

WHERE'S THE PATIENT'S VOICE IN HEALTH PROFESSIONAL EDUCATION?

CONFERENCE PROGRAM

Thursday November 3

8 am: Registration and coffee

8.15 - 9: (Ballroom) Conference welcome: John Gilbert (TBC)

Opening remarks by members of the Task Force – purpose and format of conference;
Active listening: Beth Lown and Meg Gaines

9-10.30: (Ballroom) Student panel presentation: State of the union: Where is the patient's voice in health professions education: a learner's perspective.

Nicole Fernandes, Pam Hirakata, Wesley Jang, Rita Lung, Lucinda McQuarrie, Carolyn Saunders & Teresa Wood

Chair: Lesley Bainbridge

10.30 – 11: Coffee break

11 – 12: Parallel plenary presentations: Models of Patient Involvement in Health Professional Education

Session 1.1.1 (Nelson / Denman): Chair: Bill Godolphin

[1.1.1.1] **Clients as Partners in Curriculum Planning and Delivery**

Sandra Hobson, Debbie Rea* Thelma Sumsion, * Consumer Representative to the Curriculum Committee, School of Occupational Therapy, The University of Western Ontario, London, Ontario, Canada.

[1.1.1.2] **An action research approach to developing user involvement in a university faculty of health (the Comensus project)**

Lidia Koloczec, Lisa Shoja, David Liberato, Nat Solanki, Mick McKeown, Soo Downe, Comensus Project, Faculty of Health, University of Central Lancashire, Preston UK

Session 2 (Comox): Chair: Wayne Weston

[1.1.2.1] **Whose Voice Is It Anyway? Embedding the Patient Voice in the Simulated and Standardised Patient**

Penny Morris, Andrea Armitage, Julie Symons, Jackie Reed, Ernie Dalton, Delia Muir, Sue Power, Sue Kilminster, Trudie Roberts, Medical Education Unit, University of Leeds, UK

[1.1.2.2] **Listening To Women's Voices: Deepening Our Understanding Of Family-centred Care and Cultural Diversity**

Lori Robson, Claire MacDonald, Nancy Watts, Val Rousom, Elaine Pollett, London Health Sciences Centre, London, Ontario, Canada

12 -13.30: Lunch & Poster Sessions (Barclay / Gilford)

13.30 – 15.30: Concurrent sessions - I

Concurrent Session 1.2.1 (Nelson): Learning for Service Improvement (using patient feedback)

Chair: Angela Towle

[1.2.1.1] **Patients are Teachers (With a Little Help From Their Friends)**

Laura Vercler & Robert J. Wolosin, Press Ganey Associates, Inc., South Bend, IN, USA

[1.2.1.2] Use of Feedback from Patient Questionnaires to Develop and Assess Patient-centred Medical Professionalism

Alison Chisholm, Picker Institute Europe, Oxford, UK

[1.2.1.3] Informing the Profession with a Systematic Approach to Capturing and Applying Individual Patient Values

Duane Steward, Medical informatics Consultant, Orlando, FL, USA

[1.2.1.4] Beyond the Tick Box: Developing the Patient Voice in Learning for Service Improvement in the NHS in the UK

Fiona O'Neill, Julie Symons, Andrea Armitage, Rob Lane, Shelley Fielden, Ernie Dalton, Penny Morris, Sue Power, School of Health, University of Leeds, UK

Concurrent Session 1.2.2 (Denman): The Trained Patient

Chair: Lesley Bainbridge

[1.2.2.1] Where is the Patient in the Standardized Patient?

Nancy McNaughton & Brian Hodges, Standardized Patient Program, Wilson Centre for Research in Education, Faculty of Medicine, University of Toronto, Ontario, Canada

[1.2.2.2] The Implementation of Patient Centered Care (PCC) Using Standardized Patients (SPS) In Continuing Education

Silvi Groe, Jeanne Elgie-Watson, Brenda Ridley, University Health Network, Toronto, Ontario, Canada

[1.2.2.3] What Makes a Good Doctor? Who Knows? Who Decides?

