, Fort Wayne, IN

Deb Poling, PhD, FNP-BC, RN, CNE, Nurse Practitioner, Indiana-Purdue University Fort Wayne, Fort Wayne, IN

An interprofessional consortium representing five graduate medical education institutions successfully created, piloted, and evaluated a three-session IPE seminar series. Consortium representatives will guide participants through their IPE initiative including engagement in some of the learning activities. Electronic access to the internet is encouraged for some of the learning activities.

B5 Maximizing Interprofessional Learning in a Health Mentors Program

Presentation Level: Intermediate

Angela Towle, Division of Health Care Communication, College of Health Disciplines, University of British Columbia, Vancouver, BC

Hilary Brown, Health Mentor, c/o Division of Health Care Communication, University of British Columbia, Vancouver, BC

Chris Hofley, Health Mentor, c/o Division of Health Care Communication, University of British Columbia, Vancouver, BC

Heather Lyons, Occupational Therapy Student, c/o Division of Health Care Communication, University of British Columbia, Vancouver, BC

Charles Walsh, Medical Student, c/o Division of Health Care Communication, University of British Columbia, Vancouver, BC

Paul Kerston, Health Mentor, c/o Division of Health Care Communication, University of British Columbia, Vancouver, BC

In the UBC health mentors program, students and mentors with a chronic condition meet over 16 months in self-managed groups. Workshop presenters (students, mentors and faculty) will provide experiences that prompt discussion of strategies to maximize learning and help participants explore patient-led interprofessional learning in their context.

B6 High-Fidelity, Low-Technology, Low-Cost Simulation in an Interprofessional Mobile Rural Emergency Care Course

Presentation Level: Intermediate

Jel Coward, Physician, RCCbc - Rural Coordination Centre of BC, Vancouver, BC

Rebecca Lindley, Physician, RCCbc - Rural Coordination Centre of BC, Vancouver, BC

Discussion, videos and live demonstration will illustrate how The CARE Course has achieved High-Fidelity Simulation using Low-Technology, Low-Cost mannequins and human simulation to produce real-time, real-people, real-risk, real-emotion scenario-based interprofessional education across the spectrum of rural emergency medicine.

B7 Student Perspectives on the Health Mentor Program (HMP): a Two-Year Longitudinal Interprofessional Education (IPE) Experience

Presentation Level: Intermediate

Leigh Ann Hewston, PT, Med, Physical Therapy, Thomas Jefferson University, Philadelphia, PA

Elena M Umland, BS, PharmD, Pharmacy, Thomas Jefferson University, Philadelphia, PA

Kristen Mellinger, Physical Therapy, Thomas Jefferson University, Philadelphia, PA

Kristin Finno, Pharmacy, School of Pharmacy, Philadelphia, PA

Paul Bloch, 3rd Year Medical Student, Thomas Jefferson University, Philadelphia, PA

Brianna Olander, MS, OTR, Occupational Therapist, Inpatient Spinal Cord Injury Craig Hospital, Thomas Jefferson University, Philadelphia, PA

This presentation will provide the perspectives and reflections of students who completed the Health Mentor Program (HMP), a two-year longitudinal interprofessional education (IPE) experience. The presenters of IPE curriculum are typically faculty. This presentation is an opportunity to hear directly from students. They will provide candid responses to open-ended questions.

B8 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) The MGH IPDEU Experience: An Innovative Clinical Teaching Model of Interprofessional Team-based Patient Care in an Acute Care Setting

Caitlin Fitzgerald, PT, DPT, MS, Physical Therapy, MGH Institute of Health Professions, Boston, MA

Meredith Bosley O'Dea, MS, CCC-SLP, Speech Language Pathology, MGH Institute of Health Professions, Boston, MA

Trish Zeytoonjian, MSN, RN, Nursing, MGH Institute of Health Professions, Boston, MA

ii) An Interprofessional Workshop to Improve Collaboration and Communication in End of Life Discussions

Jeanne M Erickson, PhD, RN, AOCN, School of Nursing, University of Virginia, Charlottesville, VA

iii) Studio Pop: An Adjunct to Interprofessional Practice

Jana K Zaudke, MD, Medicine, University of Kansas Medical Center, Kansas City, KS

Jim Kleoppel, MS, PharmD, Pharmacy, University of Kansas Medical Center, Kansas City, KS

Christina Phillips, DNP, APRN, Nursing, University of Kansas Medical Center, Kansas City, KS

iv) The Jefferson Interprofessional Ambulatory Practice: Leveraging Interprofessional Education to Support Interprofessional Practice

Elizabeth Speakman, EdD, RN, Nursing, Thomas Jefferson University, Philadelphia, PA

Kevin Lyons, PhD, Education, Thomas Jefferson University, Philadelphia, PA

Sokha Koeuth, MPH, BA, Public Health, Department of Family & Community Medicine, Thomas Jefferson University, Philadelphia, PA

B9 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) Changes in Interprofessional Attitudes and Clinical Reasoning Following Participation in a Student-Run Free Medical Clinic

Patty Coker-Bolt, PhD, OTR/L, Division of Occupational Therapy, Medical University of South Carolina, Charleston, SC

Wanda Gonsalves, MD, Family Medicine, Medical University of South Carolina, Charleston, SC

Emily E Johnson, BS, PhD Student, Medical University of South Carolina, Charleston, SC

ii) Economic Impact of Services Provided By A Student Run Free Clinic

Emily E Johnson, MHA, Health services PhD student, research coordinator, Department of Rehabilitation Sciences, Medical University of South Carolina, Charleston, SC

Wanda Gonsalves, MD, Family Medicine, Medical University of South Carolina, Charleston, SC

iii) Shared Care to Deliver Mental Health Services in Primary Care: A Model of Interprofessional Collaboraiton

Pamela Wener, PhD (Candidate), Occupational Therapy, University of Manitoba, Winnipeg, MA

iv) The Student-Run, Free Clinic: An Ideal Site for Interprofessional Education

Brian Sick, Physician, University of Minnesota, Minneapolis, MN

B10

4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Evaluation/Assessment & Technology/Simulation

i) Key Trends in IP Research: A Macrosociological Analysis from 1970 to 2010

Laura Bekes, MA, Researcher, UCSF Center for Innovation in Interprofessional Education, San Francisco, CA

ii) Early Findings from a Longitudinal Mixed-methods Study of the Development and Implementation of Interprofessional Education: A Californian Perspective

Laura Bekes, MA, Researcher, UCSF Center for Innovation in Interprofessional Education, San Francisco, CA

iii) Critical Reflection: A Transformative Method Used in an IPE Applied Decision-making Course

Irma S Ruebling, PT, MA, Physical Therapy, Saint Louis University, St. Louis, MO

iv) Southeast Consortium for Interprofessional Education: Using Blended Interprofessional e-Learning to Teach Collaborative Practice, Principles of Patient Safety and Quality, and Improving Transitions of Care

Andrea L Pfeifle, Director, Center for Interprofessional Health Care Education, Research, and Practice, University of Kentucky, Lexington, KY

Amy V Blue, PhD, Assistant Provost, Medical University of South Carolina, Charleston, SC

Linda D Norman, DSN, RN, FAAN, Senior Associate Dean for Academics, Valere Potter Menefee Professor of Nursing, Vanderbilt University School of Nursing, Nashville, TN

B11

4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Partnership/Community

i) A Mutual Learning Opportunity: George Brown College Internationally Educated Nursing Students and the Sunnybrook Interprofessional Team

Ruth B Barker, MRT(T), BSc, MEd, Director of Health Professions and IPE/C, Sunnybrook Health Sciences Centre, Toronto, ON

ii) From Classroom to Community: Building Social Accountability in Health Professions' Education and Collaborative Practice

Kathy T Lucke, PhD, Nursing, University at Buffalo School of Nursing, Buffalo, NY

iii) Understanding Interprofessional Education to Inform University and Community Service Curriculum Design

Cindy J Sealey, BPsych(hons), Psychology, James Cook University, Townsville, Queensland, Australia

iv) Bridging the Disparities Gap: Developing a Community-Based Interprofessional Education Program in an Urban Setting

Susan J Kimble, DNP, Nursing, University of Missouri Kansas City, Kansas City, MO

Margaret Brommelsiek, PhD, Humanities, University of Missouri, Kansas City, MO

B12

4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Curriculum

i) Nonsequential Rollout of Interprofessional Education at University of Colorado

Lynne M Yancey, MD, Physician, University of Colorado Anschutz Medical Campus, Aurora, CO

Kari Franson, PharmD, PhD, Pharmacy, University of Colorado Anschutz Medical Campus, Aurora, CO

Jason D Williams, PsyD, Psychology, University of Colorado Anschutz Medical Campus, Aurora, CO

Mark Earnest, MD, PhD, Physician, University of Colorado Anschutz Medical Campus, Aurora, CO

Deidre Houston-Magee, PhD, Academic Program Evaluator, University of Colorado Anschutz Medical Campus, Aurora, CO

ii) Development of an Interprofessional Oath as an Educational Activity to Promote Understanding of Interprofessional Roles & Shared Professional Values

Sara Brown, MSN, Nursing, Jefferson College of Health Sciences, Roanoke, VA

iii) Collaboration Behind the Scenes: The Key to Effective Interprofessional Education

Anne Godden-Webster, MScM.Sc. Applied, Interprofessional Experience Coordinator, Faculty of Health Professions, Dalhousie University, Halifax, NS

Shelley Doucet, PhD, Nurse, University of New Brunswick, Saint John, NB

iv) Knowledge Assessment in an IPE Curriculum: Results of Preliminary Data Collected in a First Year IPE Program

John H Tegzes, MA, VMD, Veterinary Medicine, Western University of Health Sciences, Pomona, CA

3:00pm Break - Exhibits Open, Poster Viewing

3:30pm Concurrent Breakout Session C

C1

Surfacing Values, Meaning and Respect: Narrative & Non-deliberative Approaches to Interprofessional Education & Research

Presentation Level: Beginner

Patti McGillicuddy, MSW, RSW (Social Work), Director, Professional Practice, University Health Network, University of Toronto Centre for ICE and Faculty of Social Work, University Health Network, Toronto, ON

Mandy Lowe, MSc, BSc(OT), Director of Education and Professional Development, Toronto Rehab Institute, Toronto, ON

Rationale and modalities related to narrative art-based approaches to interprofessional education and research will be outlined with examples from reflective writing, poetry, visual arts, stories, plays, reader's theatre and A/R/Tography research. Participants will engage in two narrative arts-based activities and consider innovative ways to incorporate and evaluate such approaches.

C2 Debriefing Training as an Essential Component of Interprofessional Healthcare Team Training

Presentation Level: Intermediate

Donna Weber, PhD, Academic Medical Educator, College of Medicine, University of Kentucky, Lexington, KY

Stacy Taylor, PharmD, MHA, Pharmacist, University of Kentucky, Lexington, KY

Participants will undergo abbreviated debriefing training using a patient-caregiver-healthcare team communication model that includes Plain language, Empathy, Engagement, Empowerment, and Respect (PEEER®). Participants will be assigned to teams to view videos of ineffective and effective communication and will utilize the PEEER® model rubric to critique a patient-healthcare team reenactment.

C3 Building Better Teams: An Appreciative Inquiry Approach to Interprofessional Conflict Management

Presentation Level: Intermediate

Catherine A Donnelly, BSc (OT), MSc, Assistant Professor, Queen's University, Kingston, ON

Anne O'Riordan, BSc (OT), Clinical Educator, Queen's University, Kingston, ON

Conflict is an integral part of interprofessional teamwork. The literature describes types of interprofessional team conflict however few resources for conflict management are available for teams. This hands-on workshop offers an opportunity to experience an online module using Appreciative Inquiry to build on strengths of teams to address conflict.

C4 Defining and Operationalizing Community Engagement: A Natural Context for Interprofessional Learning

Presentation Level: Advanced

Louise Nasmith, MD, Family Physician, University of British Columbia, Vancouver, BC

Lesley Bainbridge, PhD, Physical Therapy, University of British Columbia, Vancouver, BC

This workshop is designed to create a more diverse understanding of community engagement and to allow participants to develop initial plans for including community engagement in their interprofessional education opportunities.

C5 Experiential Workshop: Use of Problem Based Learning in Continuing Professional Education to Enhance Interprofessional Collaboration

Presentation Level: Beginner

Linda J Mast, PhD, Associate Professor, Rosalind Franklin University of Medicine and Science, North Chicago, IL

Susan K Tappert, PT, DPT, Physical Therapy, Rosalind Franklin University of Medicine and Science, North Chicago, IL

Diane R Bridges, MSN, RN, CCM, Acting Chair Department of Health Services Administration, Assistant Professor, Program Director-Health Administration, Rosalind Franklin University of Medicine and Science, North Chicago, IL

Join your presenters to experience a problem based learning workshop model for continuing professional education. You will interact in interprofessional (IP) small groups to create an IP care model for a specific patient population and take away insights on how this workshop model may be adopted in your organization.

C6 Collaborative Interprofessional Curricula: Moving from Concept to Practice

Presentation Level: Beginner

Sharon P Turner, DDS, JD, Dentistry, Law, University of Kentucky, Lexington, KY

Karen Badger, PhD, MSW, Social Work, University of Kentucky, Lexington, KY

Patricia V Burkhart, PhD, Rn, Nursing, University of Kentucky, Lexington, KY

James A Norton, PhD, Medicine, University of Kentucky, Lexington, KY

William G Pfeifle, EdD, MBA, Public Health, University of Kentucky, Lexington, KY

Andrea L Pfeifle, EdD, PT, Physical Therapy, University of Kentucky Center for Interprofessional HealthCare Education, Research & Practice, Lexington, KY

Health profession education programs committed to transforming curricula to teach proficiency with interprofessional competencies face multiple challenges when moving from concept to practical implementation. Grounded in four years of experience and data, panelists and participants representing multiple perspectives will reflect on the process of building meaningful, cross-college collaborative partnerships.

C7 Training Interprofessional Student Health Care Teams in a Primary Care Setting: Bringing the Joy Back into Teaching, Learning, and Receiving Care

Presentation Level: Beginner

Brian D Prestwich, MD, Physician, Keck School of Medicine of USC, Los Angeles, CA

Christopher Forest, MSHS, DFAAPA, PAC, Physician Assistant, USC Primary Care PA Program, Alhambra, CA

During this moderated panel discussion, Dr. Prestwich and students from 4 different professional schools at the University of Southern California will discuss their experience developing an interprofessional education and clinical care team model in a primary care setting. Substantial time will be dedicated to Q&A and discussion with participants.

