

CABVIII PROGRAM HANDBOOK

COLLABORATING ACROSS BORDERS VIII CONFERENCE

Hope and Trust in Health and
Social Care

Virtual Conference May 15 - 18, 2023

<http://www.collaboratingacrossborders.com>

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General Information

About Collaborating Across Borders

Collaborating Across Borders (CAB) is the premier North American conference focused on interprofessional education and collaborative healthcare. The CAB Conference was first launched in 2007 as a venue where educators, clinicians, researchers, policy makers, patients/family partners, and students from both sides of the Canada-US border could engage in rich productive dialogue. The conference has expanded to a global audience in the last 15 years.

The eighth Collaborating Across Borders (CAB VIII) conference will be held virtually from May 15-18, 2023. CABVIII is hosted by the University of Toronto's Centre for Advancing Collaborative Healthcare and Education (CACHE) in collaboration with the Canadian Interprofessional Health Collaborative (CIHC) and the American Interprofessional Health Collaborative (AIHC). The theme of the conference is Hope and Trust in Health and Social Care. CAB VIII continues the tradition of focusing on advances in interprofessional practice and education, research, and innovation, and policy, systems, and leadership with a newly added Colloque Francophone.

The event, sponsored every two years by the American Interprofessional Health Collaborative (AIHC) and the Canadian Interprofessional Health Collaborative (CIHC), links Canada and the United States around the key themes of interprofessional education and practice, and collaboration with an academic organization.

Vision

Hope and Trust in Health and Social Care.

The pandemic solidified the place of trusting relationships in the very fabric of society. At a prior CAB, psychological safety was highlighted as key to successful teamwork, and now more than ever we know that trust is vital to the relationship between care institutions and communities. Many of the challenges we face in health and social care hinge on building and maintaining strong collaborations founded on trusting relationships.

Meanwhile, we have also experienced exhaustion as a collective; healthcare teams have been depleted by the many challenges of the past three years. Yet there is reason to hope. And hope is needed as we work together to build the systems and societies we envision.

With our theme this year, we propose that collaboration is a way back to hope and trust.

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As a CAB community, we will listen deeply to diverse perspectives, and engage actively in dialogue toward change and growth. Interprofessional education (IPE) and collaborative healthcare as a field has been ever conscious of power and hierarchy and mindful of continually striving toward collaborative and inclusive processes, structures, and systems.

Our field has come so far and our work is more urgent and promising than ever. Join us, add your voice, and help shift and shape the future of health and social care, for a hopeful future.

Target Audience

This conference will be particularly relevant to health and social care providers, educators, researchers, health/education policy and decision makers, patients/family partners, caregivers, students, and all individuals who share an interest in advancing the integration, inclusion, and impact of interprofessional education and collaborative healthcare.

Learning Objectives

By the end of this learning event, participants will be able to:

1. Connect with diverse participants from across the continuum of health and social care, research and education with a passion for interprofessional education (IPE) and collaborative healthcare;
2. Learn first-hand the current state of the field of IPE and collaborative healthcare;
3. Share theory-based best practices, evidence-based approaches and their outcomes, and lessons learned in relation to IPE and collaborative healthcare;
4. Gain knowledge, networks, and skills across the continuum of IPE or program development;
5. Advance and sustain interprofessional, collaborative healthcare practices to contribute to transformed health professions education, policy, and care systems that will ultimately improve health outcomes.

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About the American Interprofessional Health Collaborative

As the professional community of the National Center for Interprofessional Practice and Education, AIHC contributes to better health and improved outcomes by redesigning how the healthcare workforce is prepared and how care is organized and delivered. AIHC members work locally, nationally, and internationally to influence policy, develop and share best practices and resources, conduct research, mentor and support colleagues, and remove barriers to effective action.

About the Canadian Interprofessional Health Collaborative

The Canadian Interprofessional Health Collaborative (CIHC) is made up of health organizations, health educators, researchers, health professionals, and students from across Canada. The CIHC has been working for more than a decade to strengthen the knowledge base and practice for collaborative, patient-centred practice. The CIHC will be a strong, cohesive voice to amplify and influence a national and global conversation that interprofessional collaborative practices are an essential element of health leadership, workforce strength and resilience, good health outcomes, and fiscal accountability.

About the Centre for Advancing Collaborative Healthcare & Education

The Centre for Advancing Collaborative Healthcare & Education (CACHE) is honoured to host CAB VIII. CACHE is a global leader and innovator in interprofessional education (IPE) across the continuum of learning. Learners range from over 4,200 pre-entry-to-practice students annually in academic programs, to clinicians, educators, and leaders in workplace environments, including over 4000 alumni from our professional/faculty development programs. In more recent years, the Centre has fortified its research and innovation infrastructure, and is now poised to collaboratively lead the way in advancing collaborative healthcare and education systems toward a healthier world. CACHE is a strategic partnership between the University of Toronto and the Toronto Academic Health Science Network with the University Health Network as lead hospital.

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Planning Committee

Conference Chairs

- Stella Ng
- Belinda Vilhena
- Brian Hodges
- Christina German
- Devin Nickol
- Ivy Oandasan
- Marie-Andree Girard

Abstract Committee

- Kelly Lackie (Co-Chair)
- Gail Jensen (Co-Chair)
- Barbara Maxwell
- Cathy Kline
- Dean Lising
- Deanna Bracewell
- Gina Baugh
- Hope Bilinski
- Jacinthe Beauchamp
- Janet Papadakos
- John Gilbert
- Marie-Andree Girard
- Margaret Purden
- Melanie Garrison
- Ryan Brown
- Tina Gunaldo

Sponsorship

- Andrea Burton (Chair)
- Belinda Vilhena
- Donna Drynan
- Gail Jensen
- Jennifer Jessen
- Leah Hutt
- Lynne Sinclair
- Marie-Andree Girard
- Nicole Woods
- Stella Ng

Program

Keynote

- Marie-Claude Vanier (Co-Chair)
- Stella Ng (Co-Chair)
- Andrea Pfeifle
- Belinda Vilhena
- Christine Arenson
- Kelly Lackie
- Jacinthe Beauchamp
- Janet Papadakos
- Jim Ballard

Colloque Francophone

- Marie-Claude Vanier (Chair)
- Annie Descôteaux
- Audrey Janoly Dumenil
- Audrey Raynault
- Caroline Wong
- Emmanuelle Careau
- Jacinthe Beauchamp
- Marie-Andree Girard
- Marie Schneider Voirol

Practice & Education

- Jacinthe Beauchamp (Co-Chair)
- Jim Ballard (Co-Chair)

Research & Innovation

- Janet Papadakos (Chair)

Policy, System, & Leadership

- Belinda Vilhena (Chair)

Patient Partnership & Inclusion

- Michelle Francis (Co-Chair)
- Janet Rodriguez (Co-Chair)
- Gregory Collins
- Stella Ng

Pre-Conference

- Belinda Vilhena (Co-Chair)
- Jacinthe Beauchamp
- Margaret Purden

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Planning Committee – continued

<p>Marketing</p> <ul style="list-style-type: none"> • Anthony Breitbach (Co-Chair) • Marie-Josée Guerette (Co-Chair) • AIHC/CIHC • Belinda Vilhena • Brian Cross • Christine Arenson • Stella Ng • UHN Conference Services 	<p>Social & Networking</p> <ul style="list-style-type: none"> • Sabrina Bartlett (Co-Chair) • Eli Cadavid (Co-Chair) • Beth Despres • Elizabeth McLaney • Jennifer Boyle • Jody Thompson • Linda Slodan • Vani Patterson <p>Other Members</p> <ul style="list-style-type: none"> • Jennifer Kertz • Kim Hussey
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List of Acronyms

AIHC	American Interprofessional Health Collaborative
CAB	Collaborating Across Borders
CACHE	Centre for Advancing Collaborative Healthcare & Education
CIHC	Canadian Interprofessional Health Collaborative
HPE	Health professions education
IPE	Interprofessional education
IPC	Interprofessional practice
UHN	University Health Network

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Our Partners



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Exhibits

Using the Zoom Event's **Exhibits**, you'll be able to find our Poster and Sponsor booths. Read more about Zoom Events here.

You will be able to view the poster, sponsor, and partner exhibits and interact with their representatives within each booth, similar to how you would at an in-person event. Sponsors and Partners may also have additional resources for you to download and/or view such as PDF brochures, short videos, and images. Visit the Exhibits as part of CAB Quest.

CAB Quest

This year the CAB VIII Social Sub Committee has coordinated an exciting CAB Quest! This engagement activity is an opportunity for you to learn more about CAB presentations, speakers, and sponsors.

By completing CAB Quest, you have a chance to win one of our sponsored prizes! Complete the CAB Quest questionnaire at <https://www.surveymonkey.com/r/CABQuest> using answers found in the Partner and Sponsor booths. During the conference, you can visit the booths by clicking on Exhibits at the top right of the lobby window. Once inside the Exhibits area, you can enter booths and find content such as downloadable PDF brochures, short videos, and/or images. You are also able to chat live with a representative by clicking on a button to join their Zoom meeting room found inside the booth.

Submissions for the CAB Quest will be accepted until 12:30 pm on the last day of the conference: Thursday May 18, 2023. Submissions with all the correct answers will be entered into a random draw for a prize during the closing remarks at 4:30pm EDT. Only registered conference delegates are eligible for prizes. Winners will be placed in touch with the Partner/Sponsor to arrange delivery of the prize.

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CAB VIII Features

Colloque Francophone

CAB VIII innovates with an interactive half-day French stream on Collaborative Practice in Partnership with Patients/Clients/Family

17 May 2023, Virtual Format, 8 :00 - 12 :00 EDT

An opportunity to share, among French speakers, innovations in interprofessional collaboration and partnership. Proceedings in French and English will be produced from the presentations and participants discussion.



Colloque francophone sur la pratique collaborative en santé ou services sociaux en partenariat avec les patient[e]s ou client[e]s et leurs proches

17 mai 2023 en format virtuel

8 :00 à 12 :00 HNE (Heure de Montréal)

Deux conférences thématiques et 12 présentations brèves inspirantes d'initiatives cliniques, de formation ou institutionnelles de collaboration interprofessionnelle en partenariat avec des patient[e]s, client[e]s ou proches aidant[e]s

Un total de 3 initiatives cliniques, 5 initiatives de formation et 4 initiatives institutionnelles seront retenues pour présentation mais tous les résumés soumis seront partagés avec les participant[e]s dans un recueil virtuel et dans les Actes du colloque.

Joignez-vous à nous pour découvrir et partager ces pratiques et poursuivre les échanges après le colloque. Les Actes de colloques seront produits à partir des discussions entre les participants.

But du colloque:

Créer une communauté francophone regroupant des personnes ayant une pratique clinique, d'enseignement ou de recherche s'intéressant aux pratiques collaboratives en partenariat avec les patient[e]s/proches/client[e]s.

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Objectifs du colloque :

Lors de ce colloque les participant[e]s pourront :

1. Partager à travers la francophonie des expériences de pratiques collaboratives en partenariat avec les patient[e]s/client[e]s/proches et à leur enseignement
2. Identifier une nouvelle pratique à intégrer à son programme d'enseignement ou à son milieu de pratique

Coûts d'inscription : Sans frais additionnels si vous êtes inscrit[e]s au congrès CAB. Montant de 75\$ CAN si inscription seulement à ce colloque.

Agenda du colloque (Heures présentées selon HNE - Heure de Montréal)

8h00	Ouverture	Mot de bienvenue
8h10	Conférence thématique	<p>Le partenariat avec les patients et les proches dans les équipes de soins</p> <ul style="list-style-type: none"> ● Marie-Pascale Pomey, MD, PhD Centre d'excellence sur le partenariat avec les patients et le public (CEPPP), Montréal, Canada ● Marie-Andrée Côté, Patiente partenaire, CEPPP, Montréal, Canada
8h40	Tour d'horizon des pratiques cliniques Présentations brèves de 4 minutes	<p>3 exemples de collaborations interprofessionnelles en partenariat avec les patients dans les équipes de soins</p> <ul style="list-style-type: none"> ● De la conception à la mise en œuvre d'un dispositif innovant d'accueil de jour : ARRPAC (Accompagnement Réadaptation Répit post AVC ou Cérébrolésé) (France) ● « Comment mieux informer sur la prise d'une thérapie anticancéreuse orale? »: Une démarche partenariat-patient (Belgique) ● Laboratoire citoyen en santé intégrative (Suisse)
8h55	Salles de discussion virtuelle en petit groupe	Discussion sur les exemples présentés

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9h20	Conférence thématique	<p>Apport des patients partenaires en simulation interprofessionnelle: expérience pédagogique de Genève, Suisse</p> <ul style="list-style-type: none"> ● Patricia Picchiottino, directrice adjointe du CiS ● Pauline Carrara Chauvin, patiente partenaire, CiS ● Joanne Wiesner Conti, maître d'enseignement, CiS ● CIS: Centre interprofessionnel de simulation
9h50	Pause santé	
10h00	Tour d'horizon des pratiques d'enseignement Présentations brèves de 4 minutes	<p>5 exemples concrets d'enseignement interprofessionnel en partenariat avec des patient[e]s/client[e]s ou proches</p> <ul style="list-style-type: none"> ● Initiative de formation interprofessionnelle: Enseignement sur la relation de partenariat de soin en interprofessionnalité pour les étudiants en médecine et en pharmacie (France) ● Atelier de discussion sur le Partenariat Patient dans des cours de collaboration en sciences santé (CSS1900) (Québec) ● Évaluation de l'effet de la participation des patients à un programme d'éducation médicale et infirmière sur la douleur : un protocole pour un essai contrôlé randomisé ouvert comprenant des informations qualitatives. (Italie) ● Quels sont les effets de l'implication de patients dans la formation des soignants ? (Belgique) ● Shadowing patient - une nouvelle implication du patient dans la formation interprofessionnelle (Suisse)
10h25	Salles de discussion virtuelle en petit groupe	Discussion sur les exemples présentés
10h50	Tour d'horizon des pratiques institutionnelles	4 exemples concrets de développement de structure pour soutenir l'engagements des patient[e]s/client[e]s ou proches

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	Présentations brèves de 4 minutes	<p>dans les soins/services ou dans l'enseignement interprofessionnel.</p> <ul style="list-style-type: none"> • Projet FORCES : plateforme web visant à promouvoir l'implication des patients et du public dans la recherche et la coproduction en santé. (Suisse) • L'approche de cartographie des incidences en soutien au déploiement et à l'évaluation d'un modèle intégré du partenariat avec l'utilisateur (Québec) • Projet EduCare (Italie) • Le Collège citoyen de co-chercheur-es en matière de santé (Suisse)
11h10	Salles de discussion virtuelle en petit groupe	Discussion sur les exemples présentés
11h35	Discussion plénière et conclusion	Partage des questions/points clés recueillies dans les petits groupes et questions aux présentateurs
12h00	Fin du colloque	

Comité organisateur du colloque francophone:

- **Marie-Claude Vanier** (CIHC-CPIS, Université de Montréal et CISSS de Laval, Québec, Canada)
- **Annie Descôteaux** (Université de Montréal et CEPPP Centre d'excellence sur le partenariat avec les patients et le public de l'UdeM et du CR-CHUM, Québec, Canada)
- **Marie-Andrée Girard** (CIHC-CPIS, Université de Montréal, Québec, Canada)
- **Jacinthe Beauchamp** (CIHC-CPIS, Université de Moncton/Université de Sherbrooke, Nouveau-Brunswick)
- **Caroline Wong** (CEPPP Centre d'excellence sur le partenariat avec les patients et le public de l'UdeM et du CR-CHUM, Québec, Canada)
- **Marie Schneider Voirol** (Université de Genève, Suisse)
- **Audrey Janoly Dumenil** (Université de Lyon, France)
- **Audrey Raynault** (Université Laval, Québec, Canada)
- **Emmanuelle Careau** (Université Laval, Québec, Canada)

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CAB VIII Watch Party

Thank you to all who signed up to be CAB VIII Watch Party Hosts!

We've heard that virtual conferences can lack true social interaction, it can feel like any other day and be difficult to fully engage with other conference attendees and speakers. To bring conversation, discussion, and interaction back into the online conference world, CAB VIII welcomes you to be a CAB Watch Party Host!

At a CAB VIII Watch Party, you come together with fellow attendees, be it colleagues from your group, your university, your city, or your whole country, to join and listen together to the **CAB VIII Keynote speaker Dr. Gregory Cajete on Tuesday May 16, 2023, 3:00-4:00pm EDT**. Watch parties can be as small as two or three people in your living room or as big as fifty to one-hundred people filling a whole lecture theater. You'll follow the keynote together, discuss the presentation/ key messages, brainstorm over new ideas, and create new connections and collaborations.

You're Invited to the TORONTO Watch Party!

We are delighted to invite you to our **In-Person Toronto Watch Party!** This watch party will bring our community together to watch the Keynote speaker, Gregory Cajete on **Tuesday May 16, 2:30pm-5:00pm EDT at the TRI Auditorium, 550 University Ave., Toronto ON**. Folks will engage in dialogue related to the keynote, as well as discuss ideas, work and network with others in this collaborative community of practice. Light refreshments will be served.

For more information, email Eli.Cadavid@uhn.ca.

IPC Showcase 2023

Wednesday May 17, 2023 | 4:30 - 7:00pm EDT | Hybrid Event

The Interprofessional Collaboration (IPC) Showcase celebrates excellence in team-based learning, collaborative care, interprofessional research and quality improvement, and leadership across our healthcare system. Offered jointly by Sunnybrook Health Sciences Centre and the University of Toronto, Centre for Advancing Collaborative Healthcare & Education (CACHE), this hybrid forum will provide a variety of speakers, presentations, and opportunities to connect. The IPC Showcase brings together people in diverse professions and roles to network with like-minded colleagues, share ideas, and create new opportunities for collaboration. This year we are pleased to extend the IPC Showcase to a broader audience by including it within the program for the Collaborating Across Borders VIII Conference.

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What's New?