Kathryn Robertson, Shaun Ewen, Ruth McNair, Jane Gunn, Department of General Practice, University of Melbourne, Australia

[1.2.2.4] Intimate Encounters: Teaching Pelvic Exams

Lenore Riddell, Clinical Nurse Specialist, BC Women's Hospital and Health Centre, Vancouver, BC, Canada

Concurrent Session 1.2.3 (Comox): Student Experiences

Chair: Cathy Kline

[1.2.3.1] Creative/Artistic Education and Communication Techniques: A Path Towards Authentic Knowledge of Patient's In Mental Health Facilities

Gillian May, Faculty of Nursing, Centre for Addiction and Mental Health, Toronto, Ontario, Canada

[1.2.3.2] Being Treated for "Free" – Should I Expect Less?

Minha Rajput, S Ray, K Garvie, A Angus, B Rajput, Final Year Medical Student, Ninewells Hospital & Medical School, Dundee, UK

[1.2.3.3] Understanding Lived Experience of Health and Illness: Student Perspectives From Innovative Clinical Placements

Sheryl Reimer Kirkham, Lynn Van Hofwegen, Catherine Hoe Harwood, Landa Terblanche, Rick Sawatzky, Nursing, Trinity Western University, Langley, BC, Canada

[1.2.3.4] Perception Versus Reality: Students' Awareness Of the Patient Experience

Jennifer Vassie, David Fox, Glenn Trainor, Kate Wilkinson, Peter MacCallum Cancer Centre, Melbourne, Victoria, Australia.

Concurrent Session 1.2.4 (Beach): Models of Community Involvement

Chair: Christine Farrell

[1.2.4.1] Local Realities of National Requirements: Involving Service Users in UK Social Work Education

Patricia Taylor & Jane Dalrymple, Faculty of Health and Social Care, University of the West of England, Bristol, UK

[1.2.4.2] Transforming Listening Into Action

Margaret Gallagher, Elizabeth Bond, Christine Craik, Sandra Naylor, Occupational Therapy, & Physiotherapy, Brunel University, London, UK

[1.2.4.3] Using Public Consultation to Develop Curriculum Learning Outcomes for Disability Equality Teaching in Healthcare

Paul Bradley, Margaret Byron, Caro Howell, Shekar Bheenuck, Louise Jones, Claire Wickham, University of Bristol Centre for Medical Education, Bristol, UK

[1.2.4.4] Learning Lessons From Involving Patients In Research – The Folk.us Experience Rachel Purtell & Katrina Wyatt, Folk.us, University of Exeter & Peninsula Medical School, Exeter, UK

Workshops

[1.2.W1] (Cardero): Proactive and Powerful - Working to Maximize Our Collective Potential

Pamela West & Sandi Pniauskas, Oncology and Supportive Care, Rouge Valley Centenary Health System, Toronto, & Ovarian Cancer Patient/Advocate, Whitby, ON, Canada

[1.2.W2] (Bayside): A Council of Elders: Creating a Culture of Care

Arlene M Katz, Dept. of Social Medicine, Harvard Medical School, Cambridge, MA, USA

[1.2.W3] (Parkside): Health Care From the Other Side: One Patient's Perspective

Susan R. Harris, School of Rehabilitation Sciences, Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada

[1.2.W4] (Mountain): Patient Narrative as a Tool to Developing Compassion

Mary Kraft & Patricia Abreu, Department of Anesthesia and Critical Care Massachusetts General Hospital, Boston, & Patient/Concert Pianist, Somerville, MA, USA

[1.2.W5] (Pacific): What We Have Learned Is What We Teach – Making The Connection

Betty Sinclair, Director Support & Education, Alzheimer Society of BC, Vancouver, Canada.