C8 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical & Leadership

i) Creation of an Interprofessional Education Sub-committee

Andrea Jewell, MN, RN, Corporate Associate Coordinator of Nursing Clinical Practice & IPMPF Facilitator Nursing, The Ottawa Hospital, Ottawa, ON

ii) Discharge in General Internal Medicine: A Theoretical Analysis of Interprofessional Interactions

Joanne Goldman, Graduate Student, Toronto, ON

iii) Developing an IP Education and Collaborative Practice Module Using IPEC Core Competency Domains for the Prevention and Treatment of Fetal Alcohol Spectrum Disorders (FASD)

David N Pole, MPH, Assistant Director, Center for IP Education & Research, Saint Louis University, St. Louis, MO

iv) The Influence of Authentic Leadership and Empowerment on New Graduate Nurses' Perceptions of Interprofessional Collaboration

Heather Laschinger, PhD, RN, FAAN, FCAHS, Distinguished University Professor, University of Western Ontario, London, ON

C9 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Clinical & Leadership*

i) A Framework to Support Team-based Models of Primary Care

Lucio Naccarella, PhD, Academic, The Australian Health Workforce Institute, The University of Melbourne, Melbourne, Australia

ii) Learning by Doing: The Effect of an Interprofessional Teamwork Course on Students' Knowledge and Skills

Judy C Lash, PhD, Associate Professor, Jefferson College of Health Sciences, Roanoke, VA

iii) Team Members' Perspectives on Interprofessional Teamwork in Outpatient Clinical Care

Sandrijn van Schaik, MD, PhD, Associate Prof, Clinical Pediatrics, University of California San Francisco, San Francisco, CA

iv) Introduction to Prevention: An Interprofessional Course for Team-Based Health Improvement

Patricia M Dieter, MPA, PA-C, Physician Assistant, Duke University, Durham, NC
Betsy Melcher, MS, ATC, MHS, PA-C, Physician Assistant, Duke University, Durham, NC

Victoria S Kaprielian, MD, Vice Dean, Campbell University, Buies Creek, NC

C10 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Curriculum*

i) Interprofessional Education Integration in a Physician Assistant Studies Program

David Howell, MBA, Physician Assistant Studies Educator, Health Professions Education, Medical University of South Carolina, Charleston, SC

Amy V Blue, PhD, Assistant Provost, Medical University of South Carolina, Charleston, SC

ii) Student Pathways toward Professional Identity in Interprofessional Contexts

Marion Brown, PhD, Social Work, Dalhousie University, Halifax, NS

Elizabeth McGiffin, BSW, Social Work, Dalhousie University, Halifax, NS

Paula Hutchinson, PhD, School of Social Work & School of Health and Human Performance Dalhousie University Halifax, NS

iii) Interprofessional Education: Ensuring Quality Teaching through Engagement

Carrie De Palma, BDSc, MEd, RDH, Curriculum Coordinator, College of Health Disciplines, University of British Columbia, Vancouver, BC

Elsie Tan, MSN, RN, Director of Curriculum, College of Health Disciplines, University of British Columbia, Vancouver, BC

iv) Curriculum Renewal for Interprofessional Education in Health: The Australian Experience

Jill E Thistlethwaite, BSc, MBBS, PhD, MMed, Family Physician, School of Medicine, University of Queensland, Brisbane, Queensland, Australia

C11 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Technology & Simulation*

i) Design and Development of a Virtual Case System to Support Collaborative IPE

Peter A Boling, MD, Virginia Commonwealth University, Richmond, VA

ii) Disaster 101: Long-term Retention of Interprofessional Teamwork and Emergency Preparedness Skills Following a Simulation-based Curriculum

Jane Lindsay Miller, PhD, Director, IERC & AHC Simulation Center; Assistant Professor, Department of Family Medicine & Community Health, University of Minnesota, Minneapolis, MN

iii) Effects of the Interprofessional Work Simulation on Reducing Status-inequality

Jan J Reinders, MSc B, Th Ed, Psychologist, University Medical Center Groningen, University of Groningen & Hanze University of Applied Sciences, Groningen, VB, The Netherlands

iv) Preparing Student Preceptors across Disciplines using E-learning

Katherine Bennett, MSc(A), RSLP, S-LP(C), Practice Education Consultant - Allied Health, Student Placement Team | Interprofessional Education, Health Professions Strategy & Practice | Alberta Health Services, Calgary, AB

C12 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Evaluation/Assessment*

i) Development and Implementation of an Evaluation Framework to Assess the Impact of an Interprofessional Model of Care on Health Services Delivery

Valérie Dubois-Desroches, PT, MPA, Clinical Manager, Therapeutic Services and Ambulatory Care, Montfort Hospital, Ottawa, ON

Mélanie Desmarais, OT, MPA, Project Lead, Academic Affairs, Montfort Hospital, Ottawa, ON

ii) Impact of an Introductory IP Learning Event on IP Attitudes and Self-Efficacy: A Controlled Research Design

Sharla King, PhD, Assistant Professor, Health Sciences Education and Research Commons, University of Alberta, Edmonton, AB

iii) Early Perspectives on Interprofessional Collaboration: Content Analysis of First Year Health Sciences Students' Reflections

Teresa Paslawski, PhD, Assistant Professor, University of Alberta, Edmonton, AB

Lu-Anne McFarlane, Associate Professor/Clinical Coordinator, University of Alberta, Edmonton, AB

Sharla King, PhD, Assistant Professor, Health Sciences Education and Research Commons, University of Alberta, Edmonton, AB

iv) Use of the RIPLS Early in Post-Secondary Settings: Is it an Appropriate Instrument?

Teresa Paslawski, PhD, Assistant Professor, University of Alberta, Edmonton, AB

Sharla King, HSERC/Faculty of Education, University of Alberta, Edmonton, AB

Susan Sommerfeldt, Faculty of Nursing, University of Alberta, Edmonton, AB

5:00pm **Adjourn**

8:00am Registration & Exhibits Open

8:30am Plenary
Back to the Future

Barbara Brandt (PhD, Associate Vice President for Education, Academic Health Center; Director, Minnesota Area Health Education Center; Professor, Pharmaceutical Care and Health Systems, University of Minnesota, Minneapolis, MN) & **Richard D Kivsky** (MA, MD, FAAFP, Physician/Professor/Executive Director, Indiana University School of Medicine/Indiana Area Health Education Center Network, Indianapolis, IN)

John Gilbert (CM, PhD, FCAHS, Principal & Professor Emeritus, College of Health Disciplines, University of British Columbia; Adjunct Professor, National University of Malaysia, Vancouver, BC) & **Amy V Blue** (PhD, Associate Provost, Medical University of South Carolina, Charleston, SC)

Ivy Oandasan (MD, CCFP, MHSc, FCFP, Associate Professor & Clinician Investigator, Department of Family & Community Medicine, University of Toronto; Associate Director, Academic Family Medicine, College of Family Physicians of Canada; Academic Family Physician, Toronto, ON) & **Eddy Nason** (Senior Researcher, Institute on Governance, Toronto, ON)

Madeline (Mattie) Schmitt, PhD, RN, FAAN, Professor Emerita, University of Rochester School of Nursing, Rochester, NY & **DeWitt C Baldwin, Jr**, MD, Scholar-in-Residence, Accreditation Council for Graduate Medical Education, Chicago, IL

10:00am Break - Exhibits Open, Poster Viewing

10:30am Concurrent Breakout Session D

D1 IPE...Get Started Today: Applying Instruction Design for Success
Presentation Level: Beginner

Sarah Shrader, PharmD, Pharmacist, University of Kansas, Kansas City, KS

Amy V Blue, PhD, Associate Provost, Medical University of South Carolina, Charleston, SC

Brenda Zierler, PhD, RN, FAAN, Professor, Co-Director, Center for Health Sciences Interprofessional Education, Practice and Research, University of Washington, Seattle, WA

Is your institution just beginning to work on IPE endeavors and faculty development is needed? This workshop can help! The specific aims include 1) discuss/apply IPE instructional design concepts to create your own IPE activity for your institution; 2) provide a model faculty development workshop to recreate at your own institution.

D2 NeighborhoodHELPTM: A Community-based Interprofessional Service Learning Experience
Presentation Level: Intermediate

Christine D McFarlin, MD, MPH, Herbert Wertheim College of Medicine, Florida International University, Miami, FL

Lourdes Martin, LCSW, Social Work, Florida International University, Miami, FL

Iveris L Martinez, PhD, Anthropology, Public Health, Florida International University, Miami, FL

As a new medical school with an innovative approach to teaching social determinants of health, we have had successes and challenges. We will describe lessons learned from our longitudinal, curricular service learning program that pairs interprofessional teams of students with underserved families to address healthcare disparities throughout those students' education.

D3 Polarity Thinking: An Essential IPE and IPC Leadership Skill
Presentation Level: Intermediate

Michelle R Troseth, MSN, RN, DPNAP, FAAN, Nursing, Elsevier CPM Resource Center, Grand Rapids, MI

Tracy Christopherson, BAS, RRT, Respiratory Therapist, Elsevier CPM Resource Center, Anthem, AZ

Leaders in interprofessional education (IPE) and interprofessional practice (IPP) often face great resistance to change. This session will introduce Polarity Management™ as a tool to manage common polarities when leading interprofessional collaboration. After a brief introduction to polarity thinking, the participants will experience interactive exercises and tools to map polarities.

D4 Sustainability of Community-University Partnerships in IPE: Reviewing the Factors
Presentation Level: Intermediate

Wilma Jelley, Physiotherapist, University of Ottawa, Ottawa, ON

Chantal vonSchoenberg, Physiotherapist, University of Ottawa, Ottawa, ON

Sustaining interprofessional education (IPE) activities, especially when the programs are situated outside the academic setting, can be a challenge. Workshop participants will practice applying 11 factors of a sustainability model to their own community-based IPE program and determine the areas of strength and those needing improvement to ensure sustainability.

D5 Mission Possible: Interprofessional Education (IPE) as a Platform for Educational Scholarship and Leadership to Support Performance Reviews, Promotion and Tenure
Presentation Level: Intermediate

Heather Dean, MD, Pediatrician, Winnipeg, MB

Olga Heath, PhD, Director, Centre for Collaborative Health Professional Education, St. John's, NL

Andrea L Pfeifle, EdD, PT, Physical Therapy, University of Kentucky, Lexington, KY

Ruby Grymonpre, BSc (Pharm) PharmD, FCSH, Professor, IPE Initiative, Faculty of Pharmacy, University of Manitoba, Winnipeg, MB

Susan J Wagner, BSc (SPA), MSc (CD), Speech-Language Pathology, University of Toronto, Toronto, ON

Louise Nasmith, MD, Family Physician, University of British Columbia, Vancouver, BC

Susan Mackintosh, DO, MPH, Associate Dean for Academic Affairs, College of Osteopathic Medicine of the Pacific, Western University of Health Sciences, Pomona, CA

The overall goal of this workshop is to use the new accreditation standards for IPE in Canada to inform the performance review processes and promotions and tenure guidelines. A secondary goal is to share resources for peer-review of IPE teaching and metrics for academic currency in academic dossiers for promotion.

D6 Engaging Student Leadership for Interprofessional Education: A Developmental Approach

Presentation Level: Intermediate

James A Ballard, MS, Interprofessional Health Care Education, UK Center for Interprofessional Healthcare Education, Research & Practice, Lexington, KY

Rebecca L Durkin, Associate Vice President for Student Affairs and Enrollment Management, Rosalind Franklin University of Medicine and Science, North Chicago, IL

David Howell, MBA, Physician Assistant Studies Educator, Medical University of South Carolina, Charleston, SC

Gina Kundan, MA, Center for Health Interprofessional Program (CHIP), University of Minnesota Academic Health Center, Minneapolis, MN

Amy Leaphart, MA, MS, Health professions Education, Medical University of South Carolina, Charleston, SC

Sheree Aston, OD, MA, PhD, Vice Provost, Office of Academic Affairs, Western University of Health Sciences, Pomona, CA

Student engagement and leadership is vital to the success of interprofessional education. This presentation will contrast the unique journeys of four institutions toward intentional development of interprofessional education across the academy through the development of ongoing informal and/or formal curricular/co-curricular experiences and intentional IPE organizational development.

D7 Interprofessional Professionalism Collaborative: The Interprofessional Professionalism Assessment (IPA)

Presentation Level: Intermediate

Jody S Frost, PT, DPT, PhD, Physical Therapy, American Physical Therapy Association, Alexandria, VA

Catherine Grus, PhD, Psychology, American Psychological Association, Washington, DC

Loretta Nunez, MA, AuD, CCC-A/SLP, Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, Rockville, MD

Jennifer Adams, PharmD, Pharmacy, American Association of Colleges of Pharmacy, Alexandria, VA

This symposium/panel describes the work of the Interprofessional Professionalism Collaborative in developing an Interprofessional Professionalism Assessment, conducting a pilot study, and lessons learned throughout this process. Opportunities to explore future IPA possibilities include IPA access, development of a toolkit, research dissemination, use/relevance of the IPA, and additional studies.

D8 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) Implementation of Interprofessional Learning Activities in Professional Disciplinary Practicum : Results of a Pilot Project

Isabelle Brault, PhD, Nursing, University of Montreal, Montreal, QC

ii) Interprofessional Virtual Home Assessment: Preparing OT & PT Students for Collaborative Practice

Dory Sabata, OTD, Occupational Therapist, University of Kansas Medical Center, Kansas City, KS

Lauren Foster, OTD, Occupational Therapist, University of Kansas Medical Center, Kansas City, KS

iii) IPE Clinical Skills Education to Promote Teamwork and Collaboration in Health Professions Education: Three Years in The Making

Christine Hsieh, MD, Medicine, Thomas Jefferson University, Philadelphia, PA

iv) Interprofessional Care Delivery Model in Paediatric Neurological Rehabilitation: Optimizing the Patient Experience

Kim AM Bradley, PhD, Collaborative Practice Leader/Speech Language Pa, Holland Bloorview Kids Habilitation Hospital, Toronto, ON

D9 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Team

i) Interprofessional Team Action Groups as a Means of Developing Collaborative Competency in Health Care Students

Sara Brown, MSN, LCSW, Nursing, Jefferson College of Health Sciences, Roanoke, VA

Judy C Lash, PhD, Psychology, Jefferson College of Health Sciences, Roanoke, VA

Jeannie S Garber, DNP, Nursing, Jefferson College of Health Sciences, Roanoke, VA

Ava Porter, DNP, Nursing, Jefferson College of Health Sciences, Roanoke, VA

Dave Trinkle, MD, Medicine, Virginia Tech Carilion School of Medicine, Roanoke, VA

ii) A Continuing Interprofessional Education (CIPE) Program to Improve Sepsis Care by Enhancing Healthcare Team Collaboration

John A Owen, EdD, MSc, Faculty, Office of Continuing Medical Education, Schools of Medicine and Nursing, University of Virginia, Charlottesville, VA

iii) Interprofessional Team Approach to Academic Health Center Resident Physician Orientation

Andreas A Theodorou, MD, Chief Medical Officer, University of Arizona, Tucson, AZ

iv) The Metamorphosis of a Collaborative Team: From Creation to Operation

Carole Orchard, RN, BSN, MEd, EdD, Nurse, Western University, London, ON

D10 4 Oral Papers (15-min. + 5-min. Q&A each) Presentation Theme: Assessment/Evaluation

i) Assessing Student Attitudes Before and After an Interprofessional Practice Experience

Jana K Zaudke, MD, Medicine, University of Kansas Medical Center, Kansas City, KS

Steve Jernigan, PT, PhD, Physical Therapy, University of Kansas Medical Center, Kansas City, KS

Jim Kleoppel, MS, PharmD, Pharmacy, University of Kansas Medical Center, Kansas City, KS

Christina Phillips, DNP, APRN, Nursing, University of Kansas Medical Center, Kansas City, KS

ii) Evaluating Interprofessional Education with an Interprofessional Team: A Qualitative Study

Ginge Kettenbach, PhD, PT, Associate Professor, Program in Physical Therapy, St. Louis, MO

iii) A Mixed-method Investigation into Interprofessional Collaboration in Physical Therapy Practice Settings

Amber Fitzsimmons, PT, MS, DPTSc (Candidate), Physical Therapy, University of California San Francisco, San Francisco, CA

iv) Assessment of Health Science Students Engaged in an Interprofessional Fall Prevention Program

Ann M Ryan Haddad, PharmD, Pharmacy, Creighton University School of Pharmacy and Health Professions, Omaha, NE