- Focused stories and examples will be shared highlighting best practices in workplace-based interprofessional learning from across the Toronto Academic Health Science Network and beyond
- Small group discussions will support exchange of best practices from participating people and organizations
- Large group sharing will uncover enablers and themes
- Opportunities for networking

IPC Showcase 2023 Agenda

<p>4:30 – 4:35pm</p>	<p>Opening Remarks & Land Acknowledgment</p>	<p>Stella Ng, Director & Education Scientist, Centre for Advancing Collaborative Healthcare & Education</p>
<p>4:35 – 4:50pm</p>	<p>Story 1 <i>It Takes a Village</i> A Collaborative Community Elevates the Student Led Environment Experience</p>	<p>Cooper Dupre, Social Worker, Transitions Team, Bridging to Adulthood, Holland Bloorview Kids Rehabilitation Hospital</p> <p>Darlene Hubley, Interprofessional Education Leader, Holland Bloorview Kids Rehabilitation Hospital</p> <p>Kathryn Parker, Senior Director of Academic Affairs, Holland Bloorview Kids Rehabilitation Hospital; Associate Director, Student-Led Environments, Centre for Advancing Collaborative Healthcare & Education</p> <p>Robyn Davies, Collaborative Learning Specialist (Network), Unity Health Toronto</p> <p>Tracy Paulenko, Interprofessional Education & Care Co-Leader and Educational Development Leader, University Health Network</p>
<p>4:50 – 5:05pm</p>	<p>Story 2 A Collaborative Approach to</p>	<p>Fabienne Hargreaves, Community Health & Education Specialist, Centre for Addiction and Mental Health</p>

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	Interprofessional Education Innovation: Virtual Reality Training for Suicide Risk Assessment and Opioid Overdose Response	Stephanie Sliemers , Manager, Simulation & Digital Innovation, Centre for Addiction and Mental Health Tucker Gordon , Community Health & Education Specialist, Centre for Addiction and Mental Health
5:05 – 5:20pm	Story 3 The Art of Facilitation Through the Eyes of a Patient Partner & Student	Elizabeth Cadavid , Education Coordinator, Centre for Advancing Collaborative Healthcare & Education Jennifer Boyle , Co-Chair, Patient Partner Advisory Committee, Centre for Advancing Collaborative Healthcare & Education Sofia Mirzazada , Occupational Therapist (former University of Toronto student)
5:20 – 5:30pm	Sing Sunnybrook Sing A Collaborative Musical Experience	Erin Gross , Professional Practice & Education Leader, Sunnybrook Health Sciences Centre
5:30 – 5:45pm	Sharing Best Practices Roundtable Discussions	Attendees meet in small groups to share best practices for interprofessional learning in the workplace – exchange of experiences, challenges and enablers
5:45 – 5:55pm	Sharing Best Practices Synthesizing Themes	Small groups report back on best practices for interprofessional learning in the workplace and themes are summarized as a large group
5:55 – 6:00pm	Closing Remarks	Elizabeth McLaney , Director of Interprofessional & Academic Education, Sunnybrook Health Sciences Centre; Associate Director, Workplace Learning,

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		<p>Centre for Advancing Collaborative Healthcare & Education</p> <p>Sabrina Bartlett, Manager, Curriculum & Education Innovation, Centre for Advancing Collaborative Healthcare & Education</p> <p>Tracey DasGupta, Director, Interprofessional Practice, Sunnybrook Health Sciences Centre</p>
6:00 – 6:15pm	‘Brain Date’ Networking Experience	All attendees will be matched in small groups for a networking experience
6:15 – 7:00pm	Opening Networking Time	Venue space remains open for in person attendees

IPC Showcase Registration

- We are pleased to offer this event at no charge.
- You do not have to be registered for the Collaborating Across Borders (CAB) Conference to attend, though all CAB registrants are warmly invited to attend the IPC Showcase.
- Select in person seats will be available at a downtown Toronto location. When you visit the registration link you will have the opportunity to indicate your interest in attending in person.
- Zoom attendance is unlimited.
- If you have any questions regarding the IPC Showcase please contact: Fatima.Mimoso@uhn.ca

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Zoom Events

What is Zoom Events and how is it different from Zoom?

The difference between Zoom and “Zoom Events” is the same as the difference between a single meeting and a full conference. “Zoom Events” refers to a specific Zoom offering. It is a platform designed to tie together into one website interface: webinars, meetings, breakout conference sessions, poster and sponsor exhibits.

Attendees can chat with individuals or groups in dedicated virtual spaces, and a single virtual booth can host multiple discussions.

Conference participants will join the event with one link. They will land in a virtual lobby and navigate to sessions from there.

The Lobby for the event shows the conference information at a glance with featured and upcoming sessions at the bottom, the Lobby Chat on the right, and the different conference areas/features on the top bar including:

- **Sessions**, where you’ll be able to enter the presentations
- **Itinerary**, where you can build your personal agenda for the event
- **Sponsors**, where you’ll find information about our sponsors
- **Exhibits**, where you’ll be able to find our Poster and Sponsor booths. You will be able to view the poster, sponsor and partner exhibits and interact with their representatives within each booth, similar to how you would at an in-person event. Sponsors and Partners may also have additional resources for you to download and/or view such as PDF brochures, short videos and images.
- **Speakers**, where you’ll find our speaker information

More information about Zoom Events as an Attendee can be found at <https://support.zoom.us/hc/en-us/articles/4402706205325-Getting-started-as-a-Zoom-Events-attendee>.

If you run into any issues with the platform, please contact conferences@uhn.ca.

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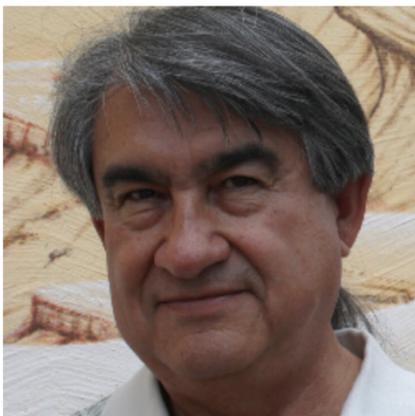




Speaker Biographies

Day 1: Tuesday, May 16, 2023

Keynote Address



Dr. Gregory Cajete, PhD

Emeritus Professor in the Division of Language, Literacy and Socio Cultural Studies, University of New Mexico

Gregory Cajete is a Native American educator whose work is dedicated to honoring the foundations of Indigenous knowledge in education. Dr. Cajete is a Tewa Indian from Santa Clara Pueblo, New Mexico.

Dr. Cajete is a practicing ceramic, pastel and metal artist. He is extensively involved with art and its application to education. He is also a scholar of herbalism and holistic health. Dr. Cajete also designs culturally-responsive curricula geared to the special needs and learning styles of Native American students.



He worked at the Institute of American Indian Arts in Santa Fe, New Mexico for 21 years. While at the Institute, he served as Dean of the Center for Research and Cultural Exchange, Chair of Native American Studies and Professor of Ethno- Science. He is the former Director of Native

American Studies (18 years) at the University of Mexico. He is also an Emeritus Professor in the Division of Language, Literacy and Socio Cultural Studies in the College of Education and the Department of Native American Studies in the College of Arts and Sciences at the University of New Mexico. In addition, he has lectured at colleges and universities in the U.S., Canada, Mexico, New Zealand, Italy, Japan, Russia, Taiwan, Ecuador, Peru, Bolivia, England, France and Germany.

Dr. Cajete has authored 8 books: “Look to the Mountain: An Ecology of Indigenous Education,” (Kivaki Press, 1994); “Ignite the Sparkle: An Indigenous Science Education Curriculum Model”, (Kivaki Press, 1999); “Spirit of the Game: Indigenous Wellsprings (2004),” “A People’s Ecology: Explorations in Sustainable Living,” and “Native Science: Natural Laws of Interdependence” (Clear Light Publishers, 1999 and 2000). “Critical Neurophilosophy and Indigenous Wisdom,” Don Jacobs (Four Arrows), Gregory Cajete and Jongmin Lee) Sense Publishers, 2010.

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“Indigenous Community: Teachings of the Seventh Fire,” (Living Justice Press, 2015). Published (Spring2020): Native Minds Rising: Exploring Transformative Indigenous Education and Sacred Journeys: Personal Visions of Indigenous Education (John Charlton Publishers Ltd.). Dr. Cajete also has chapters in 37 other books along with numerous articles and over 300 national and international presentations.

Day 2: Wednesday, May 17, 2023

Practice & Education Panel



Dr. Maria Mylopoulos, PhD

*Scientist & Associate Director of Training Programs,
The Wilson Centre*

Maria’s research program explores the development and maintenance of expertise, with a particular focus on how health professionals deal with uncertainty, novelty and complexity in their daily clinical problem solving. The aim of her research is to evolve understanding of the knowledge and capabilities that underpin this facet of expertise as it occurs in real-world contexts using theoretical frameworks of clinical reasoning and adaptive expertise. The ultimate goal of her research is to translate this understanding to educational design that promotes the development of exceptional clinicians who are able to handle the complexities and challenges of the healthcare workplace.



Dr. Paula Rowland, PhD

Scientist, The Wilson Centre

Paula Rowland began her career as an occupational therapist, working with children and adults in multiple healthcare settings across Canada. Following an interest in how the places where professionals work shape how they work, what they can know, and what they can learn, Paula pursued graduate studies in health systems and organizations. Having completed her PhD in 2013, Dr. Rowland focuses on broad mandates to reform the practice of health professionals within clinical workplaces. Her existing research has explored two substantive change efforts: patient engagement programs and patient safety and quality

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improvement programs. In each of these domains, Dr. Rowland explores questions about knowledge, power, and identity.

Through these studies of change efforts, Dr. Rowland's program of research (a) extends and disrupts theorizations of professions and professional work, (b) builds from these conceptually rich understandings to examine interactions between professions, professional work, and healthcare reform, (c) contributes to education science through explorations of these changing dynamics and their implications for professional knowledge and learning. Conceptually and theoretically, her work makes connections between sociology of the professions, sociology of work, and health professions education.

Dr. Rowland is interested in working with students and colleagues using social science theories to understand patient engagement, quality improvement, and patient safety programs. She is also interested in sociocultural approaches to understanding learning and practice within clinical workplaces. This might include dynamics of the clinical learning environment, practice-based learning, workplace learning, knowledge mobilization, and continuing professional development. Ultimately, she contributes to models of education that support future experts and future expertise in a rapidly changing world.



Dr. Nicole Woods, PhD

*Scientist & Associate Director of Operations/UHN, The Wilson Centre
Institute Director, The Institute for Education Research at UHN*

Dr. Nicole Woods is a cognitive psychologist who received her PhD at McMaster University (2005). Her work examines the role of basic science knowledge in clinical reasoning and the development of medical expertise.

Applying principles of memory and human cognition to education across the health professions, her research program focuses on the mental representation of categories and instructional design that supports cognitive integration of basic and clinical sciences. Working with her research collaborators and graduate students, Dr. Woods is building a theoretical model of knowledge acquisition and integration in the health professions. Although most closely linked to undergraduate education, her work has implications for the development of expertise along the entire spectrum of professional education.

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Day 3: Thursday, May 18, 2023

Keynote Address



Dr. Ivy Lynn Bourgeault, PhD, FCAHS

*Professor & Research Chair, University of Ottawa
Lead of the Canadian Health Workforce Network*

Ivy Lynn Bourgeault, PhD, is a Professor in the School of Sociological and Anthropological Studies at the University of Ottawa and the University Research Chair in Gender, Diversity and the Professions. She leads the Canadian Health Workforce Network and the Empowering Women Leaders in Health initiative. Dr. Bourgeault has garnered an international reputation for her research on the health workforce, particularly from a gender lens.

Plenary Panel: Perspectives on Collaborative Competency Frameworks: An International Dialogue



Dr. Brian Hodges, MD, PhD, FRCPC

EVP Education & Chief Medical Officer, University Health Network

President-Elect, Royal College of Physicians and Surgeons of Canada

Brian D. Hodges, MD, PhD, FRCPC is Professor in the Faculty of Medicine and Executive-Vice President Education and Chief Medical Officer at the University Health Network (Toronto General, Toronto Western, Princess Margaret, Toronto Rehab Hospitals and the Michener Institute). He is a practicing psychiatrist and teacher. His research focuses on assessment, competence, compassion and the future of the health profession. His work has been recognized with the British Association for Studies in Medical Education Gold Medal (2014), the Association of American Medical Colleges Flexner Award (2015) and the Karolinska Institute Prize for Research in Medical Education (2016).

He earned a Bachelor's degree in Psychology and an MD at Queen's University in Kingston, Ontario. He then pursued a residency in psychiatry at University of Toronto. He earned a Masters and then a PhD in Education at the Ontario Institute for Studies in Education in Toronto and he holds a Diploma in Health Economics and Social Sciences from the University of Paris.

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**Dr. Sharon Buckley MSc PhD PGCE SFHEA
DipSciComm**

University of Birmingham

An experienced health educator and UK National Teaching Fellow, Sharon was the Lead for Interprofessional Education at the University of Birmingham (UK) (2012 to 2021). She led the establishment of the educational framework for IPE at Birmingham and of the Universitas 21 IPE Special Interest Group. She was Principal Investigator for national evaluations of the UK Scientist Training Programme and the UK Genomics Education Programme;

led research groups that successfully published two Best Evidence Medical Education (BEME) systematic reviews and was Deputy Lead for the Birmingham Masters in Education for Health Professional programme.

An Honorary Associate Professor in Medical Education at Birmingham since 2021, Sharon maintains her interest in IPE through her work as a Board member for the UK Centre for the Advancement of Interprofessional Education (CAIPE), as Senior Associate Editor for The Clinical Teacher and through educational writing and research.



**Dr. Fiona Kent, B. Physiotherapy, Grad Cert
EBP, MHPE, PhD**

Director Collaborative Care and Work Integrated Learning, Faculty of Medicine, Nursing and Health Sciences, Monash University

Associate Professor Fiona Kent is the Director Collaborative Care and Work Integrated Learning in the Faculty of Medicine, Nursing and Health Sciences, Monash University. She is also an APA neurological physiotherapist and has worked as a clinician and clinical educator across multiple health networks and at Monash University. She completed

her Masters in Health Professional Education investigating patient perspectives of student led care and her PhD in interprofessional student education. She convened the Graduate Certificate in Health Professional Education at Monash University 2012-2015. Her work and research focuses on the development and evaluation of interprofessional curriculum.

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Dr. Andre Vyt, PhD

Lecturer, Ghent University and Artevelde University of Applied Sciences

Chair, European Interprofessional Practice & Education Network (EIPEN)

Andre Vyt is university lecturer in the field of human behaviour, education, collaboration, and quality assurance, at Ghent University and Artevelde University of Applied Sciences (Belgium), in study programmes of health care and teacher training. He received a Master's degree in Clinical and Developmental Psychology as well

as in Educational Sciences in 1985, and obtained a PhD in 1990 on the basis of research in Psychology. For 15 years he was chief editor of the interdisciplinary Yearbook of Developmental psychology, Special education and Child Psychiatry (in Dutch). After serving as research scientist for 8 years at the university, and part-time as associate scientist at the National Institutes of Child Health & Human Development (US), he combined lecturing with positions as Head of Teaching & Learning services, Student Support services, Research & Development, and Quality Management. Between 1995 and 2005 he co-authored the PROSE toolbox for quality management in the sectors of education and of health and social care, which resulted in a spin-off company, later transformed into the autonomous AQARTO Agency for quality assurance, assistance, assessment and auditing (www.aqarto.agency). Pioneering already in 1995 he started developing interprofessional education at Artevelde University of Applied Sciences, and in 2005 implemented this also at Ghent University, where he was appointed at the Faculty of Medicine and Health Sciences. Andre

Vyt is co-founder of the European Interprofessional Practice & Education Network (www.eipen.eu), which he chairs since 2011. In 2020 he co-founded an innovate 2-year postgraduate programme in interprofessional rehabilitation (www.ipnr.be). Andre Vyt provides consultancy to institutions and European agencies, and produced several tools for educational management and quality management. He authored the book Exploring quality assurance for interprofessional education in health and social care, co-authored the 5Key competences framework for interprofessional practice of EIPEN, and developed the Interprofessional Practice & Education Quality Scales. His current research on interprofessional practice focuses on collaboration in residential care and home-based care.

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**Dr. Carrie Krekoski, BDS(c)(DH), MEd.,
Ed.D(c), DHP(C)**

*Faculty of Dentistry and Practice Education Manager,
Office of the Vice President, Health, University of
British Columbia*

Carrie Krekoski, BDS(c)(DH), MEd., Ed.D(c), DHP(C), is a Clinical Professor in the Faculty of Dentistry and Practice Education Manager, Office of the Vice President, Health, UBC. Carrie supports the strategic planning, development, implementation and evaluation of integrated interprofessional practice education

initiatives. She collaborates closely with the UBC Health team, faculty leads from various UBC health disciplines, and community partners to support the strategic planning, development, implementation and evaluation of interprofessional education for collaborative practice. She facilitates the exchange, synthesis and application of knowledge to promote practice improvement and to inspire healthcare colleagues to work collaboratively toward team-based care and health system renewal.

Her teaching and scholarship focus on interprofessional education, behavioural sciences and practitioner wellbeing across the learning continuum; undergraduate, graduate and practitioner. Carrie also brings experience in healthcare regulation; she earned a Bachelor of Science Degree in Dental Hygiene (UBC); Masters of Education (Simon Fraser University); and is currently completing a doctorate in educational leadership and policy (UBC). A recent highlight of her work is a book chapter, Resilience in Practice in ABC of Clinical Resilience, eds. Frain, A., Murphy, S., & Frain, J. (2021).

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Dr. Alison J. Whelan, MD
Chief Academic Officer, AAMC

Alison J. Whelan, MD, became the AAMC's chief academic officer in January 2021. In this role, Dr. Whelan oversees efforts that prepare and assist deans, faculty leaders, educators, and future physicians for the challenges of 21st century academic medicine. She leads a staff that addresses critical medical school data, administrative, and operational issues; explores new models of successful mission alignment; focuses on key student and faculty issues; transforms current models of education and

workforce preparation across the full continuum of medical education; and supports medical school accreditation activities.