15.30 – 16.00: Coffee break

16.00 – 18.00: Concurrent sessions - II

Concurrent Session 1.3.1 (Nelson): Learning for Service Improvement

Chair: Angela Towle

[1.3.1.1] The Implementation of a Bill of Client Rights

Jane Paterson & Jennifer Chambers, Centre for Addiction and Mental Health, Toronto, Ontario, Canada

[1.3.1.2] Building in Patient's Voice in Daily Practice: Springboard To Improving Practice Outcomes and Accountability In Nursing Staff

Rosanna DiNunzio, Centre for Addiction and Mental Health, Toronto, ON, Canada

[1.3.1.3] An Interdisciplinary Approach to Improve Health Literacy in the Rural Elderly

Jan Peeler, Susan Jones, Serena Merry Britt, Marilyn Gardner, Health Enhancement for the Rural Elderly (HERE) Project, Western Kentucky University, Bowling Green, KY, USA

[1.3.1.4] Patient Empowerment Through e-Health Approaches - an Empirical Analysis of Barriers and Drivers

Karl A. Stroetmann, Kevin Cullen, Tobias Huesing, Veli N. Stroetmann, Empirica Institute for Communications & Technology Research, Bonn, Germany

Concurrent Session 1.3.2 (Denman): Patient Empowerment

Chair: Meg Gaines

[1.3.2.1] Empowerment as Treatment and the Role of Health Professionals

Penny Powers, School of Nursing, Thompson Rivers University, Kamloops, B.C., Canada

[1.3.2.2] Education for Empowerment of Breast Cancer Survivors: Ensuring a Voice

Scott Secord, Audrey Friedman, Joyce Nyhof-Young, David Wiljer, Pamela Catton
University of Toronto University Health Network, Princess Margaret Hospital Toronto, ON,
Canada

[1.3.2.3] Preoperative Education: Maximizing the Learning Potential

Nicola J Spalding

Occupational Therapy, University of East Anglia School of Allied Health Professions,
Norwich, UK

[1.3.2.4] Patient Education Prescriptions: Tailored Health Information, Cultural Translations, and Community Learning Networks

Robert Luke, David Wiljer, Lynda Atack

Princess Margaret Hospital, Toronto, ON, Canada

Concurrent Session 1.3.3 (Comox): Evaluation of Impact

Chair: Wayne Weston

[1.3.3.1] Patient Participation and the Use Of Multiple Methods To Research and Teach Student Nurses: Results From an Exploratory Study.

Aled Jones, School of Health Science, Swansea University, UK.

[1.3.3.2] Teaching Partnerships: Using the Ages and Stages Questionnaire to Validate Parents Knowledge

Pam A Nicol, School of Paediatrics and Child Health, University of Western Australia, Perth, Australia

[1.3.3.3] A Collaborative Approach To Learning Shared Decision-Making

Beth A. Lown & Janice L Hanson, Harvard Medical School, Boston, MA, & Uniformed Services University of the Health Sciences, Bethesda, MD, USA

[1.3.3.4] Service User Involvement In Postgraduate Mental Health Education

Richard Khoo & Andy McVicar, Institute of Health and Social Studies, Anglia Polytechnic University, Chelmsford, UK

Concurrent Session 1.3.4 (Beach): Discussion Topics

Chair: Bill Godolphin

[1.3.4.1] The Case Of the Missing Letter In IECPCP

Yhetta Gold & John Gilbert

Health Canada, Office of Nursing Policy, Ottawa, Ontario, Canada

[1.3.4.2] Education For Partnership: How Can Doctors Learn To Engage Patients?

Alison Chisholm

Picker Institute Europe, Oxford, UK

[1.3.4.3] Enhancing Ethical Practice In Prenatal Screening: An Educational Imperative

Eleanor Milligan

Centre for Social Change Research, Queensland University of Technology, Brisbane, QLD, Australia

[1.3.4.4] The Knowledge Economy and Health Care: A Usurping Of the Patient's Voice?