D11 4 Oral Papers (15-min. + 5-min. Q&A each) Presentation Theme: Curriculum/Teaching/Course

i) Interprofessional Collaboration on the Run: A Flexible Curriculum for Teaching Collaborative Practice to Health and Human Service Students in Different Educational Settings

Christe Newton, MD, CCFP, FCFP, Family Physician, University of British Columbia, Vancouver, BC

Donna P Drynan, MEd, Occupational Therapist, Occupational Therapy, University of British Columbia, Vancouver, BC

ii) Competency-Based Professional Education in University Settings: Challenges and Solutions

D Mark Ragg, BSW, LMSW, PhD, Social Work, Ypsilanti, MI

James C Piers, LMSW, PhD, Social Work, Hope College, Holland, MI

iii) Interprofessional Education (IPE) for First Year Students and Professional Identity

Benny Efendie, Department of Medical Education, Faculty of Medicine, Kuala Lumpur, Malaysia

John HV Gilbert, CM, PhD, FCAHS, Principal & Professor Emeritus, College of Health, University of British Columbia, Vancouver, BC

iv) Collegiate Interprofessional Education on Health Literacy: Session Development, Implementation and Evaluation

James D Campbell, PhD, Professor, University of Missouri, Columbia, MO

D12 4 Oral Papers (15-min. + 5-min. Q&A each) Presentation Theme: Technology/Simulation & Assessment/Evaluation

i) Yes We Can! Developing Interprofessional Collaborative Practice (ICP) Core Competencies through Participation in an Online Learning Community

Wendy C Hildenbrand, MPH, OTR/L, FAOTA, Occupational Therapy, University of Kansas Medical Center, Kansas City, KS

ii) Assessing Interprofessional Competency across the Students of a Health Science Campus

Alan Dow, Physician, Virginia Commonwealth University, Richmond, VA

iii) Incorporation of Feedback and Debriefing Methods into an Interprofessional Elective Utilizing High-Fidelity Simulation in the Care of the Critically Ill

Heather Brennan Congdon, PharmD, BCPD, CDE, School of Pharmacy, University of Maryland, Rockville, MD

Karen Clark, PhD, RN, CCRN, School of Nursing, University of Maryland, Rockville, MD

Adriana Guerra, MPH, RRT, Respiratory Therapy, Salisbury University Respiratory Therapy Program, Rockville, MD

Mary Lang, MBA, BA, Director of Planning, The Universities at Shady Grove, Rockville, MD

iv) Potential Value and Utility of Technology to Foster Interprofessional Discussion and Education among Emergency Medicine Health Care Professionals: A Preliminary Needs Assessment

Jennifer Riley, MD, Emergency Medicine Physician, St. Michael's Hospital, Toronto, ON

12:00pm Lunch (on your own)

12:30pm Interactive Poster Session #2

1:30pm Concurrent Breakout Session E

E1 Technology Enabled Interprofessional Learning Presentation Level: Beginner

Victoria I Wood, MA, Project Manager, University of British Columbia, Vancouver, BC

John P Cheng, Web Communications and Technology Manager, University of British Columbia, Vancouver, BC

Nancy Yp, Education Program Coordinator, University of British Columbia, Vancouver, BC

This workshop will provide conference participants with an opportunity to explore how technology can support and enhance the delivery of interprofessional education.

E2 Practicing Interprofessional Ethical Decision-making: A Toolkit for Faculty and Trainers Presentation Level: Intermediate

Anne L Stewart, PhD, Psychologist, James Madison University, Harrisonburg, VA

Emily Akerson, RN, MN, FNP-BC, Nursing, James Madison University, Harrisonburg, VA

Ethics is a shared, relevant concern and an ideal vehicle to learn about other professional perspectives. The workshop will provide experiential interprofessional learning activities to reflect on personal and professional values, share discipline-specific knowledge in the context of interprofessional ethical concerns, and exchange innovative instructional practices with other participants.

E3 Changing the Way Interprofessional Teams Talk *Presentation Level: Intermediate*

Terry L Eggenberger, PhD, Nursing, Florida Atlantic University, Boca Raton, FL
Kathryn B Keller, PhD, Nursing, Florida Atlantic University, Boca Raton, FL
Mira Sarsekeyeva, MD, Clinical Assistant Professor, Charles E Schmidt College of Medicine, Florida Atlantic University, Boca Raton, FL

Participants will be able to design and implement an interprofessional communication and team workshop using TeamSTEPS communication tools which are currently used in many practice settings. Lessons learned from a four year history of conducting this workshop using role play with nursing, medical, and social work students will be shared.

E4 Tailor-made Teamwork Tools: Finding the Right Evaluation Tool for Inter-professional Training *Presentation Level: Beginner*

Mitzi S Scotten, MD, Associate Professor of Pediatrics, University of Kansas, Kansas City, KS
Debra Heisler, Medical Clerkship Administrator, University of Kansas Medical Center, Kansas City, KS

Now that you have your Inter-professional project running, how do you plan on evaluating the learners? Working effectively in teams is an important health care competency. There ARE tools available to rate teamwork across professions. Which teamwork assessment tool might be right for your needs? Come find out!

E5 Making Interprofessional Learning Explicit in a Clinical Context *Presentation Level: Intermediate*

Jacinte Savard, PhD, Adjunct Professor in Occupational Therapy, School of Rehabilitation Sciences, University of Ottawa, Ottawa, ON
Estelle Ethier, PhD, Adjunct Professor in Occupational Therapy, School of Rehabilitation Sciences, University of Ottawa, Ottawa, ON

There is a need to make IPE more explicit in the context of interprofessional clinical placements. A matrix including learning objectives and activities for the development of 6 interprofessional competencies in clinical placements will be presented, followed by group discussions on IPE opportunities found in participants' own clinical settings.

E6 The Art of Leadership and Followership: Training Faculty, Facilitators and Learners to Lead Interprofessional Teams *Presentation Level: Intermediate*

Kirsten J Broadfoot, PhD, Communication and Curriculum Development, University of Colorado Anschutz Medical Campus, Aurora, CO
Lynne M Yancey, MD, Physician, University of Colorado Anschutz Medical Campus, Aurora, CO
Joey Failma, EMT-B, Simulation Education, University of Colorado Anschutz Medical Campus, Aurora, CO
Eshimaa Basha, BS, Simulation Education, Aurora, CO
Michelle Colarelli, BAS, RRT, Simulation Education, Aurora, CO

Clinical care team members must possess both leadership and followership skills, and be able to shift between the two in evolving clinical contexts, in order to maximize patient outcomes. We provide a framework and process for developing these skills for both interprofessional student teams and faculty-facilitators.

E7 VA Centers of Excellence in Primary Care Education: Health Care Delivery and Educational Redesign at the Point of Interprofessional Care and Learning *Presentation Level: Intermediate*

Kathryn Wirtz Rugen, PhD, FNP-BC, Nurse Consultant, VA Centers of Excellence in Primary Care Education, VA Office of Academic Affiliations, Washington DC
Amber Fisher, PharmD, Pharmacy Clinical Educator, Boise VAMC Center of Excellence in Primary Care Education, Boise, ID
Joyce Wipf, MD, Physician Co-Director of VA Puget Sound Center of Excellence in Primary Care Education, Seattle, WA
Anne Poppe, PhD, RN, Research Coordinator, VA Puget Sound Center of Excellence in Primary Care Education, Seattle, WA

The VA Centers of Excellence in Primary Care Education were developed to foster transformation of clinical education by preparing graduates of health professional programs to work in and lead interprofessional teams that provide coordinated longitudinal patient-centered care. Innovative curricular approaches have been developed and their impact is being evaluated.

E8 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Team*

i) Healthcare Administration: Are They Part of the Team?

Tina Meyer, DrHS, PA-C, Physician Assistant, Western University of Health Sciences, Pomona, CA
John H Tegzes, MA, VMD, Veterinary Medicine, Western University of Health Sciences, Pomona, CA
Sheree Aston, OD, MA, PhD, Optometry, Western University of Health Sciences, Pomona, CA

ii) The Relationship between Interprofessional Teams and Physicians in Primary Care

Jana Lait, MA, Research & Evaluation Consultant, Workforce Research & Evaluation, Alberta Health Services, Calgary, AB

iii) A Model for Improving Team Effectiveness: Collaborating with Regional Health Authorities (RHAs)

Olga Heath, PhD, Director, Centre for Collaborative Health Professional Education Memorial University, St. John's, NL

iv) A Theory to Optimize Pedagogy in Teamwork- Team-Driven Learning

Mark Earnest, MD, PhD, Director of Interprofessional Education, Professor, University of Colorado Anschutz Medical Campus, Aurora, CO
Jason D Williams, PsyD, MEd, Associate Director Interprofessional Education, University of Colorado Anschutz Medical Campus, Aurora, CO

E9 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Clinical*

i) Infant Development Day: A Collaborative Interprofessional Education Experience

Patricia A Reidy, DNP, Nursing, MGH Institute of Health Professions, Boston, MA
Anne McCarthy Jacobson, DPT, Physical Therapy, MGH Institute of Health Professions, Boston, MA

ii) The Role and Value of Rotating Faculty to Enhance Interprofessional Clinical Experience

Shannon Cole, RN, FNP-BC, Nursing, Vanderbilt University School of Nursing, Nashville, TN

Heather Davidson, PhD, Vanderbilt University School of Nursing, Nashville, TN
Pamela Waynick-Rogers, DNP, Nursing, Vanderbilt University School of Nursing, Nashville, TN

iii) A Clinical Workforce Strategic Plan – Setting Direction for Alberta Health Services

Esther Suter, Director Workforce Research and Evaluation, Alberta Health Services, Calgary, AB

iv) Bridging Education and Practice to Enhance Patient Safety: Integrated Medication Management in an Interprofessional Clinic

Hoai-An Truong, PharmD, MPH, Pharmacy and Public health, University of Maryland Eastern Shore School of Pharmacy and Health Profession, Princess Anne, MD

Heather Brennan Congdon, PharmD, BCPS, CDE, Pharmacy, University of Maryland Baltimore School of Pharmacy, Rockville, MD

E10 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Leadership & Partnership/Community*

i) Establishing an Institutional Culture of Interprofessional Collaboration Leadership

Amy V Blue, PhD, Assistant Provost, Medical University of South Carolina, Charleston, SC

ii) Sharing the Wealth: Partnering to Promote Affordable IPE

Margaret (Peg) M Slusser, PhD, Associate Professor and Founding BSHP Program Coordinator, Health Sciences/Nursing, The Richard Stockton College of New Jersey, Galloway, NJ

Amy H Edgar, MSN, FNP (c), Assistant Professor, Nursing, Cedar Crest College, Allentown, PA

iii) A Funding Program to Promote Partnerships to Support Sustainable IPE

Dawn Burnett, PT, PhD, Director, Academic Health Council- Champlain Region, University of Ottawa, Ottawa, ON

iv) The National Center for Interprofessional Practice and Education – Meet the Research and Evaluation Team!

Jean King, PhD, Professor, University of Minnesota, Minneapolis, MN

Nawal Lutfiyya, Research Scientist, Essential Health, Duluth, MN

Barbara Brandt, PhD, National Center Director, University of Minnesota, Minneapolis, MN

E11 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Simulation/Technology & Curriculum*

i) Outcomes of Using Critical Care Simulations to Teach Nursing Medicine Collaboration

Jean Ellen Zavertrnik, RN, MN, FNP-BC, Nursing, Virginia Commonwealth University, Richmond, VA

Tanya A Huff, RN, MSN, Nursing, Virginia Commonwealth University, Richmond, VA

ii) The Name of the Game is “Let’s Not Play House”: An Innovative Interprofessional Education Simulation

Sylvia M Langlois, MSc, Centre Lead Curriculum, Centre for Interprofessional Education, University of Toronto, Toronto, ON

Susan J Wagner, BSc, MSc, Speech Language Pathology, University of Toronto, Toronto, ON

iii) IPE Activities: Should One Size Fit All?

Isabelle Gaboury, PhD, Assistant Professor, Family Medicine, Université de Sherbrooke, Sherbrooke, QC

Caroline Bois, Psychologist, Université de Sherbrooke, Longueuil, QC

iv) Developing Team-Based Collaboration and Communication Competency in Geriatrics: A Comparison of Face-to-Face and On-line Learning

Sylvia M Langlois, MSc, Centre Lead Curriculum, Centre for Interprofessional Education, University of Toronto, Toronto, ON

Sylvia Davidson, MSc, Professional Practice Chief - OT, Baycrest, Toronto, ON

Mandy Lowe, MSc, Director of Education and Professional Development, Centre for Interprofessional Education, University Health Network, Toronto, ON

E12 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Simulation/Technology & Curriculum*

i) VIPER Centre: Virtual Support for Educators

JoAnne E Davies, PhD, IP Education Manager, HSERC, University of Alberta, Edmonton, AB

ii) Dissecting First-Year Students’ Perceptions of Health Profession Groups: Potential Barriers to IPE

Carolyn Giordano, PhD, Psychology, Office of Institutional Research, Thomas Jefferson University, Philadelphia, PA

Reena Antony, MPH, BSN, Education Programs Administrator, Jefferson InterProfessional Education Center (JCIPE), Thomas Jefferson University, Philadelphia, PA

iii) A Geriatric Standardized Patient Exercise Teaches Interprofessional Teamwork Skills

Maria A Wamsley, MD, Medicine, University of California San Francisco, San Francisco, CA

iv) Partnering with Practice Leadership Teams to Enhance a University Interprofessional Course

JoAnne E Davies, PhD, IP Education Manager, HSERC, University of Alberta, Edmonton, AB

3:00pm Break - Exhibits Open, Poster Viewing

3:30pm Concurrent Breakout Session F

F1 Facilitating Case-based Interprofessional Education *Presentation Level: Beginner*

Victoria Kaprielian, MD, Associate Dean, Campbell University, Durham, NC
Patricia Dieter, MPA, PA-C, Physician Assistant, Duke University, Durham, NC
Betsy Melcher, MD, Associate Dean, Duke University, Durham, NC

Case conferences are a low-cost way of introducing IPE and generating enthusiasm for expansion into the required curriculum. This workshop will address the scope of uses for cases, key aspects in design, and common obstacles to IPE. Participants will be guided in designing cases for use at their home institutions.

F2 Involving Patients in Interprofessional Collaborative Practice Education for Health Sciences Students *Presentation Level: Intermediate*

Marie-Claude Vanier, BPharm., MSc, Pharmacist, Université de Montréal, Montreal, QC
Vincent Dumez, MSc, Management, Université de Montréal, Montreal, QC
Eric Drouin, MD, Pediatric Gastro-enterologist, Université de Montréal, Montreal, QC
Isabelle Brault, PhD, Nursing, Université de Montréal, Montreal, QC

A patient, physician, nurse and pharmacist will co-lead the workshop. They will present concepts of patient partner-in-care and patient-as-trainer and results of projects of patients' involvement in IPE. Ways to involve patients, pitfalls and key success factors for such initiatives will be explored through an interactive discussion.

F3 Using the IP-COMPASS Tool to Build a Learning Culture in Your Organization *Presentation Level: Intermediate*

Kathryn Parker, PhD, Director, Academic Affairs, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON
Ivy Oandasan, MD, Medical Education, College of Family Physicians of Canada, Mississauga, ON

IP-COMPASS (Interprofessional Collaborative Organization Map and Preparedness Assessment) is a guided self-assessment framework for organizations interested in providing (or currently provides) intentional interprofessional learning activities for students but may also be used by leaders to help embed IPC/IPE across the organization. This workshop allows participants to use the tool and reflect on its relevance within their organization.