Dr. Whelan joined the AAMC as chief medical education officer in 2016. Prior to joining the association, she served as a professor of medicine and pediatrics at Washington University School of Medicine in St. Louis (WUSTL School of Medicine). She held multiple education roles during her tenure, including course director, clerkship director, curriculum dean, and the inaugural senior associate dean for education. In this role, she oversaw the continuum of medical education from medical school admissions through continuing medical education. She also liaised closely with the MD-PhD program leadership. Dr. Whelan led or oversaw local accreditation for LCME®, ACGME, and ACCME, and she participated in overall university accreditation as well as accreditation for a new master of public health program. She was responsible for interprofessional education and led the creation of a Center for Interprofessional Education, a joint venture between the school of medicine and two completely independent organizations: Goldfarb School of Nursing and St. Louis College of Pharmacy.

An internist and clinical geneticist, Dr. Whelan continued both clinical care and research involvement until she left WUSTL School of Medicine. She created and ran the hereditary cancer clinic, co-ran an interdisciplinary Marfan clinic, was co-director of the Siteman Cancer Center Hereditary Cancer Research Core, and served five years on the Siteman Cancer Center Executive Committee.

Dr. Whelan received her bachelor's degree from Carleton College in 1981. She earned her medical degree from WUSTL School of Medicine in 1986 and completed her postgraduate work and residency at the former Barnes Hospital, now Barnes-Jewish Hospital.

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Posters

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During the conference, a member of each poster presentation will be available at their booth so that you can connect with them live. Click Start next to "Come talk with us!" to enter their Zoom room and have a chat! Representatives for each poster will be available during the following days and times:

**note that all days and times are in Eastern Daylight Time (Toronto)*

- Day 1, Tuesday May 16: 12:15 – 13:15 (60 minutes)
- Day 2, Wednesday May 17: 11:30 – 12:00 (30 minutes)
- Day 3, Thursday May 18: 11:30 – 12:00 (30 minutes)

In addition to Zoom Events, poster presentations and their authors are listed on the conference website at <https://events.myconferencesuite.com/CAB-VIII/page/Posters>. Prior to the conference, you can leave comments or questions clicking on the icon in the comments column for each poster. Poster presenters will be asked to check this webpage periodically to respond to questions. You can find the response by clicking on the comments icon to open the question window and then click "replies" below your comment to view the poster presenter's reply.

Poster Presentations List

#	Title	Author(s)
1	A scoping review on patient roles on interprofessional teams	Kateryna Metersky, Carole Orchard
2	Interdisciplinary oncology education among post-graduate trainees: A systematic review	Houman Tahmasebi, Christine Lam, Idil Bilgen, Zachary Freeman, Marina Englesakis, Gary Ko, Tulin D. Cil
3	Stronger Together: Learner Reactions on a Team-based, Interprofessional First Death Simulation Experience	Leah Burt, Christine Park
4	Implementing a Free Interprofessional Diabetes Education Clinic in an Urban Setting	Priya Sharma,

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Poster Presentations List – continued

#	Title	Author(s)
5	Interprofessional Ethical Simulation and Debriefing to Develop Team Trust and Confidence	Kimberley Begley, Amy Haddad, Ann Ryan Haddad
6	Nutrition Services at an Interprofessional Student-Run Clinic	Ambria Crusan, Megan Baumler
7	An Online Escape Room used to Support the Growth of Teamwork in Health Professions Students	Allison Hursman, Lisa Richter, Jeanne Frenzel, Joni Viets, Elizabeth Monson
8	Using Interprofessional Education as a Tool for Understanding Roles and Responsibilities of Radiation Therapist and Physical Therapist in the Care of Patients with Breast Cancer	Leslie Smith, Julie Hollenbeck
9	Metacognition of Interprofessional Education: Critical Discourse Analysis of an Interprofessional Healthcare Simulation	Rayan Salih, Kaleia Collins, Tamzin Batteson, Sarah Garber, Imohimi Eboweme, Daniel Bassler, Susan Smock, Zaria Price
10	Creating Connections: A Qualitative Exploration of Graduate Students' Experiences with a Pilot Arts-based Program	Sandra Houle
11	Understanding how exemplary leaders foster effective teamwork in high stakes environments of the emergency department (ED)	Matthew Hacker Teper, Csilla Kalocsai, Lowyl Notario, Nicole Kester-Greene
12	L'intégration du Campus Outaouais dans le programme d'éducation interprofessionnelle de la Faculté de médecine et des sciences de la santé de l'Université McGill	Shaun Cleaver, André Bilodeau, Cynthia Perlman, Andréanne Brousseau, Margaret Purden, Eleanor Elstein
13	Effet de simulations interprofessionnelles sur l'anxiété auto-rapportée de futurs professionnels à collaborer en équipe interprofessionnelle et à faire l'offre active des services en français	Raphaëlle Laroche-Nantel, Yasmine Sehabi, Jacinthe Savard, Cris-Carelle Kengneson, Josée Benoît, Isabelle Giroux
14	Managing Chronic Obstructive Pulmonary Disease: An Interprofessional Approach	Kelly Chau
15	Social justice and health equity in the teaching & learning environment: Shared perspectives of academic leaders in health professional education programs	Laura MacDonald, Moni Fricke, Benita Cohen, Debra Beach Ducharme, Alan Katz, Donna Martin, Christen Rachul, Gayle Restall, Dana Turcotte

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Poster Presentations List – continued

#	Title	Author(s)
16	Rapid review on anti-racism pedagogy and interprofessional education	Moni Fricke, Jess Crawford, Stefon Irving, Suzie Lalopulou, Janice Linton, Laura MacDonald
17	Exploring the effectiveness of narrative peer feedback in interprofessional student teams	Kelly Lockeman, Janet Atere, Abigale Matulewicz, Genevieve Beaird
18	Environmental scan of IPE programs in Canadian post-secondary institutions	Justin Phung, Sarah Curtay, Lisa Mochrie, Jenn Salfi, Sylvia Langlois, Susan Robinson, Brenna Beard, Saif Alam, Teri-Lynn Christie, Megan Odd, Ruheena Sangrar, Kelsey Harvey
19	An Examination of Social Work Involvement in Pain Curriculum Symposium - An Interprofessional Education Initiative	Peter Sheffield, Andie MacNeil, Rachelle Ashcroft, Keith Adamson, David Burnes, Nivetha Prabakaran
20	CIHC-CPIS Situational analysis of IPE in Canada: Robust but fragile.	Marie Andree (Maggie) Girard, John H.V. Gilbert, Ruby Grymonpre, Kelly A. Lackie, Sylvie Langlois
21	Preceptor Experience with Interprofessional Practice and Education in Pharmacy	Angela Stewart, Damianne Brand-Eubanks, Pascual Garcia-Garcia
22	Partnering with adults with intellectual and developmental disabilities: A pilot interprofessional service-learning program for healthcare students	Sarah Ailey, Jan Odiaga, Amelia Bucek, Stephanie Sluzinski, Steven Taylor
23	Building trust within a team: empowering students to deal with gossiping and racial discrimination	Caroline Bois, Karine Philibert
24	Meaningful Engagement of Patients and Students through Interprofessional Continuing Education and Professional Development	Angela Willson, Jennifer Kertz, Christine Arenson, Barbara Brandt
25	Interprofessional Health Sciences Faculty and Student Co-development of a Facilitated Online Interprofessional Education Activity using Video Simulations	Aleksandra Bjelajac Mejia, Jaimie Coleman, Della Croteau, Sharona Kanofsky, Sylvia Langlois, Heather Thomson
27	Integrating Interprofessional Experiential Learning into Health Professions Education: Fostering the Development of Master Adaptive Learners	Amy Crocker, Susan Smith, Matt Valdes, Erika Alaniz, Monica Ramirez

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Poster Presentations List – continued

#	Title	Author(s)
28	Promoting Interprofessional Education and Collaborative Practice: Role of the Professional Association	Loretta Nunez, Catherine Grus, Neil Harvison
29	Developing an Interprofessional Education Experience: Occupational Therapy and Dietetics	Teresa Wickboldt, Ambria Crusan
30	Impact of COVID-19 on Interprofessional Collaboration: Perspectives from Physical and Occupational Therapists Working in Acute Care	Emily Scroggs, Benjamin McNulty, Amy Yorke, Leslie Smith
32	Putting Values and Ethics on the Front Page: An Interprofessional Activity on Current News Stories in Substance Use Disorder	Alice Scaletta, Carlos Moreno, Diane Quinn
33	Building Hope and Trust through Interprofessional Education in Disaster Management	Heather Boynton, Amanda O'Rae, Stephanie Zettel
34	Nursing and Athletic Training Students Collaborate on Patient Assessment in a Simulated Clinic Setting	Briyana Morrell, Jessica E. Jochum
35	Le statut et les résultats de la formation interprofessionnelle dans le domaine de la santé en Afrique Sub-Saharienne : Une revue systématique	Gatera Fiston Kitema
36	The impact of course design, gender, and academic level on student responses to an introductory IPE experience	Chamipa Phanudulkitti, Debra Mattison, Vinoothna Bavireddy, Melissa Gross
37	Learning to Care, Caring to Learn: A Multi-Disciplinary Initiative to Provide Healthcare to the Homeless	Gina Baugh, Brad Phillips, Jacob Greenfield, Katie Smalley
39	Implementing a Telehealth Simulation for Dental and Pharmacy Learners Across Two Universities	Laura Romito, David Zahl, Trish Devine, Deborah Zeitlin
40	Addressing Barriers to Interprofessional Education Through the use of a Virtual Interprofessional Collaboration Mirco-Credential Program	Kathleen Gamble, Pam Calverley, Brenda Gamble

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Accreditation

This continuing professional development activity was held under the auspices of Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto and the University of Toronto's Centre for Advancing Collaborative Healthcare and Education (CACHE) in collaboration with the Canadian Interprofessional Health Collaborative (CIHC) and the American Interprofessional Health Collaborative (AIHC).

College of Family Physicians of Canada - Mainpro+:

CFPC CERT+ ID# will be updated here once received

This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto for up to 20.5 credits* (5.0 credits for Pre-Conference; 15.5 credits for Main Conference) Mainpro+ credits.

Royal College of Physicians and Surgeons of Canada - Section 1

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto. You may claim a maximum of 20.5 hours (5.0 hours for Pre-Conference; 15.5 hours for Main Conference)(credits are automatically calculated).

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Through an agreement between the Royal College of Physicians and Surgeons of Canada and the American Medical Association, physicians may convert Royal College MOC credits to AMA PRA Category 1 Credits™. Information on the process to convert Royal College MOC credit to AMA credit can be found at: <https://www.ama-assn.org/education/ama-pra-credit-system/agreement-royal-college-physicians-surgeons-canada>

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Live educational activities, occurring in Canada, recognized by the Royal College of Physicians and Surgeons of Canada as Accredited Group Learning Activities (Section 1) are deemed by the European Union of Medical Specialists (UEMS) eligible for ECMEC®."

Each participant should claim only those hours of credit that he/she actually spent participating in the educational program.

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Program At A Glance

Pre-Conference: Monday May 15, 2023 | Zoom Events | Eastern Daylight Time

TIME	SESSION	DURATION
10:00 – 13:00	Pre-Conference Workshops Session 1	2.5 hrs + 30 min break = 3 hours
13:00 – 16:00	Pre-Conference Workshops Session 2	2.5 hrs + 30 min break = 3 hours

DAY 1: Tuesday May 16, 2023 | Zoom Events | Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
10:00-10:30	Welcoming Remarks Hope & Trust in Health & Social Care: Welcome back to CAB		30 min	Main Plenary
10:30-11:50	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions followed by 5 minutes transition time.</i>			
12:00-12:15	Morning Break, Sponsor Exhibit Viewing		15 min	
12:15-13:30	Virtual Café by Conference Streams, Poster Abstract Viewing & Sponsor Exhibit Viewing		75 min	
13:30-14:50	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions followed by 5 minutes transition time.</i>			
13:30-14:20	Workshop Presentations <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
15:00	Keynote Watch Parties			
15:00	Keynote Presentation	Gregory Cajete, PhD University of New Mexico	45 min	Main Plenary
15:45	Keynote Question & Answer	Gregory Cajete, PhD University of New Mexico	15 min	Main Plenary
16:00	Closing of Day 1			

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DAY 2: Wednesday May 17, 2023 | Zoom Events | Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
08:00-12:00	Colloque francophone sur la pratique collaborative en santé ou services sociaux en partenariat avec les patient[e]s ou client[e]s et leurs proches Programme détaillé : Programme		4 hours	
10:00-11:30	Practice & Education Plenary Panel Preparing Tomorrow's Experts: Integrating Capability and Context in Changing Worlds	Maria Mylopoulos, PhD <i>The Wilson Centre</i> Paula Rowland, PhD <i>The Wilson Centre</i> Nicole Woods, PhD <i>The Wilson Centre</i>	90 min	Main Plenary
11:30	Morning Break, Poster and Sponsor Exhibit Viewing		30 min	
12:00	Virtual Café: Practice & Education		60 min	
13:00-14:20	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions followed by 5 minutes transition time.</i>			
13:00-14:30	Symposia Presentations <i>Symposium presentations, taken from the Call for Abstracts, will take place concurrently. Each symposia will run for 90 minutes.</i>			
14:45-15:35	Workshop Presentations <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
15:00-16:30	Dialogic Roundtables <i>Facilitators to spark and guide conversations about works-in-progress or important and cutting-edge ideas for the field, attending to the perspectives of a diverse group (40min each).</i> Two separate rounds: 15:00-15:40 and 15:50-16:30 Roundtable Focus 1: Integrated Practice & Education for Collaborative Healthcare Roundtable Focus 2: Research & Innovation for IPE and IPC: What does the future hold? Roundtable Focus 3: Collaborative leadership for health systems change			
16:30	Interprofessional Collaboration Showcase Roundtable & Networking – Sharing Best Practices for Interprofessional Learning in the Workplace			

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DAY 3: Thursday May 18, 2023 | Zoom Events | Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
10:00-11:10	Keynote Presentation Interprofessional Collaboration Requires Distributed Leadership, Multiple Stakeholder Engagement and Integrated Policy Support	Ivy Lynn Bourgeault, PhD, FCAHS <i>University of Ottawa</i>	70 min	Main Plenary
11:10-11:30	Keynote Question & Answer	Ivy Lynn Bourgeault, PhD, FCAHS <i>University of Ottawa</i>	20 min	Main Plenary
11:30-12:00	Poster and Sponsor Exhibit Viewing		30 min	
12:00-13:30	Panel: Perspectives on Collaborative Competency Frameworks, An International Dialogue	Brian Hodges, MD, PhD, FRCPC - Moderator , <i>University Health Network</i> Alison Whelan, MD <i>Interprofessional Education Collaborative (IPEC)</i> Andre Vyt, PhD <i>European Interprofessional Practice & Education Network (EIPEN)</i> Fiona Kent, B. Physiotherapy, Grad Cert EBP, MHPE, PhD <i>Australasian Interprofessional Practice and Education Network (AIPPEN)</i> Sharon Buckley MSC PhD PGCE SFHEA DipSciComm <i>University of Birmingham</i> Carrie Krekoski, BSc(DH), MEd., Ed.D(c), DHP(C) <i>University of British Columbia</i>	90 min	Main Plenary
13:45-15:05	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will have 15 minutes each to present and answer questions followed by 5 minutes transition time.</i>			
13:45-15:15	Symposia Presentations <i>Symposium presentations, taken from the Call for Abstracts, will take place concurrently. Each symposia will run for 90 minutes.</i>			
15:30-16:20	Workshop Presentations <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
16:30-17:00	Closing Remarks (CAB Quest Draw)		30 min	Main Plenary

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Program Agenda – Detailed

Pre-Conference: Monday May 15, 2023 | Zoom Events | Eastern Daylight Time

TIME	SESSION	DURATION
10:00 – 13:00	Pre-Conference Workshops Session 1	2.5 hrs + 30 min break = 3 hours
13:00 – 16:00	Pre-Conference Workshops Session 2	2.5 hrs + 30 min break = 3 hours

Session Information

Workshop PreS1R1 Pre-Conference Breakout Session 1
10:00-13:00

Addressing the Disaster and Emergency Preparedness Learning Gap through a Collaborative Learning Framework - 81231

Presenter(s):

Cathy Poon, BS, PharmD, FPPA, FCPP
Philadelphia College of Pharmacy, Saint Joseph's University

Deborah Becker, PhD, ACNP, BC, CHSE, FAAN
School of Nursing, University of Pennsylvania

Diane Quinn, PharmD, BCACP
Philadelphia College of Pharmacy, Saint Joseph's University

Emily Bubel, OTD, OTR/L
School of Health Professions, Saint Joseph's University

Additional Author(s):

Stephen Cole, DVM
School of Veterinary Medicine, University of Pennsylvania

Hilary Nelson, PhD, MPH
Perelman School of Medicine, University of Pennsylvania

Participants will be immersed in an interprofessional emergency preparedness tabletop simulation implemented by interprofessional faculty representing two institutions. Faculty will share opportunities and challenges that may be encountered when developing and implementing similar programs. Participants will be equipped with the tools to incorporate this framework within their respective curricula.

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Learning Objectives:

1. Describe the process an interprofessional planning team applies to develop an interprofessional educational experience regarding emergency/disaster preparedness.
2. Facilitate interactive, interprofessional emergency/disaster preparedness activities modeled during this workshop.
3. Discuss the opportunities and challenges an interprofessional planning team may encounter when designing and implementing an emergency/disaster preparedness interprofessional education experience.

Workshop PreS1R2 Pre-Conference Breakout Session 1

10:00-13:00

So You Want to Get Started with your Interprofessional Education and Collaborative Practice Program? START HERE - 81150

Presenter(s):

Barbara Maxwell, PhD, DPT, Mac, Cert THE, FNAP
Indiana University

April D Newton, PT, PhD, DPT, FNAP
Indiana University

This workshop is designed for those at or near the beginning of their interprofessional journey and is intended to equip them with valuable knowledge, skills, attitudes and behaviors to support them in designing effective interprofessional learning and/or collaborative practice initiatives.