Florence Myrick, Deborah Tamlyn

Faculty of Nursing, University of Alberta, Edmonton, Alberta, & Canadian Nurses Association, Halifax, NS, Canada

Workshops

[1.3.W1] (Cardero): The Comensus Project: Community Engagement and Service User Support

Lisa Shoja, Lidia Koloczec, David Liberato, Nat Solanki, Mick McKeown, Comensus Project, Faculty of Health, University of Central Lancashire, Preston, UK

[1.3.W2] (Bayside): Empowering Educators and End-Users: The Use Of PAR (Participatory Action Research) To Foster Collaborative Health Education and Research with Six First Nations Communities

Verle Harrop, Sharon Mah, Angela Nash, Jennifer Sterling Pierre, National Research Council of Canada, St John, New Brunswick; Communication Studies, University of Calgary; Community Researcher, St Mary's Band, Cranbrook, BC; Community Researcher, St Mary's First Nation, Fredericton. NB. Canada.

[1.3.W3] (Parkside): How Can I Help You Today? Learning From Expert Patient Teachers

Andrea Armitage & Julie Symons, Medical Education Unit, University of Leeds, UK
Additional presenters: David Blythe (T.B.C.), Expert Patient, Patients as Teachers Group, Leeds & Coordinator, Arthritis Care, Yorkshire; Gill Bowskill (T.B.C.) Expert Patient, Patients as Teachers Group, Leeds; Kay Henderson (T.B.C), Expert Patient, Patients as Teachers Group, Leeds; Miss Shelley Fielden, Medical Education Unit, University of Leeds; Sam Samociuk, School of Healthcare, University of Leeds; Fiona O'Neill, Programme Associate, Centre for Development of Health Policy & Practice, School of Health, University of Leeds; Penny Morris, Medical Education Unit, University of Leeds, UK

[1.3.W4] (Mountain): Difficult Discussions in the Neonatal Intensive Care

Dorotha Graham Cicchinelli & Mary Cohen

Colorado Pregnancy & Newborn Loss Services and University of Colorado School of Medicine, Denver, USA

[1.3.W5] (Pacific): Optimising the Contribution that Patients Can Make as Teachers of Health Professionals

Ruth Chambers & Sara Buckley

Faculty of Health & Sciences, Staffordshire University, Stoke-on-Trent, UK

Friday November 4

8-8.15: Registration and coffee

8.15 -8.45 (Ballroom): Summary of Thursday's Conference Proceedings (Task Force)

9 – 10.30: Parallel plenary presentations: Patients as educators

Session 2.1.1 (Nelson): Chair: Wayne Weston

[2.1.1.1] **People With HIV as Educators of Health Professionals**

Patricia Solomon, Deborah Stinson, Dale Guenter, Faculty of Health Sciences, McMaster University & The AIDS Network, Hamilton, Ontario, Canada

[2.1.1.2] **Talking Cancer: Involving Patients and Carers In a Pre-registration Nurse Education Programme**

Alison C Clark, Nottingham School of Nursing, University of Nottingham, UK

[2.1.1.3] **Joint Learning: Musculoskeletal Education Through Patient Partners**

Anne Lyddiatt, Mary J. Bell, Isabelle Simoneau, Patient Partners in Arthritis, Ingersoll, ON, Canada

Session 2.1.2 (Denman): Chair: Meg Gaines

[2.1.2.1] **Teaching With Parents and Patients In Medical School**

Janice L. Hanson, Carolyn Jordan-Alexander, Virginia Randall, Departments of Pediatrics and Family Medicine Uniformed Services University of the Health Sciences, Bethesda, MD, USA

[2.1.2.2] **Patients and Families Assessing Medical Students' Communication**

Kathy Zoppi, Beth A. Lown, Elizabeth Rider, Peg Hinrichs, Indiana University School of Medicine, Indianapolis, IN, USA & Harvard Medical School, Cambridge, MA, USA