F4 Conflict in Interprofessional Life: Educating Students for What Lies Ahead *Presentation Level: Beginner*

Susan J Wagner, BSc (SPA), MSc (CD), Speech-Language Pathology, University of Toronto, Toronto, ON
Zoraida Beekhoof, RN, MA, Nursing, University of Toronto, Toronto, ON
Sylvia M Langlois, MSc, Centre Lead Curriculum, Centre for Interprofessional Education, University of Toronto, Toronto, ON

Conflict is an inevitable part of interprofessional collaboration. This workshop enables you to discover an interprofessional conflict learning activity through an immersive learning experience that allows you to: 1) describe the session, 2) demonstrate strategies for dealing with conflict and 3) further develop an educational session in your own context.

F5 Using Quantitative and Qualitative Approaches to Assessing Interprofessional Competencies: Moving Beyond Attitudes *Presentation Level: Intermediate*

Amy V Blue, PhD, Medical Anthropologist, Medical University of South Carolina, Charleston, SC
Heather Davidson, PhD, Education, Vanderbilt University, Nashville, TN
Carolyn Giordano, PhD, Education, Jefferson College of Health Professions, Philadelphia, PA
Kevin Lyons, PhD, FASAHP, Education, Jefferson College of Health Professions, Philadelphia, PA
Andrea L Pfeifle, EdD, PT, Physical Therapy, University of Kentucky, Lexington, KY

Tools describing outcomes associated with interprofessional communication, teamwork, and role clarification are not well-established and may require both quantitative and qualitative assessment approaches. This session will provide participants with sufficient background and information to include quantitative and qualitative methods in the evaluation of learning outcomes at the individual and program levels.

F6 COMPTIME: Competencies for Collaborative Healthcare - Putting Creativity into IPE Curriculum *Presentation Level: Intermediate*

Shelley Cohen Konrad, MSW, PhD, Director, Center for Excellence in Interprofessional Education; Associate Professor School of Social Work, University of New England, Portland, ME
Karen Pardue, MS, RN, CNE, ANEF, Nursing, University of New England, Portland, ME
Kris Hall, MFA, Fine Arts, University of New England, Portland, ME
Cathy Plourde, MA, Executive Director, Add Verb Productions, University of New England, Portland, ME
Ryan Eling, MA, Operations Manager and Simulation Specialist, University of New England, Portland, ME

This session illustrates one university's creative response to the challenge of how to serve diverse health professions within a shared curriculum addressing interprofessional competencies. The process of building a graduate-level online series using technology, the arts, and faculty/staff innovation and dedication will be described and demonstrated.

F7 Collaborative Leadership: Successes and Challenges of an International Rehabilitation Partnership *Presentation Level: Intermediate*

Nicole A Thomson, PhD (C), Occupational Therapy, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON
Andrea Tsuji, Occupational Therapy, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON
Haitham El Bashir, Hamad Medical Corporation, Doha, Qatar

Collaborative partnerships are the cornerstone for successful healthcare consulting across international borders. The panel will provide the audience with different perspectives related to the experience of developing an international collaborative partnership. Successes and challenges of this international partnership will be discussed by a panel of participants from Qatar and Canada.

F8 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) ARCTIC: Appreciating Roles and Collaboration to Improve Care

Susan Sutherland, DDS, MSc, Dentistry, Sunnybrook Health Sciences Centre, Toronto, ON

Karen Moline, MRT(T), AC(T), BSc(Hons), Clinical Coordinator, Radiation Therapy, Odette Cancer Centre, Sunnybrook Health Sciences Centre, Toronto, ON

ii) Interprofessional Suitcase Clinic: Integrative Behavioral Health and Primary Care for Homeless Individuals

Timothy J Schulte, PsyD, Clinical Psychology, James Madison University, Harrisonburg, VA

Holly Brear, EdS, Counseling Psychology Resident, James Madison University, Harrisonburg, VA

Anne L Stewart, PhD, Clinical Psychology, James Madison University, Harrisonburg, VA

iii) Supporting Interprofessional Collaboration through an Innovative Professional Practice Model

Keith Adamson, PhD, Social Worker, Holland Bloorview Kids Habilitation Hospital, Toronto, ON

Kim Bradley, PhD, Speech Language Pathologist, Holland Bloorview Kids Habilitation Hospital, Toronto, ON

iv) Can Preparation of Clinical Teachers in Interprofessional Collaboration Concepts and Competencies Impact on their Teaching of Students in Practice Settings?

Carole Orchard, RN, BSN, MEd, EdD, Nurse, Western University, London, ON

Marty Sexton, PhD(c), RN, CNS, Assistant Professor, Director LRC & Interprofessional Simulation, College of Nursing, University of Toledo, Toledo, OH

F9 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Partnership/Community & Leadership

i) Enhancing Interprofessional Education with Health Sciences Students through Academic and Rural Community Partnerships

Hope Bilinski, BSN, MN, PhD, College of Nursing, University of Saskatchewan, Saskatoon, SK

ii) Transforming Future Leaders in Geriatrics: An Interprofessional Student Internship

Faith Butcher, BN, MSc, EXTRA Fellow, Nursing, Baycrest, Toronto, ON

Lisa Sokoloff, MS, Speech Language Pathology, Baycrest, Toronto, ON

iii) Setting the Groundwork for IPE with an All-day Orientation Program

Kari L Franson, PharmD, PhD, Pharmacy, University of Colorado Anschutz Medical Campus, Aurora, CO

Jason D Williams, PsyD, MEd, Assoc. Director, Interprofessional Education, University of Colorado Anschutz Medical Campus, Aurora, CO

iv) Intradisciplinary Interprofessional Collaboration in Physiotherapy: The Quebec Professionnal Model Taught at Laval

Gisèle Bourdeau, BSc, Physiotherapist, Laval University, Quebec City, QC

F10 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Simulation/Technology & Curriculum

i) Teaching Quality Improvement and Patient Safety in an Inter-Professional Setting

Ellen El Gordon, Physician, Department of Internal Medicine, University of Iowa, Iowa City, IA

ii) Early Engagement of Students in Interprofessional Collaboration

Margaret Purden, PhD, Associate Professor, Ingram School of Nursing, McGill University, Montreal, QC

iii) Facilitating Interprofessional Learning: What do We Really Know About It?

Hélène Ezer, PhD, Director, Ingram School of Nursing, McGill University, Montreal, QC

Margaret Purden, PhD, Ingram School of Nursing, McGill University, Montreal, QC

iv) Initiating the Interprofessional Culture for the 1st Year Health Professions Students

Cecilia Rokusek, EdD, MSc, RD, Assistant Dean, Nova Southeastern University, Ft. Lauderdale, FL

F11 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Simulation/Technology

i) An Online Interprofessional Case Conference for Students at the Medical University of South Carolina (MUSC): Description, Evaluation, and Strategies Learned for Implementation of Online Synchronous IPE Activities

Amy Leaphart, Health Professions Education, Medical University of South Carolina, Charleston, SC

Kelly Ragucci, PharmD, Professor, Medical University of South Carolina, Charleston, SC

ii) The Role of Health Information Technology (HIT) and Interprofessional Practice (IPP)

Michelle R Troseth, MSN, RN, DPNAP, FAAN, Nursing, Elsevier CPM Resource Center, Grand Rapids, MI

iii) Interprofessional Education - Enhancing Interprofessional Learning through Online Media

Robyn L Dickie, BN, MCritCareN, Nursing, The University of Queensland, Ipswich, Queensland, Australia

iv) Transitioning Single Day Interprofessional Education Activities Into 4-Week Mini-Courses Through Technology and Blended Learning

Andreas A Theodorou, MD, Chief Medical Officer, University of Arizona, Tuscon, AZ

F12 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Patient & Curriculum*

i) Patient Satisfaction with the Interprofessional Teaching Clinic: A Quality Improvement Project

Jana K Zaudke, MD, Medicine, University of Kansas Medical Center, Kansas City, KS

Jim Kleoppel, MS, PharmD, Pharmacy, University of Kansas Medical Center, Kansas City, KS

ii) Exploring Attitudes of Canadian Radiation Oncologists, Radiation Therapists and Physicists towards Interprofessional Teaching and Learning

Ewa F Szumacher, MD, MEd, FRCP (C), Radiation Oncologist, Sunnybrook Odette Cancer Centre, Department of Radiation Oncology, University of Toronto, Toronto, ON

iii) Managing Patient Care: How do Team Processes Differ Across Contexts?

Deborah DiazGranados, PhD, Assistant Professor, Virginia Commonwealth University, Richmond, VA

iv) Developing an Interprofessional Care Framework to Strengthen Patient Experiences and Outcomes

Maria Tassone, PT, Director, Centre for Interprofessional Education, University of Toronto; Senior Director, University Health Network, Toronto, ON

Lynne Sinclair, BSc (PT) MA (AdEd), Innovative Program and External Development Lead, Centre of Interprofessional Education, Toronto, ON

5:00pm **Adjourn**

8:00am Registration & Exhibits Open

8:30am Plenary

Academia and Practice - The Great Divide?

Dalhousie University & University of Kentucky

Anne Godden-Webster, MSc Applied, Interprofessional Experience Coordinator, Faculty of Health Professions, Dalhousie University, Halifax, NS

Patti Simpson, M.Ad.Ed., P.Dt., Dietitian, Director, Food and Nutrition Services, Southwest Nova District Health Authority, Yarmouth, NS

William (Will) Webster, PhD, Professor and Dean, Faculty of Health Professions, Dalhousie University, Halifax, NS

Andrea L Pfeifle, EdD, PT, Director, Center for Interprofessional HealthCare Education, Research, and Practice; Assistant Professor, Department of Family and Community Medicine, University of Kentucky, Lexington, KY

Sharon R Stewart, EdD, Interim Dean, College of Health Sciences; Professor, Communication Sciences and Disorders, University of Kentucky, Lexington, KY

10:00am Break - Exhibits Open, Poster Viewing

10:30am Concurrent Breakout Session G

G1 Health Care Team Challenge

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G2 When Art is No Longer just a Pretty Picture: Art for Advocacy

Presentation Level: Intermediate

Regina Holliday, Art Teacher, Artist, Muralist, Patient Rights Arts Advocate, Founder of the Walking Gallery and the Medical Advocacy Mural Project, Washington, DC

In this session we will discuss the use of art as an advocacy tool and lever for implementing health policy, focusing creating campaigns as well as technical suggestions and information on how to support of such endeavors.

G3 Leading Change Collaboratively – Relevance within and beyond Interprofessional Practice

Presentation Level: Intermediate

Michelle Addison, Physiotherapy, St. Joseph's Care Group, Thunder Bay, ON

This interactive workshop will introduce participants to the Collaborative Leadership Initiative, including outcomes and critical success factors when leading change collaboratively; create discussion around the benefits of and opportunities for collaboration within and beyond IPP; and use Appreciative Inquiry to create experiential learning moments relevant when leading change in one's own organization.

G4 Interprofessional Education: From Theory to Practice and from Practice to Theory

Presentation Level: Beginner

Sarah Hean, Associate Professor, Royal London House, Bournemouth, Dorset, UK
Shelley Doucet, Associate Professor, University of New Brunswick, Saint John, NB
Lesley Bainbridge, Associate Professor, University of British Columbia, Vancouver, BC

Simon Kitto, Associate Professor, Director of Education Research at Office of CEPD, Toronto, ON

Ivy Oandasan, MD, Medical Education, College of Family Physicians of Canada, Mississauga, ON

Elizabeth S Anderson, SRN, SCM, HV, PhD, Nurse Academic, University of Leicester, Leicester, UK

Theory in interprofessional education and clinical practice is essential. The quality with which theory is applied remains limited. In this workshop, academics and clinicians will identify real life interprofessional education and practice issues and learn ways in which to apply new theoretical knowledge to help address these.

G5 Launching Students Successfully into Collaborative Practice: An Interactive Interprofessional Workshop

Presentation Level: Intermediate

Sharla King, PhD, Assistant Professor, Health Sciences Education and Research Commons, University of Alberta, Edmonton, AB

Lu-Anne McFarlane, PhD, Assistant Professor, Health Sciences Education and Research Commons, University of Alberta, Edmonton, AB

Tara Hatch, PhD, Assistant Professor, Health Sciences Education and Research Commons, University of Alberta, Edmonton, AB

Ravina Sanghera, PhD, Assistant Professor, Health Sciences Education and Research Commons, University of Alberta, Edmonton, AB

Lisa M Guirguis, PhD, Pharmacy, University of Alberta, Edmonton, AB

JoAnne E Davies, PhD, IP Education Manager, HSERC, University of Alberta, Edmonton, AB

Susan Sommerfeldt, RN, MN, PhD student, Faculty Lecturer, Faculty of Nursing, University of Alberta, Edmonton, AB

Karen Peterson, RN, Faculty of Nursing, University of Alberta, Edmonton, AB

Cori Schmitz, MEd, Faculty of Rehabilitation Medicine, University of Alberta, Edmonton, AB

Providing authentic interprofessional learning experiences for large numbers of health sciences students is logistically complex. Health Science educators administered an interprofessional "launch" to introduce first year students to IP competencies. Workshop participants will experience from the student perspective a 'mini-launch' exploring their roles and the roles of other professions.

G6 Sharing the Stage: Shared Decision Making, Applied Theatre, and Patient Centeredness

Presentation Level: Advanced

Cathy Plourde, MA, Director, Add Verb/University of New England, Portland, ME

Nananda Col, MD, MPP, MPH, FACP, Research Professor of Medicine, College of Osteopathic Medicine and the Center for Excellence in the Neurosciences, University of New England, Biddeford, ME

Shared Decision-Making, while simple in concept, is complex in execution, requiring understanding of the components as well as the skills of effective and efficient SDM. This workshop will involve observing and practicing these skills, and bring a consciousness of the SDM process, from framing to explicitly making a decision.

G7 An Interprofessional Team's Promotion to Improving Health Related Quality of Life for Children with Special Health Care Needs

Presentation Level: Intermediate

Cindy B Dodds, PhD, Physical Therapist, Medical University of South Carolina, Charleston, SC

Kelly L Anderson, MS, Occupational Therapist, Pattison's Academy of Comprehensive Education, Charleston, SC

Learners attending this course will be introduced to children with special health care needs and collaborative interprofessional team seeking to improve the children's health related quality of life. Learners will gain knowledge of interventions and outcomes practiced collaboratively by team members. Lastly, findings collected from outcomes will be discussed.

G8 Moving Beyond Lip Service: Faculty Development to Support Interprofessional Education and Practice

Presentation Level: Intermediate

Sarah Shrader, PharmD, University of Kansas, Kansas City, KS

Mary Mauldin, EdD, Librarian, Medical University of South Carolina, Charleston, SC

Nancy Murphy, PharmD, Pharmacist, University of Washington, Seattle, WA

Elena Umland, PharmD, Pharmacist, Thomas Jefferson University, Philadelphia, PA

A global call exists for increased faculty development efforts, specifically in interprofessional education and practice, in order to achieve interprofessional competencies and ultimately advance team-based collaborative healthcare. This panel discussion will address (1) global recommendations for faculty development efforts and (2) diverse models at three universities.