Learning Objectives:

1. Develop an elevator speech that articulates why collaborative practice matters
2. Apply social theories that shape interprofessional collaboration and teamwork to support the design of an interprofessional initiative.
3. Design the components of an effective interprofessional activity

Workshop PreS1R3 Pre-Conference Breakout Session 1

10:00-13:00

An Ocean of Change: Advancing Professional Development and Facilitation to Support the Evolution of Collaborative Teams - 78908

Presenter(s):

Dean Lising, MScPT, BScPT, BSc
University of Toronto, The Institute for Education Research, University Health Network

Lynne Sinclair, PT, MA (AdEd), BScPT
Temerty Faculty of Medicine, University of Toronto

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Sabrina Bartlett MEd, BEd

Centre for Advancing Collaborative Healthcare & Education, University of Toronto, University Health Network

Belinda Vilhena, MEd, BSc

Centre for Advancing Collaborative Healthcare & Education, University of Toronto, University Health Network

Elizabeth McLaney, MEd, BScOT, OT Reg. (Ont), BAH (Psychology)

Sunnybrook Health Sciences Centre

Using the evolution of a CACHE team-based care program as a model, this workshop will reflect on changes in team, professional development, facilitation to support collaborative care pre/post-pandemic. Competency-based team activities, videos, group reflections will be experienced and applied across care settings with opportunities to apply/develop into participant's teaching/practice/research.

Learning Objectives:

1. Understand changes to teams and practice considering the pandemic and the current state of health and social care
2. Compare and contrast team facilitation tools, videos and strategies for participant's own practice, education and research context
3. Apply competency-based practices for team/organizational action planning

Workshop PreS1R4 Pre-Conference Breakout Session 1

10:00-13:00

A workshop to explore the intersections of equity, diversity, and inclusion with interprofessional and simulation-enabled education - 81055

Presenter(s):

Stella Ng, PhD, Reg.CASLPO

Centre for Advancing Collaborative Healthcare and Education (CACHE), University Health Network; University of Toronto

Sacha Agrawal, MD

University of Toronto

Ryan Brydges, PhD

University of Toronto

Lindsay Herzog, MD

University of Toronto

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Latika Nirula, PhD
University of Toronto

Lynne Sinclair, PT, MA (AdEd), BScPT
Centre for Advancing Collaborative Healthcare & Education; University of Toronto; University Health Network

IPE is increasingly focusing on equity, diversity, and inclusion (EDI), often employing simulation. Challenges and risks like (mis)representation or reproduction of bias and stigma can arise when using IP simulation in relation to EDI. This workshop will involve a reflexive exploration of how to design education at this complex intersection.

Learning Objectives:

1. Explain critical considerations for when, why, and how to bring together IPE, EDI, and Simulation.
2. Generate critically reflexive questions to optimize benefits and minimize risks of bringing together IPE, EDI, and Simulation.
3. Identify other educators to connect with for continued critical dialogue about IPE, EDI, and Simulation.

Workshop PreS1R5 Pre-Conference Breakout Session 1

10:00-13:00

New to Interprofessional Educational Research? Tips for getting started - 79234

Presenter(s):

Diane R. Bridges, Ph.D., MSN, RN, CCM
Chicago Medical School at Rosalind Franklin University of Medicine and Science

Alexa Sevin Valentino, PharmD, MBA, BCACP, TTS
Office of Interprofessional Practice and Education, Ohio State University

Bethany Robertson, DNP, CNM, FNAP
Nell Hodgson Woodruff School of Nursing, Emory University

Tina Patel-Gunaldo, Ph.D., DPT, MHS
Center for Interprofessional Education and Collaborative Practice

Gail M. Jensen, Ph.D., PT, FAPTA
Creighton University

Andrea L. Pfeifle, EdD, PT, FNAP
The Ohio State University & Wexner Medical Center

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Amanda Kirkpatrick, Ph.D., RN
Creighton University College of Nursing

Devin Nickol, MD
University of Nebraska Medical Center

Additional Author(s):

Douglas S. Ander, MD
Emory University School of Medicine

IPE research should answer meaningful questions and utilize appropriate research designs and conceptual framing. Novice IPE researchers will be guided to build on their IPE research question of interest in a participatory workshop with research mentors that lead to a plan of action for each participant.

Learning Objectives:

1. Identify the problem, gap in the literature and significance of the gap and proposed research question.
2. Apply key concepts central to education research to their project (targeted literature review/argument; research designs and conceptual framing; use of theory to inform education research; components of education grants).
3. Generate their initial research question and the sequential questions (program of studies) that sets the course for their research and develop a plan of action that outlines next steps.

Workshop PreS2R1 Pre-Conference Breakout Session 1

13:00-16:00

Creating Connection and Trust through Relational Leadership - 81226

Presenter(s):

Christina Kelly, MD, FAAFP
University Service University of the Health Sciences

Kyle Turner, PharmD, BCACP
University of Utah Health

Workshop participants will be introduced to relational leadership, enhance their awareness of how their identity impacts them as leaders, and learn how to create interprofessional team environments where power is equitably distributed. Through informative and interactive sessions, they will learn to transform change on the individual, team, and system levels.

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Learning Objectives:

1. Define relational leadership and describe how a relational mindset creates authentic connections and psychological safety within diverse, interprofessional health care teams
2. Identify the lenses impacting our perception and our identity and how those form our bias, beliefs, and assumptions
3. Discuss the effects of power (what power is, where it comes from, and the difference between power with and power over)

Workshop PreS2R2 Pre-Conference Breakout Session 1

13:00-16:00

How to Create an Interprofessional Educational Activity That Fosters Hope and Trust in Social Care: Utilizing Virtual Simulation to Train Health and Social Care Learners in Microaggressions - 80899

Presenter(s):

Skye McKennon, PharmD, BCPS, ACSM-GEI
Washington State University Elson S. Floyd College of Medicine

Megan Willson, PharmD, BCPS
Washington State University College of Pharmacy and Pharmaceutical Sciences

Carrie Gigray, MSHS, FP-C, GC-HSQ
WSU College Of Medicine Virtual Clinical Center; Washington State University Elson S. Floyd College of Medicine Virtual Clinical Center

Klay Sandum, BS
Washington State University Elson S. Floyd College of Medicine

Additional Authors(s):

Rie Kobayashi, PhD, LMSW
Eastern Washington University School of Social Work

Microaggressions are common occurrences in everyday life leading to large impacts on individuals, including health outcomes and relationships. An important part of trust and psychological safety supports an inclusive environment. A train the trainer approach will utilize scaffolding methodology to develop a microaggressions session for interprofessional learners utilizing virtual simulation.

Learning Objectives:

1. Utilize train the trainer strategies to develop an action plan to implement a microaggression/unintended bias interprofessional education activity at their institutions.

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2. Defend the importance of psychological safety in interprofessional healthcare teams and training in implicit bias (specifically microaggressions/ unintended bias) to provide a safe and trusting work environment.
3. Describe one interdisciplinary teams' approach for developing, modifying, assessing, and evaluating a values and ethics themed microaggression/ unintended bias interprofessional education activity.

Workshop PreS2R3 Pre-Conference Breakout Session 1

13:00-16:00

Interprofessional Education in Simulation: Integration of the CIHC Competencies for Patient-Centred Collaboration - 81060

Presenter(s):

Moni Fricke, PhD, BMR(PT)
University of Manitoba

Laura MacDonald, PhD, RDH
University of Manitoba

Lynne Sinclair, MA (Ad Ed), BSc(PT)
Centre for Advancing Collaborative Healthcare & Education; University of Toronto; University Health Network

Donna Drynan, M.Ed., OT(Reg)
University of British Columbia

Jacinthe Beauchamp, PhD
Universite de Moncton

Simulation-enhanced interprofessional education (Sim-IPE) enhances technical and team collaboration skills in health professions education. Best practices include a theoretical framework such as the CIHC Competency Framework for Patient-Centred Interprofessional Collaboration. This workshop will provide participants the opportunity to engage with the framework while applying best practice for Sim-IPE.

Learning Objectives:

1. Integrate best practices, innovation and lived experiences for pre-briefing, simulation and debriefing in simulation-enhanced interprofessional education (Sim-IPE). //Intégrer les meilleures pratiques, l'innovation et les expériences vécues dans le prébriefing, la simulation et le débriefing d'une formation par simulation interprofessionnelle (Sim-IP)
2. Explore the use of an interprofessional collaboration competency-based framework to support the design, delivery and evaluation of Sim-IPE. //Explorer l'utilisation d'un référentiel de

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compétences en matière d'interprofessionnalisme pour soutenir la conception, la mise en œuvre et l'évaluation de Sim-IP

3. Identify strategies in overcoming the challenges in the implementation of Sim-IPE. //Identifier des stratégies pour surmonter les défis de la mise en œuvre de Sim-IP.

Workshop PreS2R4 Pre-Conference Breakout Session 1

13:00-16:00

Generating New Knowledge for Interprofessional Education and Collaborative Practice Using the National Center Interprofessional Information Exchange and Core Data Set - 81201

Presenter(s):

Christine Arenson, MD
Medical School University of Minnesota

Additional Author(s):

Barbara Brandt, PhD, EdM, FNAP
College of Pharmacy University of Minnesota

This Workshop will demonstrate the National Center Interprofessional Information Exchange (NCIIE) to design, evaluate, and continuously improve IPE initiatives in practice that drive learning and health outcomes. Participants will use NCIIE tools to draft a preliminary plan and identify partners and stakeholders to engage in further developing the project.

Learning Objectives:

1. Understand how the National Center Interprofessional Information Exchange and Interprofessional Core Data Set have been developed based on the Institute of Medicine Theoretical Framework to facilitate practical, real-time developmental evaluation and research at local and national levels to improve interprofessional practice and education.
2. Describe a meaningful, feasible interprofessional education and practice intervention that has the potential to drive meaningful learning and health outcomes within their own setting.
3. Explore how to identify and engage partners and stakeholders, including individuals receiving services, in the design and evaluation of interprofessional practice and education interventions.

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DAY 1: Tuesday May 16, 2023 | Zoom Events | Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
10:00-10:30	Welcoming Remarks Hope & Trust in Health & Social Care: Welcome back to CAB		30 min	Main Plenary
10:30-11:50	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions followed by 5 minutes transition time.</i>			
12:00-12:15	Morning Break, Sponsor Exhibit Viewing		15 min	
12:15-13:30	Virtual Café by Conference Streams, Poster Abstract Viewing & Sponsor Exhibit Viewing		75 min	
13:30-14:50	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions followed by 5 minutes transition time.</i>			
13:30-14:20	Workshop Presentations <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
15:00	Keynote Watch Parties			
15:00	Keynote Presentation	Gregory Cajete, PhD University of New Mexico	45 min	Main Plenary
15:45	Keynote Question & Answer	Gregory Cajete, PhD University of New Mexico	15 min	Main Plenary
16:00	Closing of Day 1			

Session Information

Oral **D1S1R1** **Day 1 Breakout Session 1: Community/ EDI/Patient Partners**

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

MoveMore: Interprofessional Collaboration in a Community Based Walking Class for People with Chronic Stroke - 78372

Presenter(s):

Amy Yorke, PT, PhD
University of Michigan-Flint

Leslie Smith, PT, DPT
University of Michigan-Flint

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Additional Author(s):

Suzanne Trojanowski, PT, DPT
University of Michigan-Flint

Megan Keiser, RN, DNP, CNRN, SCRN, CHSE, ACNS-BC, NP-C
University of Michigan-Flint

Community members with chronic stroke with help from PT and nursing students can work on walking harder and faster to increase participation in their life. Learn how to implement a sustainable interprofessional educational activity embedded in the community that makes a difference in student learning and for community participants.

Learning Objectives:

1. Describe a model for sustainable interprofessional educational activity that engages learners and people from the community.
2. Analyze the participant and learner outcomes for MoveMore, a community based interprofessional educational program.

10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Patients and Interprofessional Teams: A Framework to Clarify Patient Roles, Processes and Conditions
- 78210

Presenter(s):

Kateryna Metersky, RN, PhD
Toronto Metropolitan University

Carole Orchard, RN, EdD
The University of Western Ontario

Research on interprofessional teams are growing, but there is a lack of literature on roles patients can enact on teams. This study presents a framework on the perspectives of patients and healthcare providers on patient roles on teams and the required processes and conditions that need to be in place.

Learning Objectives:

1. After the presentation the participants will be able to identify potential roles patients can enact on interprofessional teams.
2. Identify the required processes that need to take place.
3. Describe the conditions that need to be available for enhanced patient involvement in their own care to occur.

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11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Building Hope and Trust with People and Communities through an Innovative Academic-Community Research Partnership - 79340

Presenter(s):

Teri Kennedy, PhD, MSW, ACSW, FGSA, FNAP
The University of Kansas Medical Center

Additional Author(s):

K. Allen Greiner, Jr., MD, MPH
The University of Kansas Medical Center

Cherayla Haynes, Community Health Worker
Frontiers: University of Kansas Clinical & Translational Science Institute

Jill Peltzer, PhD, APRN-CNS
The University of Kansas School of Nursing

Kathryn A. Rhine, PhD
The University of Kansas

Emily Ryan, MA
The University of Kansas

Dola Williams, Community Partner
Project BEST

Health Humanities and Arts Research Collaborative/Multidisciplinary Advocate and Researchers Group is an innovative academic-community research partnership advancing community-engaged research utilizing storytelling as a modality to learn together what matters most to people and communities, contribute to better care, better value, and better education, and achieve health equity through translational research.

Learning Objectives:

1. Describe the development of an innovative academic-community research partnership
2. Discuss strategies to advance best practices in community-engaged research
3. Explore the use of digital storytelling as a research modality

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11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Reimagining Eye health Care Delivery in Low resource settings: The impact of Interprofessional Education and Collaborative Practice – 80942

Presenter(s):

Gatera Fiston Kitema, PhD Candidate
University of St-Andrews

Additional Author(s):

Anita Laidlaw,
University of Aberdeen

Veronica O'Carroll
University Of St-Andrews

Jean Baptiste Sagahutu
University of Rwanda

Andrew Blaikie

The WHO (2019) reported that 1.1 billion people live with vision loss and 90% of vision loss are preventable or treatable. Moreover, according to the WHO (2010), interprofessional Education promotes interprofessional collaboration. This talk will focus on the impact of the unprecedented interprofessional eye health education in Rwanda.

Learning Objectives:

1. To assess the impact of interprofessional education on eye health knowledge acquisition.
2. To assess the impact of interprofessional education on eye health skills acquisition.

Oral D1S1R2 Day 1 Breakout Session 1: Curriculum Development & Pedagogy

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Developing a Curricular Framework for Interprofessional Collaborative Practice - 80950

Presenter(s):

Brooke Salzman, MD
Thomas Jefferson University

Amber King, PharmD
Thomas Jefferson University

Shoshana Sicks, EdD
Thomas Jefferson University

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The Jefferson Center for Interprofessional Practice and Education created an interprofessional curricular framework to enable tracking of student mastery of IPEC competencies while maintaining flexibility and choice. This presentation will share the process of developing an IP curricular framework, including a review of other models and input from stakeholders.

Learning Objectives:

1. Describe the rationale for developing an IP curricular framework
2. Compare and contrast different approaches to structuring an IP curricular framework
3. Identify key strategies for implementing and assessing an IP curricular framework

10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

What Type of Content and Delivery Fully Engages Healthcare Students in IPE? A 17 Year Retrospective Study – 81228

Presenter(s):

Marilyn Hanson, EdD
Rosalind Franklin University of Medicine and Science

Robin Dyer, MD
Rosalind Franklin University of Medicine and Science

Additional Author(s):

Tamzin Batteson, BSc
Rosalind Franklin University of Medicine and Science

The Foundations for Interprofessional Practice course curriculum has been modified over the years and continues to evolve, reflecting both results from IPE based research and student feedback. The feedback from the students became more positive as more SDH case studies and interactive content was delivered.

Learning Objectives:

1. Describe the evolution of curricular
2. Explore interactive experiential learning
3. Discuss small group vs large group

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11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Enhancing integration, sustainability and scalability: Drivers and directions of UBC Health's collaborative health education initiatives - 78692

Presenter(s):

Deanna Bracewell

The University of British Columbia

Carrie Krekoski, RDH, BSc, MEd

The University of British Columbia

This presentation will apply lessons learned from the evolution of UBC Health's collaborative health education approach, from enrichment activities, to an incentivized points-based system, to IPE embedded within required program courses and emerging IPE placements. Participants will consider how protected time slots, distributed learners, patient perspectives, and rapid growth in student enrollment are influencing future IPE directions and initiatives. The pedagogy versus logistics balance inherent in IPE activity development and revision will be highlighted.

Learning Objectives:

1. Apply lessons learned from past IPE approaches and current drivers of curricular renewal to inform future IPE directions and initiatives
2. Consider the pedagogy versus logistics balance inherent in IPE activity development and revision
3. Spark inter-institutional conversations for IPE units to share ideas and IPE resources

11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Development and Assessment of Interprofessional Courses Aligned with a University Core Curriculum - 77662

Presenter(s):

Anthony Breitbach, PhD, ATC, FASAHP, FNAP

Saint Louis University

David Pole, PhD, MPH

Saint Louis University

Sarah Oerther, PhD, RN, ANEF

Saint Louis University

Jessica Barreca, PT, DPT

Saint Louis University

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Additional Author(s):

Ellen Crowell, PhD
Saint Louis University

Sarah Manspeaker, PhD, ATC
Duquesne University

This presentation describes how faculty in an existing undergraduate Interprofessional Education (IPE) program and curriculum engaged in transformational learning with faculty from across the university to integrate IPE learning outcomes to achieve components to a new University Core curriculum by describing the outcomes related to IPE courses.