[2.1.2.3] **Students Experience Of a Patient As the Teacher**

Annabel Kier & M. Webster, Welsh Institute of Chiropractic, University of Glamorgan, Pontypridd, UK

Session 2.1.3 (Comox): Chair: Penny Morris

[2.1.3.1] **Every Voice Counts: A Model for Meeting Educational Needs Through Matching Patients and Health Professional Students**

Cheryl Descent, Deborah Docherty, Lee Fisher Goodchild, Queen's University Glaxo Wellcome Clinical Education Centre, Kingston, Ontario, Canada

[2.1.3.2] **Increasing the Patient's Voice in Medical Education: The Development of a Patient Educator Programme in a UK Medical School**

Elaine Gill, Katrina Ramsay, James Hollands, John Rees, Guy's, King's & St.Thomas' Medical School, King's College, London. UK

[2.1.3.3] **Exploring the Challenges and Benefits of Nurse Educator / Patient Educator Collaboration in Mental Health Nursing Education**

Lorna Bennett, School of Nursing, Memorial University of Newfoundland, St. John's, NL, Canada

10.30 – 11.00: Coffee break

11-12: Poster sessions (Barclay / Gilford) and networking rooms (optional)

12-13.00: Lunch

13.00 – 15.00: Concurrent sessions – III

Concurrent Session 2.2.1 (Nelson): Learning for Service Improvement

Chair: Christine Farrell

[2.2.1.1] Service Users As Teachers Of Health Professionals – A Conceptual Framework

Pennie Roberts, Department of Physiotherapy, Manchester Metropolitan University, Manchester, UK

[2.2.1.2] Dylan's Gift: Teaching a Hospital To Care

Beth Seyda, Compassionate Passages, Inc. Chapel Hill, NC, USA

[2.2.1.3] Stories from the Heart: Using Life Review to Elicit Narratives of Illness and Recovery in Women Following Myocardial Infarction

Michele J Bowers & Sally Halliday, Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada

[2.2.1.4] Integrating the Voice Of Patients / Survivors / Families In the Cancer System

Emmie Luther-Hiltz, Cancer Patient Family Network Coordinator, Cancer Care Nova Scotia, Halifax, NS, Canada

Concurrent Session 2.2.2 (Denman): Patients as Teachers

Chair: Beth Lown

[2.2.2.1] Introducing the Voice Of the Older Person Into Health Professional Education

Catherine Monaghan, School of Nursing & Midwifery, Queen's University of Belfast, Northern Ireland, UK

[2.2.2.2] Enhancing Undergraduate Nursing Education: The Patient and the Family

Judy Seccombe, Universal College of Learning, School of Nursing, Palmerston North, New Zealand

[2.2.2.3] Project DOCC - Delivery Of Chronic Care: Family As Faculty In Medical Education

Maggie Hoffman, Donna Appell, Project DOCC, New York, NY, USA

[2.2.2.4] Counseling Practicum: Patient's Stories in Family Medicine

Kathy Zoppi, Scott Renshaw, Mary Dankoski, Shobha Pais, Dustin Wright, Indiana University School of Medicine, Indianapolis, IN, US

Concurrent Session 2.2.3 (Comox): Patient Narratives

Chair: Cathy Kline

[2.2.3.1] Incorporating Patient Narratives in an Interdisciplinary Course

Wendy Hall & Marion Clauson, School of Nursing, University of British Columbia, Vancouver, Canada

[2.2.3.2] One Patient's Narrative: The Health Care Professional As Patient - A Different Perspective

Deborah Docherty, Social Worker & Patient Volunteer, Queen's University, Kingston, Ontario, Canada

[2.2.3.3] Alzheimer's Narratives: Voicing the Experience of Patients and Caregivers