G9 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Clinical*

i) What's your TIPE? Building Interprofessional Practice in Rural New Zealand

Lesley Gray, FFPH, MPH, MSc in Interprofessional Collaboration, PGCEd, Department of Primary Health Care & General Practice, University of Otago, Wellington, New Zealand

ii) Interprofessional Family Reviews: Collaborative Support with Community Health Workers

Emily Akerson, RN, MN, FNP-BC, Nursing, James Madison University, Harrisonburg, VA

Anne L Stewart, PhD, Psychology, James Madison University, Harrisonburg, VA

Timothy J Schulte, PsyD, Psychology, James Madison University, Harrisonburg, VA

iii) Developing Interprofessional Community-based Placements: Turning Challenges and Barriers into Opportunities

Sanne Kaas-Mason, BA, MA, Project Manager, RU Interprofessional, Ryerson University, Toronto, ON

iv) An Interprofessional Collaborative Practice Model of Care in an Academic Health Care Setting

Cynthia E Phillips, Manager, Interprofessional Practice & Education, Kingston General Hospital, Kingston, ON

G10 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Leadership*

i) Legislating Interprofessional Collaboration: Policy Analysis of Health Professional Regulatory Legislation

Sandra Regan, RN, PhD, Assistant Professor, Western University, London, ON

ii) Facilitating Transformational Learning: A Case for Collaborative Change Leadership Programming for Interprofessional Education (IPE) and Interprofessional Care (IPC)

Maria Tassone, PT, Director, Centre for Interprofessional Education, University of Toronto; Senior Director, University Health Network, Toronto, ON

Kathryn Parker, MA, PhD, Evaluation, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON

iii) A National Educator's Group: Leadership Through Development of an Interprofessional Interprovincial Collaboration

Grace Torrance, PScPT, Physical Therapist, Medicine Hat College, Medicine Hat, AB

Dean Dickinson, BMR(OT), Occupational Therapist, Humber Institute of Technology & Advanced Learning, Toronto, ON

iv) Understanding the Leadership Roles of Interprofessional Team Members

Deborah DiazGranados, PhD, Assistant Professor, Virginia Commonwealth University, Richmond, VA

G11 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Curriculum & Patient*

i) Designing for the Future: Introduction of a Transdisciplinary First Year

Joan Maclean, PhD, RGN, Cert Ed, Senior Healthcare Lecturer, School of Healthcare, University of Leeds, Leeds, Yorkshire, UK

Anne-Marie Henshaw, Midwifery, RM, Midwifery Lecturer, School of Healthcare, University of Leeds, Leeds, Yorkshire, UK

ii) Interprofessional Consensus on Pain Management Competencies for Pre-licensure Health Care Providers

Molly Courtenay, PhD, MSc, BSc, Cert. Ed, Visiting Professor, Betty Irene School of Nursing, University of California, Davis School of Medicine, Sacramento, CA

iii) Interprofessional Health Care Course: Lessons Learned

Eric L Johnson, MD, Physician, University of North Dakota School of Medicine and Health Sciences, Grand Forks, ND

iv) Engaging Patients/Clients in the Development of Interprofessional Education (IPE) Learning Activities: Examples from an HIV Program

Sylvia M Langlois, MSc, Centre Lead Curriculum, Centre for Interprofessional Education, University of Toronto, Toronto, ON

G12 4 Oral Papers (15-min. + 5-min. Q&A each) *Presentation Theme: Continuing Professional Development*

i) Embedding Transformational Learning Theory into Practice: Outcomes of a 5-year Study Measuring the Impact of EHPIC™ University of Toronto's IPE Faculty Development Course

Ivy Oandasan, MD, Physician, University Health Network, Toronto, ON

Susan J Wagner, BSc (SPA), MSc (CD), Speech Language Pathology, University of Toronto, Toronto, ON

ii) Designing Interprofessional Education Learning Activities from Interprofessional Continuing Education Programs: On-Line Experiences Focused on HIV and Rehabilitation

Susan J Wagner, BSc (SPA), MSc (CD), Speech Language Pathology, University of Toronto, Toronto, ON

Sylvia M Langlois, BSc, MSc, Occupational Therapy, University of Toronto, Toronto, ON

iii) Faculty Development Pilot Program for IPE and Collaborative Practice: Lessons Learned

Brenda Zierler, PhD, RN, FAAN, Professor, Co-Director, Center for Health Sciences Interprofessional Education, Practice and Research, University of Washington, Seattle, WA

Les Hall, MD, School of Medicine, University of Missouri, Columbia, MO

iv) Faculty Development in Interprofessional (IP) Team-based Care: End of Grant Qualitative Evaluation

Erin L Abu-Rish Blakeney, MA, RN, Nursing, University of Washington, Seattle, WA

Mandy Jones, PharmD, PA-C, BCPS, Assistant Professor, Pharmacy, University of Kentucky, Lexington, KY

Andrea L Pfeifle, EdD, PT, Physical Therapist, University of Kentucky, Lexington, KY

12:00pm Lunch (on your own)

12:30pm Interactive Poster Session #3

1:30pm Concurrent Breakout Session H

H1 Health Care Team Challenge (G1 Continued)
See Page 27

H2 Embedding Interprofessional Accreditation: Program Guidance within the AIPHE* Domains
Presentation Level: Intermediate

Lesley Bainbridge, BSR(PT), MEd, PhD, IPE Director, College of Health Disciplines, University of British Columbia, Vancouver, BC

Cynthia Baker, Mphil, MSN, PhD, Executive Director, Canadian Association of Schools of Nursing, Ottawa, ON

Ruby Grymonpre, BSc (Pharm) PharmD, FCSH, Professor, IPE Initiative, Faculty of Pharmacy, University of Manitoba, Winnipeg, MB

Louise Nasmith, MD, CCFP, Chair Accreditation Committee, College of Family Physicians of Canada, Vancouver, BC

Valerie Ball, RN, BComm, Research Coordinator, College of Health Disciplines, University of British Columbia, Vancouver, BC

This workshop is designed for participants who wish to explore further IPE opportunities within their organizations using the domains and draft standards developed by the AIPHE project in Canada. Participants will work together using the AIPHE framework and domains (Organizational Commitment, Resources, Students, Faculty/Academic Unit and Educational Program).

H3 You Do it !!...No You Do It !!...Whose Role Is It...? Using the Objective Structured Clinical Examination (OSCE) to Assess Interprofessional Education Competencies
Presentation Level: Beginner

Susan J Wagner, BSc (SPA), MSc (CD), Speech-Language Pathology, University of Toronto, Toronto, ON

Brian S Simmons, BM, MMed, Medicine - Neonatology, University of Toronto, Sunnybrook Health Sciences Centre, Toronto, ON

Assessment of interprofessional education (IPE) competencies is challenging. This workshop will focus on the role of the OSCE to assess IPE competencies. Participants will identify challenges to assessing performance in IPE, design an interprofessional OSCE (iOSCE) station that incorporates several competencies and plan an iOSCE blueprint to assess multiple competencies.

H4 A Transformative IPE-critical Thinking Framework: Promoting Interprofessional Collaborative Patient-centered Practice
Presentation Level: Intermediate

Laura MacDonald, DipDH, BScD(DH), MEd, Dental Hygienist, University of Manitoba, Winnipeg, MB

Pamela Wener, MEd, OT(MB), OT(C), Associate Professor, University of Manitoba, Winnipeg, MB

Collaboration skills such as autonomy and respect require the professional to possess critical thinking (CT) attributes, like mindful thinking and pursuit of quality of thought. Participants of this interactive collaborative learning session, based on transformative learning theory, will be able to design IPE events infused with CT tools.

H5 Building the Capacity for Team Based Care: A Facilitated Process to Implement and Expand Interprofessional Practice
Presentation Level: Beginner

Kristen R Mitchell, Other (B.Kin), Primary HealthCare Facilitator, Sun Country Health Region, Weyburn, SK

Building the capacity for interdisciplinary practice in Sun Country Health Region facilities and clinics is a facilitated process using team effectiveness measures to determine the current level of team functioning followed by five interactive team building sessions. Participants will receive a hands-on learning experience using these tools and sessions.

H6 Interprofessional Collaborative Practice: A Framework Driven Approach
Presentation Level: Intermediate

Tracy Christopherson, BAS, RRT, Respiratory Therapy, Elsevier CPM Resource Center, Anthem, AZ

Michelle R Troseth, MSN, RN, DPNAP, FAAN, Nursing, Elsevier CPM Resource Center, Grand Rapids, MI

John Olsen, MDiv, BCC, Chaplain, Abington Memorial Hospital, Abington, PA

Stephanie Lambrecht, RN, MSN, MHA, Clinical Analyst, Sanford Bismarck, Bismarck, ND

During this session, presenters will demonstrate how a framework driven approach provides a blue print for implementing and sustaining interprofessional collaborative practice and healthcare transformation. Lessons from over 300 health care organizations who have implemented the framework will be shared.

H7 4 Oral Papers (15-min. + 5-min. Q&A each)
Presentation Theme: Leadership

i) The Journey to Health System Change: A Provincial Approach

Crista Carmichael, PhD, Policy, Alberta Ministry of Health, Edmonton, AB

ii) Using Online Activities to Develop and Promote Leadership and Collaboration in Teams

Pat Callard, MSN, RN, CNE, CNL, Nursing, Western University of Health Sciences, Pomona, CA

Vincent Finocchio, IPE Program Coordinator, Department of Interprofessional Education, Western University of Health Sciences, Pomona, CA

iii) Chronicling the Leadership Development of Health Professions Students

Sokha Koeuth, MPH, BA, Public Health, Department of Family & Community Medicine, Thomas Jefferson University, Philadelphia, PA

Stephen B Kern, PhD, School of Health Professions, Department of Occupational Therapy, Thomas Jefferson University, Philadelphia, PA

iv) Leadership Patterns to Support Boundary Spanning Approaches

Lucio Naccarella, PhD, Academic, The Australian Health Workforce Institute, The University of Melbourne, Melbourne, Victoria, Australia

H8 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Clinical

i) Shared Understanding: A Framework for Interprofessional Clinical Decision Making

Kathy A Harms, Adv Diploma ACP, MA, Education, JIBC School of Health Sciences, New Westminster, BC

Lorraine Taylor, Dip. Adult Ed., PCP, Regional Training Coordinator, Education, JIBC School of Health Sciences, New Westminster, BC

Pamela J Cawley, BSN, MEd, PhD(c), Dean of Health Sciences, Douglas College, Coquitlam, BC

Nina Blanes, RN, BScN, MEd, Educational Technology Coordinator, BSN Faculty, Douglas College, Coquitlam, BC

ii) Development and Testing of a Conceptual Framework for Interprofessional Collaborative Practice

Brenda J Stutsky, RN, PhD, Medicine/Nursing, University of Manitoba, Winnipeg, MB

iii) Interdisciplinary Shared Clinical Experiences with Complex Community Dwelling Patients and Families

Kathleen Becker, DNP, Nurse Practitioner, School of Nursing, Johns Hopkins University, Baltimore, MD

iv) Effect of Interprofessional Education (IPE) on Interprofessional Collaboration (IPC) Among Nursing and Occupational Therapist Assistant and Physiotherapist Assistant (OTA/PTA) Students During Their First Clinical Experience

Michelle Hughes, RN, BScN, Med, Professor, Centennial College, Toronto, ON

Audrey Kenmir, RN, BScN, MN, Professor, Centennial College, Toronto, ON

H9 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Patient & Leadership

i) Students' Appreciation of the Integration of Patients as Co-trainers in a Collaborative Practice IPE Curriculum at Université de Montréal

Marie-Claude Vanier, Bpharm, MSc, Pharmacist, Faculty of Pharmacy, Université de Montréal, Montréal, QC

Eric Drouin, MD, Pediatric Gastro-enterologist, Faculty of Medicine, Université de Montréal, Montréal, QC

Vincent Dumez, MSc, Management, Office of Patient Partner Expertise, Université de Montréal, Montréal, QC

ii) Creative Co-Location: Development of a Primary Care Mental Health Professional Exchange to Increase Access for Disadvantaged Patients with Mental Illness

Julie P Phillips, MD, MPH, Family Physician, College of Human Medicine, Michigan State University, East Lansing, MI

Karen Blackman, MD, Psychiatrist, College of Human Medicine, Michigan State University, East Lansing, MI

iii) A Cultural Shift Towards Patient-centered Practice in the World of Inter-professional Collaboration at Community-based Mental Health Settings

May Helfawi, HBSc, MSc Candidate, Graduate Student Researcher, Oshawa, ON

iv) Scaling Up IPE: Issues and Strategies

Gerri Lamb, PhD, RN, FAAN, Nursing, Arizona State University, Phoenix, AZ

H10 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Curriculum

i) Enriching Interdisciplinary Connections through the Identification of Common Student Learning Outcomes

Maree O'Keefe, PhD, MBBS, DCCH, FRACP, Associate Dean Learning and Teaching, Faculty of Health Sciences, University of Adelaide, Adelaide, Australia

ii) Institutionalizing Interprofessional Education at a Health Professions University

Susan K Tappert, PT, DPT, Rosalind Franklin University, North Chicago, IL

Wendy Rheault, PT, PhD, Rosalind Franklin University, North Chicago, IL

Sarah S Garber, PhD, Scientist, Rosalind Franklin University, North Chicago, IL

Judith Stoecker, PT, PhD, Rosalind Franklin University, North Chicago, IL

iii) Making IPE Discipline Relevant

Jacquelyn J McClendon, PhD, APRN, Nursing, College of Health Professions, Wichita State University, Wichita, KS

Mary Koehn, PhD, APRN, Nursing, College of Health Professions, Wichita State University, Wichita, KS

Kelly Anderson, MHS, RDH, Dental Hygiene, College of Health Professions, Wichita State University, Wichita, KS

iv) Unique Program for Nurses in Israel

Yafa Haron, PhD, Nursing, Academic College of Tel Aviv-Jaffa, Tel Aviv-Jaffa, Israel

H11 4 Oral Papers (15-min. + 5-min. Q&A each)

Presentation Theme: Continuing Professional Development

i) Training the Trainer – Understanding the Process of Learning to Facilitate

Elizabeth Taylor, PhD, Associate Dean, University of Alberta, Edmonton, AB

ii) Collaboration Across Medicine, Nursing, and Pharmacy Continuing Education Accreditation

Peter H Vlases, PharmD, BCPS, FCCP, Executive Director, Accreditation Council for Pharmacy Education, Chicago, IL

iii) How to Achieve the Development of a Continuing Interprofessional Development Strategy for Community Social Pediatrics?