Learning Objectives:

1. Participants can describe the process of aligning IPE courses with the University Core Curriculum. Participants can describe the outcomes related to student learning in IPE courses with Core Curriculum attributes.
2. Participants can develop IPE courses that align with general education/core courses.

Oral D1S1R3 Day 1 Breakout Session 1: Technology-Enabled Education & Simulation

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Healthcare Team Assessment & Interventions in a Hybrid Workspace – 78849

Presenter(s):

Robyn Davies, BHScPT, MAppSc
Unity Health Toronto

Sasha Miles
Unity Health Toronto

The pandemic put an unusual level of stress on healthcare teams, including shifting some work to the virtual space. We used a modified team assessment to check-in to understand our teams; experiences and determine needed supports. Pre-post intervention survey scores revealed no significant differences highlighting the stability of the teams.

Learning Objectives:

1. Articulate the value of team assessment for both patient and non-patient facing healthcare teams
2. Reflect on the use and value of team intervention within their own context

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10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

The Boomerang Effect: Lessons Learned Zooming Back from Virtual to In-person Interprofessional Simulation - 81156

Presenter(s):

Brenda Queen, MD
Virginia Commonwealth University School of Medicine

Kelly Lockeman, PhD
Virginia Commonwealth University, School of Medicine

Additional Author(s):

Sara Sheets, MSN, RN, CRN
VCU Health

Christopher Hogan, MD
Virginia Commonwealth University, School of Medicine

Alan Dow, MD, MSHA
Virginia Commonwealth University, School of Medicine

Elizabeth Micalizzi, MBA, PMP, NREMT
Virginia Commonwealth University

Pivoting to a virtual substitute for an interprofessional critical care simulation experience provided an unexpected opportunity to improve an already effective educational activity as we moved back into the in-person environment.

Learning Objectives:

1. Compare and contrast the outcomes from virtual versus in-person interprofessional simulation
2. Discuss methods for focusing on interprofessional behaviors in simulation
3. Explore how small changes can lead to more effective IPE activities

11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Using an Equity, Diversity, and Inclusion Lens to Understand and Establish Psychological Safety in Simulation-Enhanced Interprofessional Education – 80865

Presenter(s):

Cynthia Andrews, DDS MEd
Dalhousie University

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Shannan Grant, RD/PDt, MSc, PhD
Mount Saint Vincent University

Marion Brown, MSW, PhD, RSW
Dalhousie University

Noel Pendergast, MPH BPEd. RRT
Dalhousie University

Additional Author(s):

Jennifer Lane, PhD RN
IWK Health Centre; Dalhousie University

Kathryn Hayward, MN, RN, IBCLC
Dalhousie University
Stephen Miller, MD, CCFP(EM), FCFP, MEd
Dalhousie University

Sauna Houk, MN RN
Dalhousie University

D. David Persaud, PhD
Dalhousie University

Kelly Lackie, PhD RN CCSNE
Dalhousie University

Sheri Price, RN PhD
Dalhousie University

Narrative analysis of participants' experiences in Sim-IPE informs how to cultivate psychologically safe environments that center discussions of power, gender, race, (dis)ability, hierarchy, status, and professional divisions. Strategies to build and facilitate such environments will be discussed.

Learning Objectives:

1. Define equity, diversity, and inclusion (EDI) and psychological safety (PS) as they pertain to health and social care education and practice.
2. Share simulation-enhanced IPE (Sim-IPE) stories from students, educators, and simulated participants, highlighting those from historically underrepresented groups, using an EDI lens.
3. Identify, with plans to incorporate, 2-3 strategies to address EDI-PS in Sim-IPE.

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11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Identifying and Organizing Interprofessional Placement Opportunities using Existing Placement Software Programs: A Feasibility Study - 79068

Presenter(s):

Adam Reid, MASP, PhD(c)

Memorial University of Newfoundland Centre for Collaborative Health Professional Education

Julia Trahey, MD, FRCPC, MScHQ

Memorial University of Newfoundland Centre for Collaborative Health Professional Education

Donnamarie Khalili, MA

Memorial University of Newfoundland Centre for Collaborative Health Professional Education

Patricia Moores, M.Sc, B.Sc, OT

Memorial University of Newfoundland Faculty of Medicine

Additional Author(s):

Ann Hollett, MA

Memorial University of Newfoundland Office of Professional and Educational Development

In this feasibility study, researchers extracted learner placement logistical data (locations and schedules) from two software programs used to coordinate field placements and clerkships. Our goal was to systematically identify candidate placement sites where interprofessional placements are opportune, and build capacity for interprofessional learning at those sites.

Learning Objectives:

1. Describe methods used to merge field placement data from multiple professional and software programs and identify opportunities for interprofessional placements
2. Characterize field placement sites on the basis of their candidacy to host interprofessional practice placements
3. Articulate the next steps necessary to establish interprofessional practice placements at sites determined to be good host candidates

Oral D1S1R4 Day 1 Breakout Session 1: Faculty & Professional Development

10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Putting the Pieces Together - Highlighting the Importance of Professional Identity Formation within a Collaborative Team through an IPE Experience - 80682

Presenter(s):

Diane Quinn, PharmD, BCACP

St. Joseph's University

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Dana Farabaugh, MD
Drexel University

Cathy Poon, BS, PharmD, FPPA, FCPP
St. Joseph's University

This presentation will highlight the development, implementation, and assessment of a pilot professional identity formation (PIF) interprofessional education (IPE) activity that involved medical and pharmacy students.

Learning Objectives:

1. Describe the creation and implementation of an interprofessional education (IPE) experience focused on professional identity formation.
2. Illustrate the impact of an IPE professional identity activity on student learning through an evaluation of post-experience survey data.

11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Lessons Learned while Designing an Interprofessional Conflict Management Course - 79395

Presenter(s):

Christina Clausen, RN, PhD
Integrated University Health and Social Service Center, West Central, Montréal

Dianne Bateman, PhD
McGill University

Additional Author(s):

Dominique Gillis, SL-P

Cynthia Perlman, OT(C), MEd
McGill University

Liliane Aseraf-Pasin, PT, PhD
McGill University

Margaret Purden, RN., PhD
McGill University

This presentation will describe the lessons learned through the development, implementation and revision of a conflict management course intentionally designed for asynchronous online delivery for

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students in seven (7) different healthcare professions over two iterations that was guided by course feedback from students and facilitators.

Learning Objectives:

1. Understand the use of course feedback in course development and revision.
2. Appreciate a balance of asynchronous and synchronous learning activities within a course.
3. Consider ways to address logistical barriers in course design.

11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Interprofessional Teaching Observation Program: Benefits for the Teacher and Observer - 79259

Presenter(s):

Maria Wamsley, MD
University of California San Francisco

Todd James, MD
Professor of Medicine, University of California San Francisco

Additional Author(s):

Josette Rivera, MD
Professor of Medicine, University of California San Francisco

The Interprofessional Teaching Observation Program (iTOP) is a peer teaching observation program in which an experienced, trained faculty observes a peer's interprofessional teaching and discusses feedback. iTOP's aim is to increase confidence and skills in interprofessional teaching and create a community of IPE educators. This session will review program outcomes.

Learning Objectives:

1. Discuss required resources and strategies for implementation of a peer observation and feedback program for IP teaching.
2. Compare and contrast outcomes of participation in a peer observation program for IP teaching for observers and observees.
3. Discuss lessons learned from the initial launch of a peer observation and feedback program for IP teaching.

Oral D1S1R5 Day 1 Breakout Session 1: Workplace & Clinical Learning

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Ensuring Hope through Immersive Clinical Training Grant Opportunities for Health Professions Learners - 81155

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Presenter(s):

Angel Kuo, MSN, CPNP
University of California, San Francisco

Maria Wamsley, MD
University of California, San Francisco

This presentation will share the results of a grants program to support the development of immersive clinical training experiences for learners from dentistry, medicine, advanced practice nursing, pharmacy, and physical therapy. Key factors for success as well as barriers will be discussed, along with strategies to overcome the common challenges.

Learning Objectives:

1. Describe strategies to implement interprofessional immersive clinical opportunities for health professions learners.
2. Discuss strategies to overcome barriers to interprofessional clinical immersions for health professions learners.

10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Qualitative Evaluation of Interprofessional Education Experiential Learning (IPEEL) for Health Professional Students – 78903

Presenter(s):

Kelle DeBoth Foust, PhD, OTR/L
Cleveland State University

Madalynn Wendland, PHD, PT, DPT, PCS, ATP, CKTP/CKTF
Cleveland State University

This program outlines a qualitative research study that led to the innovative adaptation of a model for interprofessional education incorporating experiential learning strategies. We will discuss applications for student learning, applications across educational settings and practice environments, while envisioning a more holistic and real-world approach to interprofessional education.

Learning Objectives:

1. Explain the results from a qualitative research study and the important components of the IPEEL model derived from the results.
2. Describe how they envision that incorporating the IPEEL model could contribute to a more trustworthy healthcare environment through large group discussion.
3. Describe an application of the IPEEL model in their field or work setting through discussion and sharing with other attendees.

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11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

'ED Go' with the Flow - Turning Strategy into Action - 78942

Presenter(s):

Sara Wolfe, RD
William Osler Health System

Mark Vona, PT
William Osler Health System

The 'ED Go' Team is an innovative interdisciplinary model of care focused on early intervention, collaboration, and advocacy within one of North America's busiest emergency departments. Learn about the team's inception including the stimulus for change, negotiation of role clarity, and development of an interprofessional documentation form.

Learning Objectives:

1. Understand the unique considerations for developing an interdisciplinary team model in the emergency department
2. Explore the opportunities for negotiating role clarity and leveraging overlapping scopes of practice in the emergency department
3. Understand the drivers, challenges, opportunities and learnings from developing an interprofessional documentation form

11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

A Critical Interpretive Synthesis of Interprofessional Education Interventions (2011 - 2021) – 78839

Presenter(s):

Sanne Kaas-Mason, PhD Candidate
Wilson Centre for Studies in Education

Additional Author(s):

Sabrina Bartlett, M.Ed., B.Ed.
Centre for Advancing Collaborative Healthcare and Education

Stella Ng, PhD RegCASLPO
Centre for Advancing Collaborative Healthcare and Education (CACHE), University Health Network;
University of Toronto

Sylvia Langlois,
University of Toronto

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Farah Friesen,
Centre for Advancing Collaborative Healthcare and Education

Paula Rowland, PhD
Wilson Centre for Studies in Education

This review of published IPE interventions between 2011 - 2021 substantiates earlier claims that interventions tend to orient towards competency development, particularly development of team-based competencies. This invites a discussion about competency-based education, and whether educational focus on one type of interprofessional practice transfers to a diversity of practice possibilities.

Learning Objectives:

1. Name at least three forms of interprofessional practice
2. Be aware of literature that explores connections between notions of competencies and types of interprofessional practice
3. Draw connections to other bodies of education science literature relevant to IPE

Oral D1S1R6 Day 1 Breakout Session 1: Quality Improvement

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Creating and Sustaining an IP Quality and Safety Bootcamp - Lessons Learned - 80724

Presenter(s):

Corrine Abraham, RN, DNP
Nell Hodgson Woodruff School of Nursing; Emory University; Atlanta VA Health Care System

Anne Tomolo

Quality improvement methods and interprofessional teamwork are essential to healthcare improvement. We designed a Quality and Safety Bootcamp for inter-professional trainees to build a network of IP professionals to participate on improvement teams. The curriculum includes pre-work, theory bursts, small group activities, and a project to reinforce key concepts.

Learning Objectives:

1. Describe the design and implementation of an inter-professional quality and safety bootcamp training program
2. Explain methods to evaluate attainment of quality improvement knowledge, attitudes, and skills.
3. Describe the impact of a quality and safety bootcamp training on inter-professional trainee attainment of team and quality competencies.

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10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

IPEC Scoping Review: Findings on the Impact of Interprofessional Educational Interventions on the Quality of Healthcare - 78829

Presenter(s):

Shelley McKearney
Interprofessional Education Collaborative (IPEC)

Additional Author(s):

Joseph Cusimano, PharmD, BCPP
School of Pharmacy, Shenandoah University

Tamara Cadet, PhD, LICSW, MPH
School of Social Policy & Practice; Penn Dental Medicine; Leonard Davis Institute, University of Pennsylvania

In 2019, the Interprofessional Education Collaborative (IPEC) partnered with the Association of Academic Health Sciences Libraries (AAHSL) on a scoping review project investigating the link between interprofessional education interventions and the quality of patient care. This presentation will showcase the discoveries from this unique, exploratory, interprofessional, and multi-institutional study.

Learning Objectives:

1. Describe the background and methodology of IPEC's scoping review
2. Identify key findings on the impact of interprofessional education (IPE) on direct patient care
3. Discuss ways to use the results of the scoping review in making the case for IPE

11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Improving the Quality of Interdisciplinary Communication through Bedside Rounds on an Intensive Care Unit - 81195

Presenter(s):

Carolyn Bradley DNP, RN, CCRN
Quinnipiac University

The creation of a new structure and process for daily interdisciplinary bedside rounds in the intensive care unit improved team communication, employee engagement, and patient experience. Learn how to implement a quality improvement project that supports practice excellence and ultimately patient safety in the critical care setting.

Learning Objectives:

1. Describe why it is important to improve interdisciplinary communication in the critical care setting.
2. Describe the steps of implementing a quality improvement project to improve daily interdisciplinary bedside rounds in the intensive care unit.

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11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Recreating the Village: The Patient Experience with Interprofessional Group Perinatal Care in an Academic Family Health Team – 81224

Presenter(s):

Milena Forte, MD, CCFP, FCFPC
Mount Sinai Hospital, DFCM, University of Toronto

Additional Author(s):

Anne Biringer, MD, CCFP
Mount Sinai Hospital, DFCM, University of Toronto

Natalie Morson, MD, CCFP
Mount Sinai Hospital, DFCM, University of Toronto

Sakina Walji, MD, CCFP
Mount Sinai Hospital, DFCM, University of Toronto

Natalie Tregaskis, RM RN IBLCL
Mount Sinai Hospital

Susannah Merritt, BA BSc RM
Mount Sinai Hospital

Alison Mekle, RN, RMT
Mount Sinai Hospital

Tutsirai Makuwaza, BSc MA
Mount Sinai Hospital

Our team has developed a midwifery-led Group Perinatal Care Program within an academic Family Health Team. We will present the results of a qualitative study that examines the experience of patient participants in the GPC program and the program's impact on their journey into parenthood.

Learning Objectives:

1. Appreciate how patients perceive the roles of various interprofessional health care providers in the delivery of Group Perinatal Care (GPC).
2. Describe the various levels of social supports (ranging from informational to emotional) that the interprofessional GPC program provided.

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Oral D1S1R7 Day 1 Breakout Session 1: Health Systems Policy & Leadership

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Building Cross-Sectoral Collaboration in Healthcare with Local Health and Community Care Partners – 78580

Presenter(s):

Grace Liu, PhD
York University

Additional Author(s):

Peter Tsisis, PhD
York University

In this research, key successful factors for building cross-sectoral collaboration with local health and community partners were identified. Based on the perspectives of leaders, key factors were 1) inter-dependency, 2) inter-organizational relationships, and 3) self-organizing capacity. Cross-cutting themes were 1) trust, 2) mutual respect, and 3) psychological safety.

Learning Objectives:

1. Discuss recommendations and strategies to support leaders who are involved in building cross-sectoral collaboration with local health and community partners.
2. Identify key successful factors and conditions for building cross-sectoral collaboration.

10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Collaborating on Interprofessional Primary Care Workforce Planning: The Canadian Health Workforce Network and Ontario Health, Toronto Approach - 78907

Presenter(s):

Sarah Simkin, MD MSc
Canadian Health Workforce Network & University of Ottawa

Cynthia Damba, MD
Ontario Health, Toronto Region

Ivy Bourgeault, PhD
Canadian Health Workforce Network & University of Ottawa

Additional Author(s):

Caroline Chamberland-Rowe, PhD
Canadian Health Workforce Network & University of Ottawa

Nathalie Sava,
Ontario Health, Toronto Region

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This presentation describes the collaborative process of developing a fit-for-purpose interprofessional health workforce planning toolkit for regional primary care planning in the City of Toronto and the outputs that will help to embed integrated health workforce planning into health systems, enabling an adaptive and equitable approach to care delivery.

Learning Objectives:

1. Identify leading practices in interprofessional health workforce planning that engages multiple stakeholders.
2. Apply these practices in related interprofessional health workforce planning initiatives.

11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Data-driven approach of engaging systems in advancing interprofessional education and practice - 79652

Presenter(s):

Rajesh S. Mangrulkar, MD
University of Michigan

Vani Patterson, MPH
University of Michigan

Additional Author(s):

Vinoothna Bavireddy, MSI
University of Michigan

Matthew Jerome, MS, MHA
University of Michigan

Sandy Goel, PharmD
University of Michigan

Shelagh Saenz, LPC, NCC
University of Michigan

Kate Balzer, LMSW
University of Michigan

Devin Lippert, MBA
University of Michigan

Mike Scheuber, MBA, MSE-ISE
University of Michigan

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IPE Centers struggle to identify experiential opportunities that reinforce didactic IPE curricula. As a result, we began to ask, 'how can we support systems in providing team-based care?' We will share our process of identifying needs of system leaders, uncovering data to identify sites, and developing high impact interventions.

Learning Objectives:

1. Identify existing data sources that could reveal an opportunity for the system to move towards furthering the benefits of team-based care.
2. Identify potential partners who could be leveraged in elevating the role of Centers for IPE in shifting the practice setting.
3. Discuss actionable steps to take with the data uncovered.