David H. Flood & Rhonda L Soricelli, Drexel University, Philadelphia, PA, USA

[2.2.3.4] Slow Motion Ethics: Viewing Professional-Patient/Family Encounters From the Patient/Family Perspective

Daryl Pullman, Faculty of Medicine, Memorial University of Newfoundland, St. John's, NL, Canada

Concurrent Session 2.2.4 (Beach): Curriculum Development

Chair: Angela Towle

[2.2.4.1] Working Together - Educationalists and Service Users Translating Rhetoric Into Reality

Anne Fothergill & Victoria Jones, Linda Evans, School of Care Sciences, University of Glamorgan, Pontypridd, UK

[2.2.4.2] **Patient and Public Involvement in the Development and Delivery Of Pre-Registration Occupational and Physiotherapy Education Programmes**

Elizabeth Bond, Margaret Gallagher, Christine Craik, Sandra Naylor, Occupational Therapy, & Physiotherapy, Brunel University, London, UK

[2.2.4.3] **Child and Parent Voices in Developing Future Nursing Curricular**

Angela Chakrabarti & Brenda Roberts, Faculty of Health Edge Hill, Lancaster University, Liverpool, UK

[2.2.4.4] **Learning From Our Patients and Families, Teaching To Our Students**

Helen Frederickson & Sandra Devlin-Cop, Faculty of Nursing, University of Toronto, Ontario, Canada

Workshops

[2.2.W1] (Cardero): **Assessment Techniques for Measuring Skills And Attitudes Towards Disabled People**

Paul Bradley & Margaret Byron, University of Bristol Centre for Medical Education, Bristol, UK

[2.2.W2] (Bayside): **Working Together: Patient, Community and University Reflections on Personal and Professional Development**

Andrea Armitage & Julie Symons, Medical Education Unit, University of Leeds, UK

Additional presenters: Chris Essen, Service User & Carer Involvement Development Worker, School of Healthcare Studies, University of Leeds; Shelley Fielden, Coordinator for Communication Skills, Medical Education Unit, University of Leeds; Penny Morris, Medical Education Unit, University of Leeds, Sam Samociuk, School of Healthcare Studies, University of Leeds; Fiona O'Neill, Centre for Development of Health Policy & Practice, University of Leeds; Rob Lane, Medical Education Unit, University of Leeds, UK

[2.2.W3] (Parkside): **Building a Foundation for Community Engagement In the Faculty Of Medicine at the University Of British Columbia**

Vince Verlaan, Peter Granger, Patricia Boston, Evan Adams, Betty Calam, Andrew Morgan, Leah Walker, Kendall Ho, Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada

[2.2.W4] (Mountain): **Learning from the Patient's Voice; Involving Patients as Co-Researchers with Health Professionals**

Elizabeth Boath & Ruth Chambers

Faculty of Health & Sciences, Staffordshire University, Stoke-on-Trent, UK

[2.2.W5] (Pacific): **Bull's Eye-- The Patient's Voice at Front and Center: Educating for Advocacy at Sarah Lawrence College**

Rachel Grob & Marsha Hurst, Health Advocacy Program, Sarah Lawrence College, Bronxville, USA

15.00 – 15.30: Coffee break

15.30 – 17.30: Concurrent Sessions - IV

Concurrent Session 2.3.1 (Nelson): Educational Models

Chair: Bill Godolphin

[2.3.1.1] **Empowering Patients with Information: Educating Students to Find Appropriate Information of High Quality and Share it with Patients** Jim Henderson, Health Sciences Library, McGill University, Montreal, QC, Canada

[2.3.1.2] **Virtual Reflections: Online Blogs and Self Help Groups Addressing Mental and Physical Disorders**

Joanne Levine, School of Social Work, Wichita State University, Wichita, KS, USA.

[2.3.1.3] **e-Health Promotion Programs: Empowering Underserved Consumers to Make Decisions About Their Health**

Kevin J. Lyons, Kathleen Swenson-Miller, Diane Cornman-Levy, Journey Home, Center for Collaborative Research, Jefferson College of Health Professions, Philadelphia, PA, USA.