Céline Monette, BSc, CEO, Médecins Francophones du Canada, Montréal, QC

iv) Faculty Development for a Two-Year Longitudinal Interprofessional Education (IPE) Program: Looking Back and Moving Forward

Elena M Umland, PharmD, Pharmacy, Thomas Jefferson University, Philadelphia, PA

H12 4 Oral Papers (15-min. + 5-min. Q&A each) Presentation Theme: Team & Partnership/Community & Leadership

i) Understanding Team Formation in Health Professions Students during Interprofessional Activities

Elaine Wittenberg-Lyles, PhD, Communication, Markey Cancer Center and Dept of Communication, Lexington, KY

Andrea L Pfeifle, EdD PT, Physical Therapist, University of Kentucky, Lexington, KY

James Ballard, MS Ed, Education, Center for Interprofession HealthCare Education, Research & Practice, Lexington, KY

Mandy Jones, PharmD, PA-C, BCPS, Pharmacist, Physician Assistant, University of Kentucky, Lexington, KY

ii) Collaborating Across Indiana: Academic and Community Partners in IPE

Richard D Kiovsy, MA, MD, FAAFP, Physician/Professor/Executive Director, Indiana University School of Medicine/Indiana Area Health Education Center Network, Indianapolis, IN

Lynn T Olszewski, RN, BA, MSA, Director/Adjunct Faculty, School of Nursing, Northwest Indiana Area Health Education Center/Purdue University Calumet, Crown Point, IN

iii) Evidence of an Interprofessional Culture in the Writing of Health Professional Students: A Qualitative Content and Rhetorical Analysis

Tom G Smith, PhD, Writing and Learning Support, Center for Academic Excellence/Writing Center, Medical University of South Carolina, Charleston, SC

Amy V Blue, PhD, Assistant Provost, Medical University of South Carolina, Charleston, SC

iv) A Comparison of Four Methods of Teaching Professional Roles and Responsibilities

Ginge Kettenbach, PhD, PT, Associate Professor, Program in Physical Therapy, St. Louis, MO

3:00pm Break - Exhibits Open, Poster Viewing

3:30pm Plenary

Graduating Collaboration Ready: Transition to Practice

Erin L Abu-Rish Blakeney, BA/BSN, MA, RN, PhD Student, Multidisciplinary Predoctoral Clinical Research Training Program, (TL1) Trainee & Macy Interprofessional Grant; Research Assistant, School of Nursing, University of Washington, Seattle, WA

Larry Leung, BSc (Pharm), RPh; Clinical Pharmacist, Director, Clinicare Pharmacists Inc.; Lecturer, Faculty of Pharmaceutical Sciences, The University of British Columbia, Vancouver, BC

Sylvestra Ramirez, Doctor of Physical Therapy, Physical Therapy of Milwaukee, LLC; Rosalind Franklin University of Medicine and Science, Milwaukee, WI

Mehrdad Razmpoosh, MD, Resident of Cardiology, IUCPQ, Laval University, Quebec, QC

4:30pm Closing Ceremonies & Conference Wrap-up

Regina Holliday, Art Teacher, Artist, Muralist, Patient Rights Arts Advocate, Founder of the Walking Gallery and the Medical Advocacy Mural Project, Washington, DC

5:00pm Adjourn

Health Care Team Challenge™

Health care students must be equipped to work in teams collaboratively if they are to provide their patient/clients with what they expect; the best possible care. The National Health Care Team Challenge™ is an interprofessional education activity that promotes teamwork and collaboration amongst students. The design provides students with the opportunity to 'walk the talk' because as we all know that practice makes perfect. This competition helps facilitate the development of student leaders in IPE by giving them the opportunity to gain exposure and immersion to a variety of core values and competencies like: communication and reflection skills, while developing a mutual respect, openness to trust, and willingness to collaborate with others.

In the Health Care Team Challenge™ each student team is provided with the same case to work on, with the goal of developing a collaborative inter-professional patient/client-centered plan of management. On the day of the event, student teams present their plans to an audience of clinicians, academics, community members and students. Teams are judged on both the quality of the management plan and level of team collaboration. The winning team receives an award.

NATIONAL Health Care Team Challenge™ Team Composition

- As of now, a total of 8 student teams will be invited to compete in the Challenge™.
- Each team will represent one particular institution/region from across Canada/US.
- Ideally, all teams will be represented at the National HCTC™. If not, a minimum of three teams and a maximum of six teams will be required in order to run the event.
- Teams MUST be composed of a minimum of five and maximum of six students.
- Students will be selected by a process devised by the institution/NaHSSA chapter/student organizing group.
- No more than two students from any one health care profession can join the same team.
- Each student must be enrolled at a health service program at an academic institution.
- Student teams are NOT allowed to contact the Judges regarding any aspects of the Health Care Team Challenge™.
- A team MUST have at least four students participate in the event.
- Once registered, no replacement students are allowed to enroll.



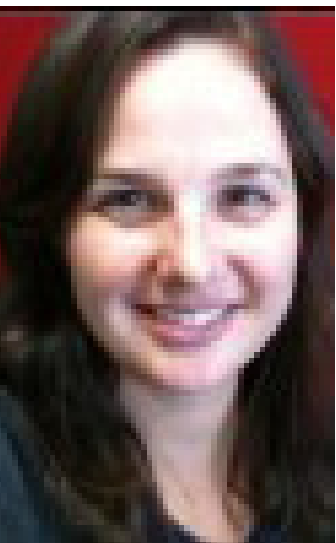


Dewitt C Baldwin, Jr

MD, Scholar-in-Residence, Accreditation Council for Graduate Medical Education, Chicago, IL

A pediatrician, family physician, and psychiatrist, Dr. Baldwin was educated at Yale Medical School, completing residencies at the University of Minnesota, Yale and Boston University. He is a Diplomate of the National Board of Medical Examiners, the American Board of Pediatrics and the American Board of Family Practice. He was a member of the planning committees and founding faculties of the University of Connecticut and Nevada Medical Schools.

Dr. Baldwin served as President of Earlham College in Richmond, Indiana before going to the American Medical Association in 1985 as Director of the Division of Medical Education and Research Information. He currently holds the titles of Senior Scholar-in-Residence at the Accreditation Council for Graduate Medical Education (ACGME), Professor Emeritus of Psychiatry and the Behavioral Sciences, University of Nevada School of Medicine, and Adjunct Professor of Clinical Psychiatry, Northwestern University School of Medicine. In 2003, he received the degree of Doctor of Science (Honoris Causa) from the Northeastern Ohio Universities College of Medicine and in 2011, he received the degree of Doctor of Humane Letters (honoris causa) from Rosalind Franklin University. He has published over 200 scholarly articles and three books.



Erin L Abu-Rish Blakeney

BA/BSN, MA, RN, PhD Student, Multidisciplinary Predoctoral Clinical Research Training Program, (TL1) Trainee & Macy Interprofessional Grant; Research Assistant, School of Nursing, University of Washington, Seattle, WA, USA

Erin Abu-Rish Blakeney is a nurse with a background in community health, public/social policy and interprofessional education. She is currently a fourth year PhD student at the University of Washington (UW) School of Nursing where she is an NIH-funded Trainee in the Multidisciplinary Predoctoral Clinical Research Training Program of UW's Institute of Translational Health Sciences (ITHS). For her dissertation research, Erin is collaborating with the Public Health Activities and Services Tracking (PHAST) Study to focus on exploring relationships between the recent economic downturn, public health budget cuts at the local health department level, and individual-level maternal/child health outcomes and disparities.

Erin has experience in interprofessional education research—with a particular focus on outcomes evaluation. In her previous capacity as a research scientist and master's student at New York University, she helped integrate graduate nursing students into international service learning projects with dental students in Honduras and Nicaragua. Since 2009, she has worked as a graduate research assistant on interprofessional education training grants. Erin authored a review paper on the state of IPE and developed a structured reporting tool for describing IPE interventions for replication (*Journal of Interprofessional Care*, 2012). Erin helped to establish UW Health Science Students IHI Open School Chapter. She is currently working with Drs. Leslie Hall and Brenda Zierler in the evaluation of a "Train the Trainer Faculty Development Program for IPE."



Amy V Blue

PhD, Provost's Office, Health Professions Education, Medical University of South Carolina, Charleston, SC, USA

Dr. Blue is the Assistant Provost for Education and Professor of Family Medicine at the Medical University of South Carolina (MUSC), Charleston, South Carolina. As Assistant Provost, she is responsible for the university's interprofessional education initiative, Creating Collaborative Care (C3). Dr. Blue holds a doctorate in Medical Anthropology from Case Western Reserve University and completed a NIMH Post-doctoral fellowship in Behavioral Science at the University of Kentucky. She has been involved in medical and health professions education for over 19 years and served as the Associate Dean for Curriculum and Evaluation at the MUSC College of Medicine for nearly 7 years before moving to her current position. Dr. Blue has published extensively in the health professions education literature. Dr. Blue served as a member of the Interprofessional Education Collaborative Expert Panel that wrote the Core Competencies for Interprofessional Collaborative Practice Report in 2011. She has recently concluded a project with colleagues at the American Board of Internal Medicine on a project funded by the Robert Wood Johnson Foundation examining best practices in interprofessional education, with a particular focus on evaluation and assessment approaches.



Barbara F Brandt

PhD, Associate Vice President for Education, Academic Health Center; Director, Minnesota Area Health Education Center; Professor, Pharmaceutical Care and Health Systems, University of Minnesota, Minneapolis, MN, USA

Barbara Brandt has served as the Associate Vice President for Education and Professor, Pharmaceutical Care and Health Systems at the University of Minnesota Academic Health Center since 2000. She has served as the Principal Investigator and the Director of the Minnesota Area Health Education Center statewide network, an interprofessional workforce development program for rural and urban underserved Minnesota. Dr. Brandt is responsible for implementing the University of Minnesota Academic Health Center 1Health initiative in interprofessional education in allied health, dentistry, medicine, nursing, pharmacy, public health and veterinary medicine. In September 2012, University of Minnesota was selected as the National Coordinating Center for Interprofessional Education and Collaborative Practice. Dr. Brandt serves as the Director.

Dr. Brandt holds a Master of Education and a Doctor of Philosophy degree in Adult and Continuing Education with a specialty in continuing professional education from the University of Illinois at Urbana-Champaign. She completed Kellogg-sponsored post-doctoral fellowship for faculty in adult and continuing education at the University of Wisconsin-Madison.

Dr. Brandt is active nationally in advancing the field of interprofessional health education. In 2007, she co-chaired the first Collaborating Across Borders conference held in Minneapolis.



John HV Gilbert

CM, PhD, FCAHS, Principal & Professor Emeritus, College of Health Disciplines, University of British Columbia; Adjunct Professor, National University of Malaysia, Vancouver, BC, Canada

Dr. John Gilbert is founding Principal & Professor Emeritus, College of Health Disciplines, University of British Columbia where he was also founding Director of the School of Audiology and Speech Sciences, and Director of the School of Rehabilitation Sciences.

His many honours include a Fulbright Scholarship; Medical Research Council of Canada Post-Doctoral Scholarship; the Outstanding Alumnus Award of the School of Liberal Arts, Purdue University; a UBC Isaac Killam-Walton Outstanding Teaching Award; The Distinguished Service Award of the British Columbia Institute of Technology; The National Health Sciences Student's Interprofessional Mentorship Award. This award is now named in honour of Dr. Gilbert.

He serves on Health Canada's Health Education Policy Taskforce; the Board of the Michener Institute for Applied Health Sciences in Toronto; and the School of Health Sciences Advisory Committee of the Justice Institute of BC. John is appointed by the Minister of Health of British Columbia to serve on British Columbia's Patient Care Quality Review Board.

He is a member of the Editorial Board of the Journal of Interprofessional Care, and Co-Editor of the open access Journal of Research in Interprofessional Education. He is Senior Scholar, WHO Collaborating Centre on Health Workforce Planning and Research, Dalhousie University; Visiting Adjunct Professor at the National University of Malaysia; Adjunct Professor, Faculty of Graduate Studies, Dalhousie University. He was Co-Chair of the WHO Study Group on Interprofessional Education and Collaborative Practice. His is International Advisor to Hospitals Without Boundaries.

John was elected a Fellow of the Canadian Academy of Health Sciences in 2009 and was appointed a Member of the Order of Canada, (Canada's highest civilian award) in July 2011 for his leadership in the development of interprofessional education as a central tenet in team-based collaborative patient-centered practice and care, nationally and globally. He was awarded the Queen's Diamond Jubilee Medal in April 2012.



Anne Godden-Webster

MSc Applied, Interprofessional Experience Coordinator, Faculty of Health Professions, Dalhousie University, Halifax, NS Canada

Anne Godden-Webster has been the Interprofessional Experience Coordinator in the Faculty of Health Professions at Dalhousie University since 2006. A graduate in Speech-Language Pathology from McGill University, she has brought to her role many years of experience in clinical education, simulation, student supervision and preceptor development both at Dalhousie University and the University of Western Ontario. In her current position, her role is to facilitate the development of new opportunities and initiatives to enhance interprofessional education, particularly in the practice setting. Anne works closely with partners in other Faculties, the District Health Authorities and community service agencies. She played a leadership role in the planning of CAB II held in Halifax in 2009.



Regina Holliday

Art Teacher, Artist, Muralist, Patient Rights Arts Advocate, Founder of the Walking Gallery and the Medical Advocacy Mural Project, Washington, DC, USA

Regina Holliday is an artist, speaker and author in Washington DC. She writes about the benefits of health information technology (HIT) and timely data access for patients and families. She painted a series of murals depicting the need for clarity and transparency in medical records. This advocacy mission was inspired by her husband Frederick Allen Holliday II and his struggle to get appropriate care during 11 weeks of continuous hospitalization at 5 facilities. Regina paints and speaks at medical conferences throughout the world. Her work is visual reminder of the patient in the center of any policy debate and technical application. She also began an advocacy movement called “The Walking Gallery.” The Gallery consists of medical providers and advocates who wear patient story paintings on the backs of business suits. Her artwork has been in peer-reviewed journals such as the BMJ and APA journals. She recently wrote a book “The Walking Wall: 73 Cents to the Walking Gallery.

During the conference, Regina will be painting three paintings inspired by the conference. She will explain the paintings in detail during the closing remarks and will present them as prizes for the door prize winners.



Richard D Kivovsky

MA, MD, FAAFP, Physician/Professor/Executive Director, Indiana University School of Medicine/Indiana Area Health Education Center Network, Indianapolis, IN

Dr. Kivovsky is a Professor of Clinical Family Medicine at Indiana University School of Medicine and currently serves as Executive Director, Indiana AHEC Network. Dr. Kivovsky serves as Secretary for the Board of Directors of NAO and consultant to both AHRQ in developing educational training in Preventive medicine and HRSA to promote InterProfessional Education in Academic Health Centers. He is a member of the Medical School’s Admissions Committee, Rural Medical Education Program and IU Curricular Reform Committee on InterProfessional Education.



Larry Leung

BSc (Pharm), RPh, Clinical Pharmacist, Director, Clinicare Pharmacists Inc.; Lecturer, Faculty of Pharmaceutical Sciences, The University of British Columbia, Vancouver, BC, Canada

Larry Leung is a Clinical Pharmacist with a post-graduate residency specializing in community-based practice. He is a founder of the non-dispensing pharmacy organization, Clinicare Pharmacists. Through Clinicare Pharmacists, Larry has successfully implemented clinical pharmacy services into primary care clinics across British Columbia in collaboration with other healthcare professionals. He also has experience in Aboriginal Health, working with Home and Community Care in improving patient outcomes, providing comprehensive practice support and increasing the accessibility of a Clinical Pharmacist in the community.

Larry is a lecturer with the University of British Columbia teaching in the Faculty of Pharmaceutical Sciences, School of Nursing and Master of Nursing – Nurse Practitioners. He is also the course coordinator and lecturer for Pharmaceutical Care in Aboriginal Health for undergraduate pharmacy students.



Eddy Nason

BSc, MPhil CANTAB, Senior Researcher, Institute on Governance, Toronto, Ontario, Canada

Eddy Nason, Senior Researcher at the IOG and lead on the IOG's Health and Innovation file, has extensive experience in evaluation, impact assessment and ROI analysis. He has provided evaluation and impact analysis across a variety of policy subject areas ranging from biomedical research through to independent living approaches for people with disabilities. Mr. Nason has developed a number of ROI and impact frameworks for healthcare and research. This includes the Canadian Academy of Health Sciences (CAHS) work on research evaluation and return on investment; the Health Education Task Force (FPT Committee on health human resources) ROI framework for interprofessional care and education investments; the HRSDC internal research performance framework; and a ROI analysis of English cardiovascular and mental health research. He has advised government and not-for-profit health research funders in Canada, England, Ireland, the Netherlands, and Australia. He has advised CIHR on the use of evidence in decision making; the Canadian Federal Intergovernmental Research Group on research evaluation frameworks; the Institute of Health Services and Policy Research on research evaluation; and the Institute of Clinical Evaluative Sciences on impact assessment. Prior to joining the IOG Mr. Nason has worked with Canadian Policy Research Networks, the Canadian Academy of Health Sciences and the RAND Corporation. He is currently a member of the Canadian Evaluation Society; the Canadian Association of Health Services and Policy Researchers; and the scientific advisory committee of the Institute of Clinical Evaluative Sciences.