11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Leveraging Technology and System Partnership to Optimize Hospital-Based Interprofessional Learning During the COVID-19 Pandemic - 79368

Presenter(s):

Elizabeth McLaney, MEd, BScOT, OT Reg. (Ont), BAH (Psychology)
Sunnybrook Health Sciences Centre

Robyn Davies, BHScPT, MAppSc
Unity Health Toronto

Tracy Paulenko, BScPT
University Hospital Network

Jill Krupa, MLT, MScCH (HPTE)
University Hospital Network

Elizabeth Despres, PT, MScPT
Sinai Health

Vera Gueorguieva, RN, MN
Sick Kids

Voula Christofilos, BAsC, MEd, RD
North York General Hospital

Samantha Yau
Baycrest

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To optimize capacity for delivering IPE in hospitals during staffing and resource challenges, the IPE Leaders Network collaborated to offer multi-organizational, interprofessional, longitudinal learning experiences leveraging co-facilitation and virtual delivery. It is estimated using a dyad model, system capacity was doubled. All sites indicated this methodology was feasible and effective.

Learning Objectives:

1. Describe a collaborative, system-focused approach to hospital-based interprofessional education
2. Identify the opportunities associated with a multi-organizational approach leveraging co-facilitation and virtual delivery
3. Recognize the outcomes of this approach with respect to capacity, learner experience and facilitator experience

Oral **D1S1R8** **Day 1 Breakout Session 1: Various**

10:30-10:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Seeing is Believing: Virtual Home Visits Solidify Interprofessional Learning about Client and Family-Centred Care – 78904

Presenter(s):

Darlene Hubley, MScCH, BScOT, OT Reg. (Ont.)
Holland Bloorview Kids Rehabilitation Hospital

Additional Author(s):

Jean Hammond, BA (Hons)
Holland Bloorview Kids Rehabilitation Hospital

Clara Ho, MSW, RSW
Holland Bloorview Kids Rehabilitation Hospital

We champion the voice of people with lived experience in childhood disability by having parents as educators co-facilitate IPE on the theme of client and family-centred care and welcome students into their homes. Given pandemic restrictions, we have successfully adapted to a virtual model.

Learning Objectives:

1. Describe a virtual IPE structured clinical placement focused on client and family-centred care with a virtual home visiting component
2. Articulate the value of highlighting patient perspective in IPE for all stakeholders

10:50-11:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Creating Shared Care Plans during Collaborative Care: Comparing Interprofessional Teams to Uniprofessional Teams in a Virtual Clinical Education Experience – 81217

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Presenter(s):

April D Newton, PT, DPT, PhD, FNAP
Indiana University

Susan Glassburn, PhD, MSW, LCSW, FNAP
Indiana University

Creating Shared Care Plans presents key elements of shared mental models and shared decision-making leading to “collaboration” among health professions students during interprofessional and uniprofessional teamwork. The collaborative experiences guided students to generate shared care plans while utilizing shared decision-making via shared mental models focused on patient-centered care.

Learning Objectives:

1. Identify differences of care plans between interprofessional and uniprofessional teams.
2. Explain evidence supporting shared care plans from shared decision-making created by interprofessional teams.
3. Describe how a virtual IPECP experience creates collaboration within uniprofessional and interprofessional teams.

11:10-11:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

DEI Interprofessional Simulation Workshop - A Proposed Train-the-Trainer IPE Faculty Development Framework at the University of Wisconsin-Madison – 81083

Presenter(s):

Roberta Rusch, MPH
University of Wisconsin-Madison

Richard Barajas, MIPA, MPH
University of Wisconsin-Madison

Mel Freitag, PhD
University of Wisconsin-Madison

Lisa Imhoff, MSSW, LCSW
University of Wisconsin-Madison

Tarakee Jackson, MPA
University of Wisconsin-Madison

Kelly Lackie, BScN MN PhD RN CCSNE
Dalhousie University, Nova Scotia

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Corissa Lotta, PhD
University of Wisconsin-Madison

Sarah Uhm,
University of Wisconsin-Madison

Hossein Khalili, BScN, MScN PhD
University of Wisconsin-Madison

Additional Author(s):

Kaitlyn Hawley,
University of Wisconsin-Madison

This session will share lessons learned and best practices in planning a DEI IPE Simulation Workshop, intended to be a train-the-trainer faculty development opportunity. Participants will take away a framework on how to include DEI training in a unique IPE setting addressing not only social/cultural identities but professional identities.

Learning Objectives:

1. Discuss best practices for building an interprofessional program that recognizes how professional (and other) identities lend to microaggressions.
2. Explore how to create learning opportunities to respond in an interprofessional culturally responsive way when microaggressions occur in diverse clinical and classroom settings.

11:30-11:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

The Healthy Libraries Program: IPE Student Learning Outcomes and Lessons Learned – 81126

Presenter(s):

Gabriella Pandolfelli, MPH
Graduate Research Assistant, Stony Brook University, Program in Public Health

Additional Authors(s):

Amy Hammock, PhD
Stony Brook University, School of Social Welfare

Leah Topek-Walker, LCSW
Stony Brook University, School of Social Welfare

Lynn Timko-Swaim, MS, PAC
Stony Brook University, School of Health Professions

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Carol Della Ratta, PhD, RN
Stony Brook University, School of Nursing

Lisa Benz Scott, PhD
Stony Brook University, Program in Public Health

This presentation will describe ongoing implementation and evaluation of the Stony Brook Medicine Healthy Libraries Program, an interprofessional team of Nursing, Public Health, Social Work, Physician Assistant, and Library Science students who provide preventive health screenings, evidence-based health information and case management for free in public libraries.

Learning Objectives:

1. Describe the Stony Brook Medicine Healthy Libraries Program team-based IPE model.
2. Identify the standardized IPE competency assessment tools that are used to evaluate student learning outcomes.
3. Consider the strengths and challenges of implementing an experiential IPE program with multiple health professions in a real-world non-clinical community setting.

Virtual Café

Day 1 By Conference Streams

12:15-13:30

This virtual café will allow participants to choose one of three Zoom Rooms to explore, and engage in dialogue related to innovations and challenges on the following streams:

1. Research
2. Education & Practice
3. Systems & Leadership

Oral

D1S2R1

Day 1 Breakout Session 2: Health Systems Policy & Leadership

13:30-13:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Sowing and Growing Interorganizational Collaboration to Advance our Teams and Teamwork across Organizations - 78919

Presenter(s):

Dean Lising, MScPT, BScPT, BSc

Temerty Faculty of Medicine, University of Toronto; The Institute for Education Research, University Health Network

Tracey DasGupta, RN, MScN, BScN
Sunnybrook Health Sciences Centre

Lindsay Martinek, RRT, MHS, BA.Hon,
Michael Garron Hospital, Toronto East Health Network

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An Interorganizational collaboration of CACHE and practice hospitals have evolved from a working group to a collaborative network; Outcomes have included collaborative competency framework/ assessment/ action-planning/ symposium/ rounds for teams and organizations. The story and strategies taken will support reflection for participants to grow system-wide collaborative culture in your health and social systems.

Learning Objectives:

1. Understand the gap, challenges and opportunities of interorganizational collaborative networks
2. Compare and contrast different interorganizational strategies, structures and networks
3. Consider your own stakeholders, groups, settings for growing a system-wide interprofessional care culture in your context

13:50-14:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Investing in Hope and Sustaining IPE: Expanding Interprofessional Leadership Capacity through Mentoring - 80996

Presenter(s):

Teri Kennedy, PhD, MSW, ACSW, FGSA, FNAP
The University of Kansas Medical Center
Constance Swenty, DNP, RN, CWON
University of Southern Indiana

Melissa Zarn, OD, FAAO
Southern College of Optometry

Additional Author(s):

Frank Ascione, PhD
University of Michigan

This presentation describes the American Interprofessional Health Collaborative (AIHC) Mentoring Program, a collaboration with the National Center for Interprofessional Practice and Education. AIHC mentors review the literature and share their experiences, best practices, and how participation in the program builds IPE leadership capacity to sustain academic initiatives and academic-practice partnerships.

Learning Objectives:

1. Summarize the scholarly literature on faculty development and leadership.
2. Discuss mentoring best practices to advance and sustain IPE.
3. Identify needs to inform a personal development plan.

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14:10-14:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

How Do Professional Associations Leverage Collaboration to Influence System Transformation? The Case of Ontario Health Teams - 80977

Presenter(s):

Alyssa Indar, RN, MN, PhD(c)
University of Toronto

Additional Author(s):

James Wright, MD, MPH
Ontario Medical Association

Michelle Nelson, PhD
University of Toronto

In this presentation, we will explore the strategies used by professional associations (PAs) to influence health system transformation, by examining our local example of Ontario Health Team development. We will focus on how local PAs collaborate with diverse micro-, meso-, and macro-level stakeholders to positively impact health system changes.

Learning Objectives:

1. Describe how professional associations engage in "collaboration" to influence cases of health system transformation (e.g., OHT development)
2. Examine the critical roles and functions of professional associations in health system transformations

Oral D1S2R2 Day 1 Breakout Session 2: Various

13:30-13:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Responding to Emerging Need for Learner Wellness - 79131

Presenter(s):

Robyn Davies, BHScPT, MAppSc
Unity Health Toronto

Darlene Hubley, MScCH, BScOT, OT Reg. (Ont.)
Holland Bloorview Kids Rehabilitation Hospital

Sabrina Bartlett, MEd, BEd
Centre for Advancing Collaborative Healthcare and Education, University of Toronto, University Health Network

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Elizabeth McLaney, MEd, BScOT, OT Reg. (Ont), BAH (Psychology)
Sunnybrook Health Sciences Centre

Additional Author(s):

Dean Lising, MScPT, BScPT, BSc
Centre for Advancing Collaborative Healthcare & Education, University of Toronto, University Health Network

Vera Gueorguieva
The Hospital for Sick Children

Throughout COVID-19, stress increased across healthcare learners in clinical environments. We sought to mitigate this stress through interprofessional learning that paired hospital-based wellness experiences with a facilitated interprofessional debrief, linking interprofessional competencies with wellness. Over 30 learners participated in the highly rated, two-part activity, which occurred virtually across partnered hospitals.

Learning Objectives:

1. Describe an approach to interprofessional education activity development that links content to a competency framework.
2. Discuss the role of individual and team wellness as a competency in healthcare.

13:50-14:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

A Scoping Review of Interprofessional Co-Treatment Practices in the Allied Health Professions – 81197

Presenter(s):

Craig Slater, PhD, MPH, BOccThy
Boston University

Additional Author(s):

Michelle Bissett, PhD, PhD, PGCert Biostatistics, BAppSc(Honours)
Southern Cross University

Bri Guillory
Boston University

Interprofessional co-treatment occurs when professionals from different professions engage in collaborative practice during the same session with the same patient or client. A scoping review of published literature was conducted to explore the nature and volume of the literature on co-treatment involving six allied health professions. Twenty-nine articles were included.

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Learning Objectives:

1. Describe interprofessional co-treatment with reference to definitions and collaborations presented in the literature.
2. Discuss the context of interprofessional co-treatment in interprofessional practice and education as presented in the literature and with regard to professional association guidelines.
3. Discuss the current literature investigating the effectiveness of interprofessional co-treatment and recommendations for future research.

14:10-14:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Covid-19 and the Shift to Virtual Care: A Critical Discourse Analysis on Professionalism in Health Professions Education - 78630

Presenter(s):

Robert Paul, PhD
Centre Researcher, The Wilson Centre/TIER, University Health Network

Additional Author(s):

David Rojas, Ph.D.
University of Toronto

Mitchell Irving, MPH
University Health Network

Cynthia Whitehead, MD, Ph.D.
University Health Network

Tina Martimianakis, Ph.D.
The Hospital for Sick Children

Catherine Wang,
University Health Network

Mark Bayley, MD
University Health Network - Toronto Rehabilitation Institute

Alejandro Berlin, MD
University Health Network - Princess Margaret Cancer Centre

Peter Rossos, MD
University Health Network

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Karen Leslie, MD
The Hospital for Sick Children

Roberto Mendoza-Londono, MD
The Hospital for Sick Children

Lauren Chad, MD
The Hospital for Sick Children

Ramanan Aiyadurai
University Health Network

COVID-19 accelerated the adoption of virtual care technologies. This study used Critical Discourse Analysis to identify associated interprofessional and educational consequences. Through textual and interview analysis across two academic hospitals, unexpected changes were identified, with implications for interprofessional practice, patient-clinician relationships and future curricular needs in Health Professions Education.

Learning Objectives:

1. Discuss impacts of virtual care technologies on inter-professional collaboration
2. Discuss the impact of the adoption of virtual care on professional identity and professional practice.

14:30-14:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Let's Talk: Evaluating Team Development in a Longitudinal IPE Experience - 78699

Presenter(s):

Tina Patel Gunaldo, PhD, DPT, MHS
Louisiana State University Health Sciences Center

Additional Author(s):

Heather Allen, RDH, BSDH, MSHCM

Susanne Straif-Bourgeois

Colette Baudoin

Michael Dicharry

Daniel Held

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Harun Mazumder

Scott Edwards, PhD

Associate Professor of Physiology, Louisiana State University Health Sciences Center New Orleans

Let's talk about opportunities to evaluate student teams within longitudinal IPE experiences. Moving beyond all student and program-level outcomes provides another opportunity to evaluate IPE curricula.

Learning Objectives:

1. Understand the importance of expanding IPE program evaluation beyond all student and program-level outcomes.
2. After the presentation, participants will be able to describe a method to evaluate team-level outcomes for a longitudinal IPE experience.

Oral **D1S2R3** **Day 1 Breakout Session 2: Community/ EDI/Patient Partners**

13:30-13:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Interprofessional Diversity Healthcare Program: A Guided Mentorship Experience - 80895

Presenter(s):

Janice Kuperstein, PhD

University of Kentucky - College of Health Sciences

Randa Remer, PhD

University of Kentucky

John Blaine, MS

University of Kentucky - Center for Graduate and Professional Diversity Initiatives

Jim Ballard, EdD

University of Kentucky - Center for Interprofessional Healthcare Education

We developed a four-year program to provide resources and hands-on experiences that encourage high school students from underrepresented backgrounds to pursue healthcare careers. The program provides college readiness, career exploration, and professional and interprofessional development opportunities with guidance from professional student mentors, faculty, and practicing clinicians.

Learning Objectives:

1. Explain how diverse interprofessional healthcare teams inspire trust within all members of the team, including patients, caregivers and interprofessional providers.

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2. Describe the collective benefit of engaging in collaborative learning across generations, professions, and experiences to enhance person-centered care respecting the individuality of each member.
3. Describe a process for integrating IPE into health professions pathways

13:50-14:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Lasting Effects of Learning from Patients in an Interprofessional Health Mentors Program - "I think more in the patient's shoes" "it lowered my threshold to involve other professionals" – 80200

Presenter(s):

Cathy Kline, MA

Patient & Community Partnership for Education, UBC Health

We report long-term outcomes of an interprofessional health mentors program in which a patient is the primary teacher and identify benefits of patient involvement in interprofessional learning.

Learning Objectives:

1. Identify ways patient involvement can support interprofessional education/practice.
2. Describe a conceptual framework for assessing professional identity formation.

14:10-14:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Evaluating Student and Community Outcomes: The Impact of 15 Years of Community Partnerships - 78797

Presenter(s):

David Pole,

Saint Louis University

Additional Author(s):

Cathy Kline, MA

Patient & Community Partnership for Education, UBC Health

Cathy Jiu, student

Patient & Community Partnership for Education, UBC Health

Deb Virtue, Doctor of Clinical Physiotherapy

The University of Melbourne

William Godolphin, PhD

Patient & Community Partnership for Education, UBC Health

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Angela Towle, PhD
Patient & Community Partnership for Education, UBC Health

Jessica Barreca,
Saint Louis University

Haley Cobb,
Saint Louis University

This presentation will describe methods and evidence for evaluating the effectiveness of an interprofessional community practicum in terms of student and community partner impact, specifically focused on equity, engagement, and overall satisfaction. Our presentation will provide suggestions for future research and practice.

Learning Objectives:

1. Describe mixed methods (or one method) for documenting longitudinal data collection regarding student outcomes from an interprofessional community practicum course
2. Describe one method for longitudinal data collection regarding community partner outcomes and impact as a result of the longitudinal partnerships with the IP community practicum course

Oral **D1S2R4** **Day 1 Breakout Session 2: Workplace & Clinical Learning**

13:30-13:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Interprofessional Collaboration in an Optimal Learning Environment – 80842

Presenter(s):

Julie Peterson, PT, DPT
Creighton University

Additional Authors(s):

Cindy Costanzo, MSN, PhD
Creighton University

Gail Jensen, PT, PhD, FAPTA
Creighton University

Relational coordination in healthcare teams is linked to improved patient outcomes, work engagement, and job satisfaction. This study identified the characteristics of clinical leaders who develop diverse teams entrusted to make treatment decisions. Team collaboration is essential in facilitating a culture that supports learning.

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Learning Objectives:

1. Summarize the state of IPE and best practices for the clinical learning environment
2. Identify leader characteristics integral to building and supporting team collaboration
3. Analyze the role of relational coordination within interprofessional teams

13:50-14:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Developing and Delivering a Blended and Flexible Training Program to Support the Hospital-Wide Implementation of New Physiological Monitoring Systems - 81234

Presenter(s):

Peter Su, MN, RN, CpedN(C)
The Hospital for Sick Children

An innovative approach to training is needed to support the hospital-wide implementation of new physiological monitoring systems. During time when healthcare providers are experienced unprecedented levels of stress, burnout, and turnover, they must adapt to change and develop competency to safely operated a highly integrated piece of equipment.

Learning Objectives:

1. Identify internal and external factors that impact learning and knowledge transfer.
2. Identify models, principles, and theories that can be applied to learning design and training delivery.
3. Appreciate the benefits of blended and flexible learning design.