[2.3.1.4] **Involving Patients In Online Learning**

Kieran Walsh, Luisa Dillner, BMJ Learning, BMJ Knowledge, BMJ Publishing Group, London UK

Concurrent Session 2.3.2 (Denman): Educational Potential of the Expert Patient

Chair: Lesley Bainbridge

[2.3.2.1] **Expert Patients and Their Experience of Health Services**

Claire Gately, NPCRDC, University of Manchester, UK

[2.3.2.2] **The Chronic Disease Self-Management Program**

Patrick McGowan, Centre on Aging, University of Victoria, BC, Canada

[2.3.2.3] **What Motivates Heart Disease Patients for Physical Activity and Training?**

Liv Bjerknes, Faculty of Health and Social Sciences, Bergen University College, Bergen, Norway

Concurrent Session 2.3.3 (Comox): Patient experiences

Chair: Susan Harris

[2.3.3.1] **Radiation Therapy From the Inside Out**

Fiona Mitchell, Ann McCutcheon (Patient), Radiation Therapist, BC Cancer Agency, Vancouver, BC, Canada

[2.3.3.2] **Listening To the Voices: A Parents Perspective**

Linda Sullivan, Florida State University, Tallahassee, FL, USA.

[2.3.3.3] **The Question Was: Could I Find a Way to Live With AIDS?**

Jacob Peters, AIDS Activist, Toronto, ON, Canada

[2.3.3.4] **The Patient Voice Project: Teaching Creative Writing To the Chronically-III**

Austin Bunn, Patient Voice Project, University of Iowa, Iowa City, IA, USA

[2.3.W2] (Beach): **Advocacy as Alchemy: Empowering Patient Experience For Teaching and Service**

Martha E. Gaines, University of Wisconsin, Schools of Law, Medicine and Nursing The Center for Patient Partnerships, Madison, WI, USA

[2.3.W2] (Cardero): **Lights, Camera, and Action – Strengthening the Consumer/Survivor Voice**

Shawn Lauzon, Ontario Peer Development Initiative, Toronto, ON, Canada.

[2.3.W3] (Bayside): **Action Replay: Enhancing the Patient's Voice in Health Professional Education**

Diana Kelly & Geoff Wykurz

Guy's, King's & St. Thomas' School of Medicine Division of Medical Education & University of Westminster School of Integrated Health, London, UK

[2.3.W4] (Parkside): **Narrative Analysis – A Qualitative Research Methodology**

Gretchen Zunkel

Center for Spirituality and Healing & School of Nursing, University of Minnesota,
Minneapolis, USA

[2.3.W5] (Mountain): **Ending the Journey - Talking With the Elders**
Randi Gage, End of Life/Palliative Care Specialist, Winnipeg, Manitoba, Canada

[2.3.W6] (Pacific): **The Silent Voice of Mr. George**
Penny Cash, Donna Kurtz, Susan Van Den Tillaart, Fay Karp, Joan Bassett-Smith
School of Nursing, University of British Columbia – Okanagan, Kelowna, BC, Canada

Saturday November 5

8-8.15: Registration and coffee

8.15 -8.45 (Ballroom): Summary of Friday's Conference Proceedings (Task Force)

9 – 11.00: Facilitated working groups to develop conference reports

The following conference reports are anticipated:

1. Conference statement
2. Good practice guidelines
3. Agenda setting
4. Press release

Conference participants will be able to sign up for working groups the previous day. Possible working groups might include:

1. Policy development
2. Practice manual and examples
3. Dissemination plan
4. Agenda setting: education, research, development
5. Maintaining momentum: future networking

11.30 – 12.30 (Ballroom): Report back from groups

12.30 – 1.00: Closing presentations: conference outcomes and future directions

1.30 – 3.30: Task Force meeting to work on conference documents [closed]