Ivy Oandasan

MD, CCFP, MHSc, FCFP, Associate Professor & Clinician Investigator, Department of Family & Community Medicine, University of Toronto; Associate Director, Academic Family Medicine, College of Family Physicians of Canada; Academic Family Physician, Toronto Western Family Health Team, Canada

Dr. Oandasan is an academic family physician and associate professor at the University of Toronto who has engaged in clinical practice and health professions education since 1997. Her ongoing hope is to help influence the development of competent and caring healthcare professionals who believe in the practice of interprofessional patient-centred care. Considered an expert in the field of Interprofessional Education (IPE), she grounds her knowledge and practice through her work as a clinician, educator, researcher, and administrator. As the Associate Director, Academic Family Medicine for the College of Family Physicians of Canada she leads the implementation of Triple C, the competency based approach to family medicine post-graduate education. In her roles as an educational researcher, inaugural Director of the Office of IPE at the University of Toronto, project lead for Health Canada's Literature Review and Environmental Scan for Interprofessional Collaborative Patient Centred Practice (2004) and co-lead for Ontario's Interprofessional Care Blueprint for Action (2007), she has influenced the implementation of IPE locally, provincially (Ontario), nationally (Canada) and internationally.



Andrea Pfeifle

Edd, PT, Director, Center for Interprofessional HealthCare Education, Research, and Practice; Assistant Professor, Department of Family and Community Medicine, University of Kentucky, Lexington, KY

Andrea Pfeifle joined the faculty of the College of Medicine in 2005 and has enjoyed her role as Director of the University of Kentucky's Center for Interprofessional HealthCare Education, Research, and Practice since its inception in 2010. Dr. Pfeifle received a Bachelor of Health Sciences degree in Physical Therapy in 1979, a Master's degree in Curriculum & Instruction in 1995, and a Doctorate of Education in 2007 focusing in Instructional Systems Design and Educational Program Evaluation. Dr. Pfeifle has written extensively and presented numerous times in the areas of curriculum development, sustainable models of instructional design and development in medical and health sciences education, and assessment and evaluation of individual student and program level outcomes, particularly during collaborative clinical and other forms of experiential education. Her educational focus right now is on interprofessional education and program evaluation, particularly through the assessment of collaborative learning outcomes.



Sylvestra Ramirez

Doctor of Physical Therapy, Physical Therapy of Milwaukee, LLC; Rosalind Franklin University of Medicine and Science, Milwaukee, WI

Dr. Sylvestra Ramirez has an undergraduate degree from the University of Wisconsin-Madison and a Doctor of Physical Therapy degree from Rosalind Franklin University of Medicine and Science. In addition, she has earned a Master's Degree in Women's Health and certification as an Ergonomics Assessment Specialist- educated on how to identify, prevent, and manage injuries in the work place. As clinic owner of Physical Therapy of Milwaukee, LLC, Dr. Ramirez works closely with referring physicians and assists patients in achieving their rehab goals, while educating them on injury prevention.

Dr. Ramirez remains an active participant of the Milwaukee Hispanic community by volunteering, hosting radio shows in English and Spanish and sharing wellness information via The Milwaukee Spanish Journal. Dr. Ramirez enjoys sharing her passion for physical therapy while promoting injury prevention in the work place via partnerships with local companies. In her spare time you can find her completing triathlons, duathlons and 5k races, all in support of local charities.



Mehrdad Razmpoosh

MD, Cardiac Surgery Resident, Quebec Heart and Lung Institute (IUCPQ); Adjunct Professor, Faculty of Nursing, Laval University, Quebec City, QC

Mehrdad Razmpoosh, presently a cardiac surgery resident, has been involved in collaborative care very early on in his training. Having presented an interest in interprofessional care, he got involved with the Interprofessional Education for Collaborative Patient-Centered Practice (IECPCP) research and development program, funded by Health Canada, at Laval University. Starting out as a student in the primary axis aiming undergraduate pupils, he – thanks to his mentor, moved on to giving seminars on the importance of interprofessional care. He was one the authors who greatly contributed to the publishing of the Laval University IECPCP results in the Journal of Interprofessional Care in 2010. In 2009, he became adjunct professor at the Faculty of Nursing, Laval University, teaching the Interprofessional Care IECPCP class he had benefited from in the beginning.

Mehrdad started his residency in cardiac surgery in 2010, where he continues to advocate collaborative practice in the setting of cardiac diseases. He promotes the importance of the Heart team concept as an interprofessional approach where every health professional contributes actively to the biopsychosocial wellbeing of each patient.



Madeline Schmitt

PhD, RN, FAAN, Professor Emerita, University of Rochester School of Nursing, Rochester, NY, USA

Madeline Schmitt, PhD, RN, FAAN, Professor Emerita, is a nurse-sociologist who, until retirement in 2005, was Professor and Independence Foundation Chair in Nursing and Interprofessional Education at the University of Rochester (NY) School of Nursing. Since the 1970's, she has focused her academic interest on interprofessional collaborative practice models and interprofessional education. She was one of two US members of the WHO Task Force who co-authored the 2010 report, Framework for Action in Interprofessional Education and Collaborative Practice. In 2010-2011, she chaired the expert panel that produced the report Core Competencies for Interprofessional Collaborative Practice for the Interprofessional Education Collaborative (AACN, AACOM, AACP, AAMC, ADEA, ASPH).

She currently represents the American Academy of Nursing at the IOM Forum on Innovations in Health Professions Education. Dr Schmitt is an Editor Emerita of the Journal of Interprofessional Care, and a founding Board Member of the American Interprofessional Health Collaborative. She remains active in consultation, research and publication, as well as limited teaching, with regard to interprofessional issues.



Patti Simpson

M.Ad.Ed., P.Dt., Dietitian, Director, Food and Nutrition Services, Southwest Nova District Health Authority, Yarmouth, NS

Patti has been practicing as a Dietitian for the past 32 years and is currently employed as District Director, Food and Nutrition Services for the South West Nova District Health Authority. In this position, she provides strategic and operational leadership to the district program enabling and supporting the ongoing development and delivery of integrated and responsive service for patient and non-patient food service, clinical nutrition, diabetes care, and shared services to designated continuing care facilities. She was appointed Adjunct Professor, in the Department of Nutrition and Dietetics, Acadia University in November 2009.

Patti serves as a preceptor and mentor for dietetic students as well as other allied health students placed in South West Health. She facilitates and advocates for inter professional learning and ways of practice with students and practitioners.

Patti completed a Master of Adult Education degree from St. Francis Xavier University in 2006 and a Bachelor of Science in Home Economics degree (Food and Nutrition) from Acadia University in 1980 with the completion of a dietetic internship at Royal Jubilee Hospital, Victoria, BC in 1981. She currently is President, Nova Scotia Dietetic Association, the regulatory body for Professional Dietitians and Nutritionists in Nova Scotia.



Sharon R Stewart

Edd, Interim Dean, College of Health Sciences; Professor, Communication Sciences and Disorders, University of Kentucky, Lexington, KY

Sharon Stewart joined the faculty of the College of Health Sciences in 1991. She has served as Associate Dean of Academic Affairs since 2005 and was recently named the Interim Dean of the College of Health Sciences. She received her BA in 1971 and her Master's degree in Audiology and Speech Sciences in 1972, both from Purdue University. In 1986, she came to the University of Kentucky and received her Doctorate of Education, focusing on Special Education Personnel Preparation, Learning and Behavior Disorders. Dr. Stewart's research focus is on child language and literacy. Her educational focus is on literacy assessment and instruction for at-risk children and adolescents; language assessment and intervention for school-age children.



William (Will) Webster

PhD, Professor and Dean, Faculty of Health Professions, Dalhousie University, Halifax, NS

Dr. Will Webster is Dean of the Faculty of Health Professions at Dalhousie University, one of the three health-related Faculties at Dalhousie. It is comprised of 9 Schools which house nearly 20 different professional programs. Previously Will was Professor and Chair of the Department of Psychology at Carleton University in Ottawa, Ontario (1969-1991), Dean of the Faculty of Social Sciences at Brock University in St. Catharines, Ontario, (1991-2002), and Director of the School of Communication Sciences and Disorders at Western University in London, Ontario (2002-2005). His academic work has been in the realm of experimental human neuropsychology, with a particular focus on understanding brain mechanisms underlying stuttering. More recently he has focused his energies on embedding interprofessional education into the curricula of Dalhousie's health programs.

clinical

Advances in Large-Scale Pandemic Flu Simulation: Adapting to What We've Learned in Interprofessional Education & Practice (IPEP)

Andreas A Theodorou, MD, Chief Medical Officer, University of Arizona, Tucson, AZ

Building an Interprofessional Primary Care Graduate Clinical Training Program for Medical Residents, Doctor of Nursing Practice Students and Associated Health Professions: Early Lessons Learned

Anne P Poppe, MN, RN, Nursing, VA Puget Sound Health Care System-Seattle Division, University of Washington, Seattle, WA

Catherine P Kaminetzky, MD, MPH, School of Medicine, VA Puget Sound Health Care System-Seattle Division, University of Washington, Seattle, WA

Joyce E Wipf, MD, School of Medicine, VA Puget Sound Health Care System-Seattle Division, University of Washington, Seattle, WA

Interprofessional Practice in an Acute Care General Medicine and Educational Setting: Utilizing Healthcare Provider Recommendations to Enhance Their Own Collaborative Environment

Dylan Chipperfield, BSc Kinesiology, Manager Live Well Chronic Disease Program, Live Well Chronic Disease Program, University of Saskatchewan, Saskatoon, SK

Student Perceptions of an Interprofessional Experience in a Clinic Setting

Kimberly A Ference, PharmD, Pharmacist, Wilkes University, Wilkes-Barre, PA

Getting Medical Laboratory Science Students into the "Real World" Earlier

Lisa Purdy, MSc, BScMLS, Assistant Professor, University of Alberta, Edmonton, AB

To Yarmouth and Beyond: How Interprofessional Education (IPE) has "Gone Viral" in Nova Scotia

Anne Godden-Webster, MSc Applied, Interprofessional Experience Coordinator, Faculty of Health Professions, Dalhousie University, Halifax, NS

Joanne Newell, MSc Nursing, Dalhousie University and Southwest Nova District Health Authority, Yarmouth, NS

Patti Simpson, M.Ad.Ed., P.Dt., Dietitian, Director, Food and Nutrition Services, Southwest Nova District Health Authority, Yarmouth, NS

An Examination of the Students' Perceptions of Their Role as Future Health Professionals in the Delivery of Health Services to Francophones in Northern Ontario Following an Interprofessional Simulation Activity

Gayle I Carpino, CYW, RSW, MSW, Northern Ontario School of Medicine, Sudbury, ON

Changing Hospital Culture with Schwartz Center Rounds

J Ramita Bonadonna, PhD, RN, Psychiatric Consultation Liaison Nurse, Medical University of South Carolina, Charleston, SC

Antine E Stenbit, MD/PhD, Assistant Professor of Medicine, Department of Medicine, Division of Pulmonary and Critical Care Medical University of South Carolina, Charleston SC

cpd & team

Development, Implementation and Evaluation of a Continuing Education Program Focusing on Patient-Centered Interprofessional Collaboration

Serge Dumont, PhD, Social Worker, School of Social Work, Laval University, Quebec City, QC

Promoting Faculty for New Leadership Roles through an Interprofessional Fellowship

Amy V Blue, PhD, Health Professions Educator, Medical University of South Carolina, Charleston, SC

Mary Mauldin, EdD, Professor, Director, Instructional Technology and Faculty Resources, Medical University of South Carolina, Charleston, SC

Continuing Professional Development: The Key to Interprofessional Practice

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Diane Bridges, MSN, RN, CCM, College of Health Professions, Rosalind Franklin University of Medicine and Science, North Chicago, IL

CONVERGENCE: Development and Implementation of a Simulated Interprofessional Team Meeting with the Coopers

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Kim Hoggatt Krumwiede, MA, Health Care Sciences, Education and Research, UT Southwestern Medical Center, Dallas, TX

The Arthritis Program – Interprofessional Training Program (TAP-ITP): Setting Teams on a Trajectory of Success

Lorna Bain, OT, Occupational Therapy, Southlake Regional Health Centre, Newmarket, ON

IP Connections: An Innovative Way to Link Interprofessional Students while Developing their Teamwork

Carole Orchard, RN, BSN, MEd, EdD, Nurse, Western University, London, Ontario

Mary Beth Bezzina, BScOT, MSc, Faculty Lead, IPHER Office, Western University, London, ON

Enhancing Team Communication Skills - A Recipe for High Performing Teams

Shakaib Rehman, MD, Physician, Professor of Medicine, Medical University of South Carolina, Charleston, SC

A Template for Planning Continuing Interprofessional Education (CIPE) Events

Stacy LovoGrona, Program Director, Continuing Physical Therapy Education, University of Saskatchewan, Saskatoon, SK

curriculum

Building the Bridge of Interprofessional Collaboration Between Physical Therapists and Nursing Students through a Classroom Experience

Kim Levenhagen, DPT, Physical Therapy, St. Louis, MO

Developing Learning Objectives Based on the CIHC National Interprofessional Competency Framework

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Easily Adoptable Interprofessional Error Disclosure Program Results in Benefits for Both Students and Faculty

Carla A Dyer, MD, Associate Professor of Clinical Medicine, University of Missouri School of Medicine, Columbia, MO

Erica Ottis, PharmD, Clinical Assistant Professor, University of Missouri-Kansas City School of Pharmacy, Columbia, MO

Living Health and Wellness: An Introductory Interprofessional Education Experience

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Margaret MacNeill, BSc (SPA), MSc (CD), Speech-Language Pathology, University of Toronto, Toronto, ON

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Conceptualizing and Implementing a New Center for Interprofessional Education at The University of California, San Francisco

Karen Hamblett, Center Manager, UCSF Center for Innovation in Interprofessional Education, San Francisco, CA

Implementation of an Interprofessional Student Interest Group at the Arizona Health Sciences Center (AHSC)

Amanda Condon, BS, Student, Tucson, AZ

Successful Implementation of IPE into Healthcare Education Programs

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Developing Interprofessional Team Communication Learning Materials for an Interprofessional Education (IPE) Event

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evaluation

Measuring Retention and Application of IPE in Clinical Practice

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A Phenomenological Study of an Interprofessional Healthcare Provider Oath

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Sara Brown, MSN, Nursing, Jefferson College of Health Sciences, Roanoke, VA

Judy C Lash, PhD, Psychology, Jefferson College of Health Sciences, Roanoke, VA

A Model for Evaluation of Collaboration through Interprofessional Training Activities

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Context Matters: Development of a Scale to Measure Self-Efficacy toward Interprofessional Competencies (IP)

Lisa M Guirguis, PhD, Pharmacy, University of Alberta, Edmonton, AB

From Logic Model to Clinical Outcomes: Developing Exemplary Interprofessional Collaboration among the Next Generation of Healthcare Practitioners

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Measuring the Intensity of Physiotherapists'

Interprofessional Practices: Adaptation and Validation of an Instrument

Kadija Perreault, Physiotherapist, CIRRIIS/IRDPQ, Quebec, QC

Development of an Observation-based Instrument to Evaluate Interprofessional Collaboration in Interdisciplinary Team Meeting