14:10-14:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Impact of IPE Geriatrics Post Graduation on Collaborative Clinical Practice - 78768

Presenter(s):

Dawn Joosten-Hagye, PhD, LCSW, GC-C
Suzanne Dworak-Peck School of Social Work, University of Southern California

Additional Author(s):

Jo Marie Reilly, MD, MPH, FAAFP
Keck School of Medicine of USC

Christopher R. Beam, Ph.D.
University of Southern California

Mitzi D'Aquila, MACM, PA-C
Keck School of Medicine of USC

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Erin Thayer, MPH
Keck School of Medicine of USC

Cheryl Resnik, PT, DPT, FNAP, FAPTA
USC Division of Biokinesiology and Physical Therapy at the Ostrow School of Dentistry

Tatyana Gurvich Gurvich, Pharm.D., BCGP
USC School of Pharmacy
Freddi Segal-Gidan, PA, PhD
Family Medicine & Gerontology, University of Southern California

A Community-based 6-month geriatric focused IPE training has positive long term impacts on the clinical practices of 247 health professional students. Nearly half (46%) report a majority of their patient population is 65 years of age or older and 80% note the IPE training significantly impacted their practice.

Learning Objectives:

1. Gain an understanding of how geriatric interprofessional education impacts collaborative practices of health professionals
2. Be able to recognize components of a geriatric interprofessional education program that impacts health professional practice
3. Gain insight into methods for evaluating the impact of IPE on collaborative practice of health professionals

14:30-14:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Towards Collaborative Practice: Mapping Potential Outcomes of Teaching for Critically Reflective Practice in the Context of Writing Clinical Letters for Children with Disabilities – 78820

Presenter(s):

Victoria Boyd, PhD Candidate
University of Toronto; Wilson Centre, University Health Network

Additional Author(s):

Nicole Woods, PhD
The Wilson Centre

Wenonah Campbell, PhD
McMaster University

Arno Kumagai, MD
University of Toronto

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Stella Ng, PhD, Reg.CASLPO

Centre for Advancing Collaborative Healthcare and Education (CACHE), University Health Network;
University of Toronto

This presentation describes the findings and implications of a qualitative exploration of potential impacts of critically reflective practice. The presentation will outline key outcomes of clinical letters, which can be conceptually grouped as humanistic, communication, collaboration, advocacy, and service delivery outcomes, as well as writing practices that enable these outcomes.

Learning Objectives:

1. Describe the potential outcomes of critically reflective letter writing and the relationships between these outcomes.
2. Recognize key writing practices that may enable potential outcomes.
3. Consider how we might study these outcomes in 'real world' practice settings.

Oral **D1S2R5** **Day 1 Breakout Session 2: Faculty & Professional Development**

13:30-13:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Innovations in IPE Faculty Recruitment, Engagement and Retention - 78636

Presenter(s):

Laura Smith, PT, DPT, PhD

University of Michigan-Flint Physical Therapy Department

Additional Author(s):

Debra Mattison, MSW, LMSW

University of Michigan School of Social Work

Thomas Bishop, Psy. D. , M.A.

University of Michigan Department of Family Medicine

As Interprofessional Education (IPE) continues to expand, increased faculty engagement is essential for effective IPE expansion, scalability innovation, and sustainability across a larger variety of schools, programs and students. This presentation contributes innovative strategies to the literature regarding effective and practical best practice methods to recruit, engage and retain faculty.

Learning Objectives:

1. Identify practical faculty recruitment, engagement and retention strategies to advance and sustain interprofessional programming.
2. Describe best-practice strategies for faculty recruitment and retention.

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13:50-14:10 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Critical Reflection in Team-Based Practice: A Preliminary Critical Narrative Review - 81149

Presenter(s):

Tracey Edelist, PhD, Reg CASLPO (non-practising SLP)

Department of Speech-Language Pathology, Université du Québec à Trois-Rivières

Marie-Eve Caty, MPO, PhD

Department of Speech-Language Pathology, Université du Québec à Trois-Rivières

Additional Author(s):

Farah Friesen, MI

Centre for Advancing Collaborative Healthcare & Education (CACHE), Temerty Faculty of Medicine, University of Toronto at Toronto Western Hospital, UHN

Stella Ng, PhD, Reg.CASLPO

Centre for Advancing Collaborative Healthcare & Education (CACHE), Temerty Faculty of Medicine, University of Toronto at Toronto Western Hospital, UHN; Dept. of SLP, University of Toronto; Wilson Centre

This critical narrative review explores the current literature on how critical reflection (CR) develops and occurs within interprofessional team-based healthcare practices. We found that CR, as a theoretical concept, is missing from team-based practice literature. Our review suggests a need to study how CR can be developed in team-based practice.

Learning Objectives:

1. Define critical reflection in team-based practice
2. Understand a gap in the research on critical reflection in team-based care
3. Explain why it is important to expand critical reflection skills from the classroom, research, and individual practice to team-based care

14:10-14:30 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Collaboration, Creativity and Community: Lessons from Theatre for the Health Professions – 80844

Presenter(s):

Julia Gray, PhD

University of Toronto Scarborough

Additional Author(s):

Carrie Cartmill

Cynthia Whitehead, MD, PhD

Wilson Centre for Research in Education at University Health Network & Temerty Faculty of Medicine

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We draw insights from theatre, as a fundamentally collaborative art form, as a way to enhance conceptual understanding about collaboration in the health professions. Our analysis addresses the organizational and structural aspects of collaboration alongside the embodied and human-centred, and how building community and fostering creativity are central.

Learning Objectives:

1. Conceptualize in-depth understandings of collaboration from theatre practice
2. Conceptualize how these understandings of collaboration might extend to the health professions

14:30-14:50 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Holland Bloorview's Teaching and Facilitation Course for Family as Faculty: Lived experience volunteers driving social change by advancing health professions education - 78950

Presenter(s):

Darlene Hubley, MScCH, BScOT, OT Reg. (Ont.)
Holland Bloorview Kids Rehabilitation Hospital

Additional Author(s):

Jean Hammond, BA (Hons)
Holland Bloorview Kids Rehabilitation Hospital

Clara Ho, MSW, RSW
Holland Bloorview Kids Rehabilitation Hospital

Faculty development brings lived experience to IPE. Building capacity through training took participants from consultants to partners, essentially taking on “faculty” roles and becoming “Family as Faculty”. They have fostered breakthrough teaching moments and are change agents who transform the way people learn in the classroom and in the field

Learning Objectives:

1. Describe a faculty development program to nurture family members as educators and IPE co-facilitators
2. List impact of an iterative "Family as Faculty" faculty development program
3. Identify actions for program sustainability

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Workshop D1S2R6 Day 1 Breakout Session 2

13:30-14:20

The Third Mission of Health Faculties, Departments and Schools: a Collective Role in Society beyond Education and Research - 77932

Presenter(s):

Victoria Wood, MA, EdD
University of British Columbia

This workshop will provide an opportunity to explore the potential role of health faculties, departments and schools in society beyond education and research. After a presentation of research that identified an advocacy role for health units, participants will consider the interprofessional policy teams as a mechanism for collective impact.

Learning Objectives:

1. Describe the third mission advocacy role played by health faculties, departments and schools
2. Analyze the value of interdisciplinary policy teams in advancing collective opportunities across health disciplines
3. Strategize ways to advocate collectively with other disciplines around issues of common concern within their own context

Workshop D1S2R8 Day 1 Breakout Session 2

13:30-14:20

Development and Validation of the IPEC Institutional Assessment Instrument - 78637

Presenter(s):

Kelly Ragucci, PharmD
American Association of Colleges of Pharmacy; Interprofessional Education Collaborative (IPEC)

Joseph Zorek, PharmD
Linking Interprofessional Networks for Collaboration (LINC); University of Texas Health Science Center at San Antonio

Additional Author(s):

Amy Blue, PhD
University of Florida

Tina Gualdo,
Louisiana State University Health Sciences Center at New Orleans

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Laura Bronstein,
Binghamton University

James Ballard,
University of Kentucky

Alan Dow,
Virginia Commonwealth University

Heather Hageman,
Washington University Medical Campus
Kelly Karpa,
East Tennessee State University

Barret Michalec,
Arizona State University

Devin Nickol,
University of Nebraska Medical Center

Jan Odiaga,
Rush University

Patricia Ohtake,
University at Buffalo

Andrea L. Pfeifle, EdD, PT, FNAP
The Ohio State University & Wexner Medical Center

Janet Southerland,
University of Texas Medical Branch

Frances Vlasses,
Loyola University Chicago

Veronica Young,
University of Texas at Austin

Meg Zomorodi,
University of North Carolina at Chapel Hill

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The co-presenters will summarize the process of developing the 20-item IPEC Institutional Assessment Instrument, including use of a modified-Delphi process and exploratory factor analysis. Participants will be asked to review and complete the tool and then reconvene for a full group discussion.

Learning Objectives:

1. Discuss the importance of and need for an IPE institutional assessment instrument
2. Understand the process of how the expert-generated consensus statements were developed as well as the final institutional assessment instrument
3. Review and complete the 20-item tool and participate in a discussion of next steps

Workshop D1S2R9 Day 1 Breakout Session 2

13:30-14:20

Confronting Bias in the Clinical Learning Environment - 78724

Presenter(s):

C. Kim Stokes, DMSc, MHS, PA-C
Elon University

Morolake Laosebikan-Buggs, PhD
Elon University

This interactive workshop will provide participants an opportunity to explore ways to prepare learners to confront bias in the clinical learning environment. The session will discuss project design as well as implementation so participants can replicate this activity in their institutions.

Learning Objectives:

1. Recognize the complexity of confronting bias as a health professions learner
2. Connect IPEC sub-competencies related to communication and teamwork to the need to confront bias in the clinical learning environment
3. Develop a similar learning activity in their learning environment

Workshop D1S2R10 Day 1 Breakout Session 2

13:30-14:20

A Proposed Framework for Interprofessional Curriculum Integration - 78802

Presenter(s):

Sylvia Langlois, MSc OT Reg (On)
Centre for Advancing Collaborative Healthcare and Education, University of Toronto

Sharla King, PhD
University of Alberta

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John Tegzes, MA VMD Dipl ABVT
Western University

Additional Author(s):

Amy Blue, PhD
University of Florida

Interprofessional education curricula have evolved to more large-scale and multi-semester learning activities at many academic institutions. However, the degree of IPE integration into profession-specific curricula remains varied. This workshop will explore a proposed curriculum framework to enhance integration and will encourage participants to consider opportunities in their local context.

Learning Objectives:

1. Describe models of curricular integration
2. Identify potential features of IPE curricular integration
3. Apply a proposed framework for IPE curricular integration to local curricular structures and learning needs

Plenary **D1Main** **Keynote**

15:00-16:00

Community Health through Indigenous Knowledge Systems

Presenter

Gregory Cajete, PhD
University of New Mexico

Community health and well-being will be explored through the lens of Indigenous research paradigms based on Indigenous knowledge systems, community values and building sustainable Indigenous communities. Special emphasis will be placed on Indigenous oriented community-based inquiry and health education. Connections to collaborative healthcare will be drawn.

Learning Objective(s):

1. Describe the important themes and context of community-based research and education related to Indigenous Communities.
2. Explain the general considerations for health research and education through an Indigenous lens.

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DAY 2: Wednesday May 17, 2023 | Zoom Events | Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
08:00-12:00	Colloque francophone sur la pratique collaborative en santé ou services sociaux en partenariat avec les patient[e]s ou client[e]s et leurs proches Programme détaillé : Programme		4 hours	
10:00-11:30	Practice & Education Plenary Panel Preparing Tomorrow's Experts: Integrating Capability and Context in Changing Worlds	Maria Mylopoulos, PhD <i>The Wilson Centre</i> Paula Rowland, PhD <i>The Wilson Centre</i> Nicole Woods, PhD <i>The Wilson Centre</i>	90 min	Main Plenary
11:30	Morning Break, Poster and Sponsor Exhibit Viewing		30 min	
12:00	Virtual Café: Practice & Education		60 min	
13:00-14:20	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions followed by 5 minutes transition time.</i>			
13:00-14:30	Symposia Presentations <i>Symposium presentations, taken from the Call for Abstracts, will take place concurrently. Each symposia will run for 90 minutes.</i>			
14:45-15:35	Workshop Presentations <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
15:00-16:30	Dialogic Roundtables <i>Facilitators to spark and guide conversations about works-in-progress or important and cutting-edge ideas for the field, attending to the perspectives of a diverse group (40min each).</i> Two separate rounds: 15:00-15:40 and 15:50-16:30 Roundtable Focus 1: Integrated Practice & Education for Collaborative Healthcare Roundtable Focus 2: Research & Innovation for IPE and IPC: What does the future hold? Roundtable Focus 3: Collaborative leadership for health systems change			
16:30	Interprofessional Collaboration Showcase Roundtable & Networking – Sharing Best Practices for Interprofessional Learning in the Workplace			

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Session Information

francophone D2 Conférences, Présentations orales brèves, Discussions

08:00-12:00

Colloque francophone sur la pratique collaborative en santé ou services sociaux en partenariat avec les patient[e]s ou client[e]s et leurs proches

Conférence 1 : Le partenariat avec les patients et les proches dans les équipes de soins

Marie-Pascale Pomey, MD, PhD Centre d'excellence sur le partenariat avec les patients et le public (CEPPP), Montréal, Canada

Marie-Andrée Côté, Patiente partenaire, CEPPP, Montréal, Canada

Conférence 2 : Apport des patients partenaires en simulation interprofessionnelle: expérience pédagogique de Genève, Suisse

Patricia Picchiottino, directrice adjointe du CiS

Pauline Carrara Chauvin, patiente partenaire, CiS

Joanne Wiesner Conti, maître d'enseignement, CiS

CiS: Centre interprofessionnel de simulation

11 présentations orales brèves sélectionnées à partir de résumés soumis (4 initiatives cliniques, 4 initiatives de formation et 3 initiatives institutionnelles) intercalées avec des périodes de discussion en petit groupe. Des Actes de Colloque seront produits incluant tous les résumés reçus et les principaux messages de discussions.

But du colloque:

Créer une communauté francophone regroupant des personnes ayant une pratique clinique, d'enseignement ou de recherche s'intéressant aux pratiques collaboratives en partenariat avec les patient[e]s/proches/client[e]s.

Objectifs du colloque :

Lors de ce colloque les participant[e]s pourront :

1. *Partager à travers la francophonie des expériences de pratiques collaboratives en partenariat avec les patient[e]s/client[e]s/proches et à leur enseignement*
2. *Identifier une nouvelle pratique à intégrer à son programme d'enseignement ou à son milieu de pratique*

Programme détaillé : [Programme](#)

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Plenary **D2Main** **Panel**

10:00-11:30

Practice & Education Plenary Panel: Preparing Tomorrow's Experts: Integrating Capability and Context in Changing Worlds

Maria Mylopoulos, PhD
The Wilson Centre

Paula Rowland, PhD
The Wilson Centre

Nicole Woods, PhD
The Wilson Centre

Healthcare is at a cross-roads. Health professions education continues to have an important role to play as we work collectively to find ways to rebuild hope and trust in our system. Panelists will draw upon recent research in health professions education to explore the promise of concepts of integration, capability, and context shaping the future of collaborative healthcare work.

Learning Objectives

1. Define adaptive expertise and cognitive integration
2. Apply concepts of adaptive expertise and cognitive integration to collaborative healthcare work and interprofessional / health professions education across the continuum
3. Identify key trends influencing the future of collaborative healthcare work

Virtual Café **Day 2 Practice & Education**

12:00-13:00

Continued dialogue from 10am Practice & Education Plenary Panel: Preparing Tomorrow's Experts: Integrating Capability and Context in Changing Worlds with Maria Mylopoulos, Paula Rowland, Nicole Woods.

Oral **D2S3R1** **Day 2 Breakout Session 3: Various**

13:00-13:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Evaluation of the Interprofessional Leadership in Healthcare Certificate for health professionals - 81219

Presenter(s):

Craig Slater, PhD, MPH, BOccThy
Boston University

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Additional Author(s):

Bronwyn Keefe, PhD, MPH, MSW
Boston University

Karen Jacobs, OT, Ed.D., OTR, CPE, FAOTA
Boston University

Leadership training is important in preparing healthcare leaders with the abilities to be effective in their role. The Interprofessional Leadership in Healthcare Certificate is a five-month, online program for health professionals who lead, or aspire to lead, interprofessional teams. Evaluation data for four cohorts involving 110 participants will be presented.

Learning Objectives:

1. Discuss the skills and knowledge that leaders of interprofessional teams need and want, to be effective in their roles.
2. Describe the curriculum and learning approaches of the Interprofessional Leadership in Healthcare Certificate.
3. Discuss the impact of the Interprofessional Leadership in Healthcare Certificate on participants' leadership and collaborative practice knowledge, and application to their own workplaces.

13:20-13:40 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

The team that "teams" together, stays together: Balancing transactional and relational teamwork - 81031

Presenter(s):

Thomas Bishop, PsyD, MA
Department of Medicine, University of Michigan Medical School

Additional Author(s):

Debra Mattison, MSW, LMSW
University of Michigan School of Social Work

Laura Smith, PT, DPT, PhD
Physical Therapy Department, University of Michigan

Teams and Teamwork is a core domain for interprofessional education (IPE) and is crucial for both students and IPE faculty to demonstrate. Identification and use of intentional strategies to promote IPE faculty teaming competency are vital to effective teaching, scholarship and sustainable IPE engagement.

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Learning Objectives:

1. Identify two concepts from transactional-relational interaction theory that can be applied to optimize IPE faculty team functioning.
2. Identify three interprofessional faculty teaming strategies that can be used to foster sustainable IPE engagement teaching, service, scholarship

13:40-14:00 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Transforming Health Profession Interprofessional Education Pedagogy during a Pandemic - 78720

Presenter(s):

Dawn Joosten-Hagye, PhD, LCSW, GC-C
Suzanne Dworak-Peck School of Social Work, University of Southern California

Additional Author(s):

Greg Harlan, MD, MPH
University of Southern California, Keck Medicine

Connie Kang, Pharm.D.
University of Southern California, Pharmacy

Diane Melrose, RDH, BS, MA
University of Southern California

Tessa Milman, OTD, OTR/L
University of Southern California

Barbara Moore, Ed.D., CCC-SLP, BCS-CL
University of Southern California

Rebecca Oh, MPH, RDN, CNSC
University of Southern California

Cheryl Resnik, PT, DPT, FNAP, FAPTA
University of Southern California

Piedad Suarez, DDS, MS
University of Southern California

Kathleen Woodruff, DNP, ANP-C
University of Southern California

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Sarah (Sae Byul) Ma, Pharm.D.