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Evaluation of an Interprofessional Education Health Promotion Learning Event

Elizabeth Ready, BA, MA, HBA, PhD, Professor, Faculty of Kinesiology & Recreation Man, University of Manitoba, Winnipeg, MB

simulation/technology

An IPE Simulation Capitalizing on Health Informatics Students' Expertise to Evaluate Nursing Students' Electronic Documentation Accuracy

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Lessons Learned from the Journey Towards Interprofessional Education (IPE) Programs and Simulation with a Sociological Focus

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The Use of Electronic Portfolios to Document and Assess Interprofessional Education in Experiential Learning

KarenBeth H Bohan, PharmD, Pharmacy, Wilkes University Nesbitt College of Pharmacy & Nursing, Wilkes-Barre, PA

Use of a Web Based Peer Feedback Tool to Create a Multi-source Assessment of Interprofessional Student Team Performance

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An Interprofessional Interview Experience with a Simulated Patient

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Riding the Tsunami: Meeting the Challenge of Online IPE

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Telecommunication Follow-up with Older Adults as Part of an Interprofessional Falls Prevention Program

Christine Hsieh, MD, Assistant Professor, Jefferson Medical College, Thomas Jefferson University, Philadelphia, PA

simulation/technology

Facilitator-led Versus Self-directed Team Debriefings: A Comparative Analysis from an Interprofessional Simulated Learning Activity

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Technology Supported Interprofessional Education: A Mixed Method Study on Attitudes

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Online, Simulation, or Role-Play Oh My: Identifying Interprofessional Teaching Methodologies Which Fit Your Students' Learning Needs

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Building an IPE Simulation Case: An Innovative International Partnership

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Strengthening IPE and IPC through a Collaborative Approach to Website Renewal - Results of a Needs Assessment

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Poverty Simulation at Universities at Shady Grove Teaches Empathy, Understanding through Interprofessional and Interdisciplinary Role Play

Mary Lang, MBA, College Administrator, Director of Planning, Universities at Shady Grove, Rockville, MD

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clinical

Professionals in Rural Practice: An Interdisciplinary Approach

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Interprofessional Collaboration: Together Moving General Internal Medicine Forward

Linda Ahn, BSc, Registered Dietitian, University Health Network, Toronto Western Hospital, Toronto, ON

Building a Culture of Respectful Interprofessional Clinical Error Communication: Assessment of Disclosure Culture and Self-Efficacy

Molly Courtenay, RN, PhD, Visiting Professor, Betty Irene Moore School of Nursing, UC Davis Health System, Sacramento, CA

Diabetes Teams in a Rural Health Setting, Sun Country Health Region's Model

Kristen R Mitchell, Other (B.Kin), Primary HealthCare Facilitator, Sun Country Health Region, Weyburn, SK

F.A.C.E. (Faculty for Autism Collaboration and Education): An Inter-professional Interactive Practice Model for Working with People with Autism

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Integrating Behavioral Health and Primary Care in a Rural Setting

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Creative Teamwork to Insure Quality in Preventing and Treating Pressure Ulcers

Nathalie Farley, MSc, OT, Occupational Therapy, Professional Practice Leader, Maisonneuve-Rosemont Hospital, Clinical Assistant Professor, Montreal University, Montreal, QC

community/partnership

Street Outreach and Shelter Respite Care Elective for Senior Health Professional Students; An Interprofessional Model for Addressing the Needs of Vulnerable Populations

Michel B Disco, RPh, MBA, Director of Interprofessional Education, Health Sciences Center; Assistant Dean for External Programs, College of Pharmacy, University of New Mexico, Albuquerque, NM

Understanding Interprofessional Collaboration among Canadian Nursing and Human Service Students Working in Interprofessional Teams in an Elementary School in Costa Rica

Janice Elliott, RN, MScN, Coordinator, School of Nursing, Fanshawe College, London, ON

Interprofessional Collaborations Across Interinstitutional Partners: A New Brunswick Initiative

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Interprofessional Ambulatory Care Clerkship Experience: A Medical and Pharmacy Student Collaborative Educational Initiative

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Partnering with Community to Deliver Interprofessional Health Education

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Bridging the Border in Pediatric Emergencies – A Pacific Northwest Collaboration Platform

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Teaching Patient-Centered Interprofessional Collaboration in a Veterans Affairs Primary Care Clinic

Amber K Fisher, PharmD, Clinical Pharmacist, Department of Veterans Affairs, Boise, ID

An Interprofessional Education and Collaboration Matrix: Ensuring Collaborative Activities are Grounded in Theory, Targeted to the Achievement of the Collaborative Competencies, are Measurable, and Contextualized to the Institutional Setting

Barbara Maxwell, DPT, MSc, CertTHE, Physical Therapy, A T Still University, Mesa, AZ

Patients/Service Users Design, Develop and Lead Meaningful Interprofessional Education that Reaches Out to Policy Makers

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community/partnership

Connecting People and Ideas: Transforming Attitudes Toward Interprofessional Education (IPE)

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Understanding Boundaries: Interprofessional Role Perceptions of Clinicians and Preservice Students in Schools and Early Intervention

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Developing an Interprofessional Service Learning Course that Foster Student Leadership in the Community

Veronica Young, PharmD, MPH, Clinical Associate Professor, The University of Texas at Austin College of Pharmacy, San Antonio, TX

Introduction to IPE: A School-Wide Orientation Initiative

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Integrating Interprofessional Education into a Health Hotspot

Pamela L Parsons, PhD, RN, GNP, Assistant Professor, Division of Geriatric Medicine, Department of Internal Medicine, Virginia Commonwealth University, Richmond, VA

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Engagement Studios: Creating a Culture of Action

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Developing a Client-centred Focus in Interprofessional Education

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Developing an Academic/Practice Partnership: Using Quality Improvement and Patient Safety Initiatives to Reveal the Realities of Interprofessional Practice

Jeannie S Garber, Nursing, Jefferson College of Health Sciences, Roanoke, VA

A Collaboration Between the Educators of Social Workers and Journalists: Seeking Inspiration in the Literature of Interprofessional Education

Deborah A Stanfield, BSW, Social Work Educator, Waikato Institute of Technology, Waikato, New Zealand

cpd & evaluation

Faculty Training and Development to Facilitate Collaborative Practice

Tim Wood, MS, PA-C, Physician Assistant, Western University of Health Sciences, Pomona, CA

Facilitator Guide and Training Session to Develop IPE Facilitator Competence

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Interprofessional Rural CPD for Emergency Providers – Development and Delivery of The CARE Course

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Rebecca Lindley, Physician, RCCbc - Rural Coordination Centre of BC, Vancouver, BC

Testing and Interprofessional Collaborative Practice Model to Improve Obesity-related Health Outcomes with a Statewide Consortium

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Brenda Pawl, MSN, FNP-BC, Nursing, Grand Valley State University, Grand Rapids, MI

Outcomes of Wounded Warriors with TBI: Standard of Care Versus Enhanced Care

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Building Collective Impact In Interprofessional Oral Health Education and Practice

Anita D Glick, MSW, President/CEO; Associate Dean/Prof Emerita UCSOM, nccPA Health Foundation, John's Creek, GA

Developing the Skills of Excellent Leaders

Shakaib Rehman, MD, Physician, Professor of Medicine, Medical University of South Carolina, Charleston, SC

How to Achieve an Evolving Continuing Interprofessional Development Module Based on a Competencies Portfolio for Community Social Pediatric Professionals?

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curriculum

Interprofessional Competency Domains in Relation to Medical Students' Perceived Learning Needs

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Interprofessional Care Across the Continuum: A Case Based Learning Strategy to Improve Student Understanding and Attitude

Valerie Gruss, PhD, APN, CNP-BC, Nursing, University of Illinois Chicago, Chicago, IL

Improving Interprofessional Collaboration with a Learner-Developed & Learner-Driven IPE Curriculum

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CONVERGENCE: The Iterative Development and Implementation of a First-year Curriculum for Interprofessional Learning in a Health Science Center

Kim Hoggatt Krumwiede, MA, Associate Professor, UT Southwestern Medical Center, Dallas, TX

Kristine Kamm, PhD, Professor, UT Southwestern Medical Center, Dallas, TX

Interprofessional Socialization Study: How to Develop Dual Professional and Interprofessional Identity

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Interprofessional Experiences in U.S. Physician Assistant Education

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Evolution of an Interprofessional Education Curriculum: From Concept to Emergent Reality

Susan J Wagner, BSc (SPA), MSc(CD), Speech-Language Pathology, University of Toronto, Toronto, ON

Sylvia M Langlois, MSc, Centre Lead Curriculum, Centre for Interprofessional Education, University of Toronto, Toronto, ON

Taking it to the Next Level: Utilizing an Interprofessional Course to Enhance the Teaching of Core Content to Health Professional Students

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Irma S Ruebling, PT, MA, Physical Therapy, Saint Louis University, St. Louis, MO

evaluation

An Examination of Two Interprofessional Student Experiences: Impact on Student Attitudes

Mary L Amundson, MA, Assistant Professor, University of North Dakota School of Medicine and Health Sciences, Grand Forks, ND

The Nebraska Interprofessional Education Attitudes Scale: A New Instrument for Assessing Health Professions Students

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Survey Instrument Development: Students Perceptions Engaging in an Interprofessional Approach to the Critically Ill

Karen Clark, School of Nursing, University of Maryland, Rockville, MD

Evaluation Tools for Interprofessional Team Learning

Deidre Houston-Magee, PhD, Academic Program Evaluator, Aurora, CO

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Measuring Interprofessional Team Performance To Improve the Patient Discharge Process

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Development of Collaborative Behaviors Objective Assessment Tools

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clinical

Interprofessional Clinical Rounding: An Innovative Approach to Clinical Education

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Moving Interprofessional Learning into Fulltime Clinical Experiences for Occupational and Physical Therapy Students

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Educating Students Interprofessionally to Promote Oral Health in Young Children: A Key Collaborative Health Strategy

Susan J Wagner, BSc (SPA), MSc (CD), Speech Language Pathology, University of Toronto, Toronto, ON

Wilderness & Survival Medicine as an Interprofessional Educational Forum

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Punctures and Thresholds: An Exploration of Social Justice and Equity in the Delivery of an Interprofessional Learning Series Guided by the Narratives of Youth

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Touched by an ANGEL: Learning Health Promotion Interprofessionally

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Finding a Voice in the Traditional Health Care System: A Transformative Social Work Process

Rebecca M Moore, PhD, LMSW, Mid-Tennessee Collaborative Master of Social Work Program, Nashville, TN
Heather A Davidson, PhD, Office of Teaching and Learning in Medicine, Vanderbilt University, Nashville, TN

Communication Matters in IPP

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clinical

The Healthcare Traveling Roadshow: An Interprofessional Initiative to Recruit Students for Careers in Rural Healthcare

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Interprofessional Interactions of Practicing Veterinarians

Laura Molgaard, DVM, Veterinary Medicine, University of Minnesota, St. Paul, MN

Spirituality: An Integral Component of Interprofessional Practice and Transformation in Health

Heather Marie Boynton, HBPE, HBSW, MSW, PhD Candidate, Social Work/Interprofessional Education Coordinator, Children's Centre Thunder Bay, Faculty of Health and Behavioural Sciences, Lakehead University, Thunder Bay, ON

Justine Bertrand, OT Reg. (Ont.), BHKin, Interprofessional Program Lead - West Campus, Northern Ontario School of Medicine, Thunder Bay, ON

"The Full Meal Deal"- Interprofessional Collaboration to Improve Client Centered Care

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The Geriatrics Champions Program: Making IPE Work at an Academic Medical Center!

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Inter-professional Collaboration Leading the Way to in Restraint Prevention

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Interprofessional Shared Leadership Paves Road to Innovative Oral Health Care Model for Youth with Type 2 Diabetes

Laura MacDonald, DipDH, BScD(DH), MEd, Dental Hygiene, School of Dental Hygiene, Faculty of Dentistry, University of Manitoba, Winnipeg, MB

curriculum

Exploring the Benefits of Including Social Work in Interprofessional Healthcare Education: Lessons from the University of Kentucky IPE Experience

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Building Interprofessional Activities into Existing Curriculum

Jane G Anderson, Nursing, Medical University of South Carolina, Charleston, SC

From Education to Practice: The Natural Expansion of an Interprofessional Education Curriculum

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The Five-year Development of a Required 6-module, Interprofessional Team Seminar that Integrates Students from Seven Health Professions at Saint Louis University

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Getting from 'They' to 'We': Mediating Understanding of Interprofessional Collaboration

Erin C Wilson, MScN, NP(F), Family Nurse Practitioner, Prince George, BC

Incorporation of IPE in the PharmD Curriculum

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curriculum

Embedding IPE into all Health Professional Programs at Western University: An Innovative, Low Cost, Flexible Solution

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Development of an Interprofessional Education & Practice Longitudinal Curriculum: Program Element Pilots

Andreas A Theodorou, MD, Chief Medical Officer, University of Arizona, Tuscon, AZ

Passion, Persistence and Listening: How Students and Faculty Worked Collaboratively to Redesign an Interprofessional Curriculum

Jeannie S Garber, DNP, RN, NEA-BC, Nursing, Jefferson College of Health Sciences, Virginia Tech Carilion School of Medicine, Roanoke, VA

The West Michigan Interprofessional Education Initiative – an Interactive Workshop

Jean Nagelkerk, PhD, FN, Vice Provost for Health, Nursing, Grand Valley State University, Grand Rapids, MI

Brenda Pawl, MSN, FNP-BC, Nursing, Grand Valley State University, Grand Rapids, MI

IPE Symposium: Handling Challenging Situations, Better Communication and Care

Audrey I Zapletal, School of Health Professions, Dept. of OT, Thomas Jefferson University, Philadelphia, PA

Health Policy for U.S. and Canadian Health Professionals: A Novel IPE Curriculum

Douglas Miller, MD, Dean, Faculty of Medicine & Dentistry, University of Alberta, Edmonton, AB

“Difficult Encounters”: How to Deal with Them?

Shakaib Rehman, MD, Physician, Professor of Medicine, Medical University of South Carolina, Charleston, SC

What Can We Do to Create an Excellent Learning Environment?

Shakaib Rehman, MD, Physician, Professor of Medicine, Medical University of South Carolina, Charleston, SC

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IPE-Message-Enhancement Method for Health Professions Curricular Improvement

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Lighting the Path: The Design and Implementation of an IPE Core Competency-Based Pre-professional Curriculum in a BS in Health Science Program

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IPE Debriefing Workshop

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Interprofessional Healthcare Education & Theatre: A Transformative Approach

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Convening Stakeholders: Building Buy-in and Incentivizing Collaboration

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Collaborative Leadership for Health System Change to Globally Transform Education and Health

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What's Good for the Goose is Good for the Gander ... Using an Interprofessional Leadership Approach to Develop a University IPE Curriculum

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curriculum/evaluation

Interprofessional Education Made Easy: Integrating Interprofessional Learning Resources into your Teaching

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Five Dysfunctions of an Interprofessional Faculty: Challenges of Implementing Interprofessional Education

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Knowledge To Action in IECPCP: Global Research Interprofessional Network (GRIN)

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Strategic Planning for Interprofessional Education and Collaboration -Integrating Best Practice Evidence, Institutional Mission and Values, and the Collaborative Competencies

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Effect of an Interprofessional Quality Improvement Project on Interprofessional Competency

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Preparing Students to be Collaboration-Ready: Putting Team Theory and Skills in Action in an Early Interprofessional Course

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