Interim Associate Program Director | Clinical Assistant Professor, Keck School of Medicine of USC

The accreditation standards of health profession programs require interprofessional education (IPE). Designing, implementing, and evaluating IPE presents unique challenges. This session will present a well-received and successful IPE experience for 10 health professions. Using recommendations from the Interprofessional Education Collaborative and WHO, we created a required virtual curricular session.

Learning Objectives:

1. Understand a virtual model for implementing IPE across various curriculums
2. Identify pitfalls and solutions for planning and implementing and evaluating a virtual IPE activity
3. Identify solutions for sustainability for a virtual IPE activity

14:00-14:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Collaboration in health and social services settings: The complexity of interprofessional practice - 81071

Presenter(s):

Penelopia Iancu, PhD
Université de Moncton

Isabel Lanteigne, PhD
Université de Moncton

Contemporary social work is confronted with problems that are complex due to societal processes such as globalization and migration. Complex situations encountered in practice often require collaboration with service users and professionals from multiple disciplines. This study examines interprofessional collaboration in different practice settings and the complexity of collaborative work.

Learning Objectives:

1. Recognize important aspects of collaborative intervention (situations and issues).
2. Understand the emotional work associated with collaborative intervention.
3. Identify education needs with regards to IP collaboration both for students and professionals.

Oral D2S3R2 Day 2 Breakout Session 3: Technology-Enabled Education & Simulation

13:00-13:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Virtual IPE (VIPE) as an International Platform for Student Exploration of Meso and Macro Health Issues - 81001

Presenter(s):

Andrew Wiss, PhD, EdM
Milken Institute School of Public Health, Dept of Health Policy and Management, The George Washington University

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Dawn Joosten-Hagye, PhD, MSW
University of Southern California, Suzanne Dworak-Peck School of Social Work

Mary Showstark, MS, PA-C
Yale University

Elke Zschaebitz, DNP, APRN, FNP-BC
Georgetown University School of Nursing

Cheryl Resnik, PT, DPT, FNAP, FAPTA
USC Division of Biokinesiology and Physical Therapy

Additional Author(s):

Erin Embry, MPA, MS
Steinhardt School of Culture, Education and Human Development

The Virtual Interprofessional Education (VIPE) collaborative's educational programming provides students from domestic and international universities with a virtual interprofessional experience; allowing them to learn from, with, and about each other; enhance clinical collaboration; and consider meso and macro level public health concerns which are carefully built into every VIPE experience.

Learning Objectives:

1. Describe VIPE's problem based learning (PBL) case study design, and methods for managing large scale online IPE experiences.
2. Discuss this program's innovations in integrating meso and macro level public health considerations into its case study design approach.
3. Describe the global VIPE partner network's participating: institutions, geographies, disciplines and perspectives.

13:20-13:40 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Is collaborating online as effective as collaborating in-person for introductory IPE? A quasi-experimental study - 78798

Presenter(s):

Kelly Lockeman, PhD
Virginia Commonwealth University, School of Medicine

Abigale Matulewicz, PharmD
Virginia Commonwealth University, School of Pharmacy

Genevieve Beaird, PhD, RNC-OB, CNE
Virginia Commonwealth University, School of Nursing

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This study compares outcomes for learners on in-person teams and virtual teams in a large, semester-long foundational IPE course to determine whether the benefits outweigh the scheduling challenges.

Learning Objectives:

1. Discuss factors that affect teamwork in face-to-face and virtual IPE settings
2. Reflect on findings from one large sample comparing outcomes for IPE learners in face-to-face and virtual teams

13:40-14:00 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

An interprofessional branching pathway simulation for online delivery focusing on Opioid Use Disorder - 78712

Presenter(s):

Carol Motycka, PharmD
University of Florida College of Pharmacy

Jane Gannon, DNP, CNM, CHSE
University of Florida College of Nursing

Eric Egelund, PharmD, PhD
University of Florida College of Pharmacy

When confronted with the challenge of providing an interprofessional student simulation, faculty from three colleges collaborated to design, implement, and evaluate a virtual branching pathway simulation based on a live version focused on opioid use disorder. Pre/post changes in teamwork attitudes and satisfaction were significant and similar to prior years.

Learning Objectives:

1. Recreate the steps needed to take in order to transition a live simulation into a virtual experience.
2. Discuss the differences measured between the live simulation vs. the virtual simulation.
3. Identify simulations used within their organization, which may be converted to a virtual format.

14:00-14:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Early Interprofessional Education within the Patient Centered Medical Home Model Delivered via In-Person, Remote, or Hybrid Methods - 81171

Presenter(s):

Abigail Tucker Burka, PharmD, BCPS, BCCCP
Lipscomb University

Regina Stokes Offodile, MD
Meharry Medical College

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Additional Author(s):

Kimberly Lindsey-Goodrich, PharmD
Union University College of Pharmacy

Ukamaka Smith, PharmD
Florida A&M College of Pharmacy

Dawn Zwart, BA, CHSOS
Meharry Medical College

IPE has been delivered in a variety of methods, however there is limited data comparing student outcomes for identical curriculum. This program describes the development of a four-year IPE curriculum which pairs medical and pharmacy students for a simulated PCMH experience delivered via in-person, remote, or hybrid formats.

Learning Objectives:

1. Identify methods to form partnerships for interinstitutional interprofessional education curricular development
2. Implement PCMH-related IPE curriculum into a multi-tiered delivery system
3. Develop an evaluation process for an IPE curriculum delivered via multiple methods

Oral **D2S3R3** **Day 2 Breakout Session 3: Community/ EDI/Patient Partners**

13:00-13:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Interprofessional Telehealth Dementia Caregiving Community Practicum- A Micro-Credential IPE Badge - 80790

Presenter(s):

Hossein Khalili, BScN, MScN, PhD, FNAP, UW CIPE
University of Wisconsin-Madison & InterprofessionalResearch.Global (IPR.Global)

Additional Author(s):

Kristen Felten, MSW, APSW
Wisconsin Department of Health Services

Chinh Kieu, DPh-3
University of Wisconsin-Madison

Tracy Schroepfer, PhD, MSW, MA
University of Wisconsin-Madison

Kathleen Smith,
Wisconsin Department of Health Services

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Susan Wenker, PT, PhD

University of Wisconsin-Madison

A critical gap exists in providing interprofessional education to health/social care students related to the health and wellbeing of family caregivers of people living with dementia. To address this gap, UW-Madison and WI DHS have developed and implemented a customized caregiver-centered micro-credential curriculum, called interprofessional telehealth dementia caregiving community practicum badge.

Learning Objectives:

1. Highlight the importance/need for interprofessional dementia caregiving curriculum.
2. Engage in discussion on creating customized interprofessional dementia caregiving curriculum for cross-professional learners.
3. Learn about the UW-Madison interprofessional dementia caregiving telehealth community practicum badge.

13:20-13:40 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Addressing Empathy, Bias and Stigma through an Interprofessional Substance Use Disorders Symposium: Design, Delivery and Evaluation - 81050

Presenter(s):

Amber King, PharmD, BCPS

Thomas Jefferson University

Jeannette Kates, PhD, APRN, AGPCNP-BC, GNP-BC

Thomas Jefferson University

Ashley Henderson, MHS, PA-C

Thomas Jefferson University

This seminar describes the development, implementation, and evaluation of an interprofessional substance use disorder (SUD) symposium for health professional students. Through engagement with community members, and interprofessional role-playing, discussion and reflection, students had the opportunity to expand awareness and essential skills related to working with people with SUD.

Learning Objectives:

1. Describe ways to use storytelling to engage community members in interprofessional educational activities
2. Identify pedagogical methods to increase empathy and awareness of biases to enhance student future clinical care environments
3. Implement a similar educational activity at the learner's institution

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13:40-14:00 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Addressing Social Determinants of Health in a Collaborative Learning Environment - 81183

Presenter(s):

Angie Maynard, PharmD, MS
Lipscomb University College of Pharmacy; Vanderbilt University

Shannon Cole, DNP, APRN-BC
Vanderbilt University

Abbie Burka, PharmD, BCPS, BCCCP
Lipscomb University College of Pharmacy

Charlotte Brown, MD
Vanderbilt University

Jessica Walker, DNP, PMHNP-BC
Vanderbilt University

Pam Waynick-Rogers, DNP, WHNP, SANE-A
Vanderbilt University

Interprofessional health care teams can address SDOH through collaborative practice, thereby building trust and rapport with patients. Graduate students receive interprofessional education on SDOH through VPIL. Evaluations show positive feedback and results regarding the SDOH curriculum from VPIL students and facilitators.

Learning Objectives:

1. Identify methods to enhance patient-provider trust by addressing Social Determinants of Health (SDOH) Implement SDOH-related curriculum into interprofessional education
2. Develop an evaluation process for a SDOH-related curriculum

Oral D2S3R4 Day 2 Breakout Session 3: séance francophone

13:00-13:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Stage clinique en interdisciplinarité sur la relation de soin - 78415

Presenter(s):

Marie-Pierre Codsí, Médecin de famille
Université de Montréal

Additional Author(s):

Annie Descoteaux, Responsable, Bureau du patient partenaire
Université de Montréal

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Morganne Masse, Étudiante, programme MD
Université de Montréal

Lucie Alègre, Patiente partenaire
Université de Montréal

Sacha Ghadiri
Université de Montréal

Marie Leclaire
Université de Montréal

Vincent Dumez
Université de Montréal

Philippe Karazivan, Médecin de famille, Co directeur, Bureau du patient partenaire
Université de Montréal

La création d'un stage clinique en interdisciplinarité nous a permis d'identifier les éléments clés favorisant une compréhension approfondie de la relation de soin. Les perspectives variées et les d'activités pédagogiques ont suscité un vif intérêt chez les étudiants et chez les responsables de programmes à l'université de Montreal.

Learning Objectives:

1. Appréhender sous un nouvel angle l'enseignement de l'interdisciplinarité et de la relation de soins
2. Développer des stratégies simples et efficaces pour un meilleur enseignement de l'interdisciplinarité et du partenariat avec les patients.
3. Concevoir des nouvelles pistes permettant l'implantation de stage clinique interdisciplinaire pour mieux enseigner la relation de soins.

Oral D2S3R5 Day 2 Breakout Session 3

13:00-13:20 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

What Lies Beneath: Uncovering the Rhetoric of Collaboration - 79242

Sharla King, PhD
University of Alberta

Melanie Garrison, MEd, BSc
University of Alberta

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Case-study methodology explored the experience of a cross-sector research collaborative after completion of a research project that occurred in a long-term care facility during the pandemic. This presentation will move beyond the rhetoric of ‘what makes an effective interprofessional research collaborative’ and delve into factors that are seemingly intangible.

Learning Objectives:

1. After the presentation, participants will be able to reflect on their own collaborative partnerships to enhance their processes.
2. After the presentation, participants will be able to identify factors that may be perceived as intangible to support collaborative partnerships.

13:20-13:40 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Advancing the Integration of Patient/Family Partners in Health Education: Bringing Our Voices to the Table - 79720

Presenter(s):

Elizabeth Mohler, Doctoral Candidate
Western University; University of Toronto

Jennifer Boyle
University of Toronto

Additional Author(s):

Elizabeth Cadavid
Centre for Advancing Collaborative Healthcare and Education (CACHE)

Annette McKinnon
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Janet Rodrigues
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Melanie Bremner
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Sabrina Bartlett Med, BEd
Centre for Advancing Collaborative Healthcare and Education (CACHE)

Sylvia Langlois, MSc OT Reg.(On)
Centre for Advancing Collaborative Healthcare and Education (CACHE)

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Patient/family partner involvement in the development of an interprofessional education curriculum has been implemented in the interprofessional education curriculum at a large university. This presentation will outline the approaches that were used to enhance engagement, and will address how this approach impacted curriculum development, student learning, and patient empowerment.

Learning Objectives:

1. Identify means of partnering with patients/family and opportunities to infuse their perspectives to guide IPE curriculum
2. Consider how patient/family partners can lead and advance greater engagement in IPE curriculum

13:40-14:00 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Successful Online Interprofessional Education: A Transitioning Landscape - 79181

Presenter(s):

Cynthia Perlman, OT, MEd, OT(C), erg.
McGill University

Margaret Purden, N., PhD.
McGill University

Dianne Bateman, PhD.
McGill University

Additional Author(s):

Liliane Asseraf-Pasin, PT, PhD.
McGill University

Eleanor Elstein, MD
McGill University

IPE through online instruction proves to increase understanding of role clarification for over 700 first year students. Comparing an online to an in-person IPE course design is explored. The online format that maintains engagement and interaction, enabled students to meet the learning objectives, reduce logistical challenges and address accreditation requirements.

Learning Objectives:

1. Recognize the online instructional formats that create space for engagement for students (in the early stages of their health profession education) to learn with, from and about each other.
2. Reflect on the pedagogical design for meaningful online learning of the CIHC competencies of role clarification and interprofessional collaboration.

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Symposia D2S3R6 Day 2 Breakout Session 3

13:00-14:30

Advancing Anti-Racism through IPE - 80058

Presenter(s):

Vani Patterson, MPH
University of Michigan

Rajesh S. Mangrulkar, MD
University of Michigan

Brooke Salzman, MD
Thomas Jefferson University

Stella Ng, PhD, Reg. CASLPO
Centre for Advancing Collaborative Healthcare and Education (CACHE), University Health Network;
University of Toronto

Todd Ester, DDS, MA
University of Michigan

Peter S. Cahn, PhD
MGH Institute of Health Professions

Aman Sium, PhD
Holland Bloorview

There is extensive literature describing how healthcare institutions have damaged relationships with marginalized populations and underscored the urgency of repairing trust and addressing health disparities. We invite our community to come together, learn from one another, and form a collective approach towards a more equitable system for care and education.

Learning Objectives:

1. Describe the bi-directional opportunity to advance health equity and justice through a lens of collaboration across schools and health professions and to improve collaboration by advancing health equity and justice.
2. Understand and analyze several institutions' approaches to initiating discussions around anti-racism and IPE both at the curricular and institutional levels.
3. Evaluate the current state and direction of efforts to integrate IPE and anti-racism efforts, toward collectively shaping the future steps of the field in broader anti-oppressive efforts.

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Symposia D2S3R7 Day 2 Breakout Session 3

13:00-14:30

Leveraging Interprofessional Teams to Optimize Shared Decision Making in Health Care - 81216

Presenter(s):

Teresa Cochran, DPT, MA, FNAP
University of Nebraska Medical Center

Joy Doll, OTD, OTR/L, FNAP
CyncHealth

Jennifer Jessen, EdD, RN, CNOR
Creighton University

Cindy Costanzo, PhD, RN, FNAP
Creighton University

Gail Jensen, PhD, PT, FAPTA, FNAP
Creighton University

Tina Younger, MD
Creighton University

The session will integrate concepts from Relational Coordination Theory, promoting the use of interprofessional, team-based practices and a patient-centered shared decision-making model to ultimately improve clinical outcomes of care.

Learning Objectives:

1. Identify key attributes and theoretical connections of shared decision making (SDM) and Relational Coordination (RC) in practice
2. Recognize characteristics that support and facilitate SDM at micro-, meso- and macro-levels of health care
3. Describe practice strategies that lead to successful outcomes when engaged in SDM.

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Workshop D2S4R1 Day 2 Breakout Session 4

14:45-15:35

Optimizing communication through dialogue: towards trusting patient-provider alliances - 78944

Presenter(s):

Victoria Boyd, PhD Candidate

University of Toronto; Wilson Centre, University Health Network

Jacquelin Forsey, PhD Candidate

University of Toronto

Amanda Binns, PhD, SLP-CCC, Reg. CASLPO

Holland Bloorview

To achieve trusting patient-provider alliances, health professionals must be excellent communicators. This workshop will provide participants with the basic science of communication and prepare them to integrate this knowledge into practice through dialogue. Through hands-on activities, participants will gain knowledge and tools to integrate collaborative dialogue into their clinical practice.

Learning Objectives:

1. Differentiate between dialogue and discussion and understand the role of both approaches in patient-provider communication
2. Understand the conceptual knowledge underpinning patient-provider communication
3. Develop a personalized plan for integrating dialogue into clinical practice

Workshop D2S4R2 Day 2 Breakout Session 4

14:45-15:35

Build to Succeed: An Interprofessional Clinical Experience - 80113

Presenter(s):

Crystal Zhou, PharmD, APh, AHSCP, BCACP

University of California, San Francisco Medical Center (UCSF)

Roseanne Krauter, FNP-BC, CORLN

University of California, San Francisco Medical Center (UCSF)

Maria Wamsley, MD

University of California, San Francisco Medical Center (UCSF)

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Interprofessional education (IPE) is critical for preparing health professional students to practice in a team environment. This interactive workshop will allow you to hear lessons learned from 2 interprofessional clinical experiences and plan for a proposed experience utilizing a planning template, identifying barriers and enablers for a successful program.

Learning Objectives:

1. Plan an interprofessional clinical experience at your institution.
2. Problem-solve potential barriers and identify enablers associated with the interprofessional clinical experience.
3. Employ strategies from your planning document to execute the clinical experience.

Workshop D2S4R3 Day 2 Breakout Session 4

14:45-15:35

Enhancing IPE Curricula to include HSS for all Health Professions - 80843

Presenter(s):

Jillian Rivard, PhD

Western University of Health Sciences

Phillip Mitchell, MS

Western University of Health Sciences

John Tegzes, MA, VMD, Dipl. ABVT

Western University of Health Sciences

Jasmine Wong Yumori, OD, FAAO, Dipl. AAO

Western University of Health Sciences

As Health Systems Science (HSS) emerges as the third pillar of medical education, Interprofessional Practice and Education (IPE) may be the platform to ensure that all health professions students understand how evolving health systems impact patient care. This workshop will explore strategies to build HSS into existing IPE curricula.

Learning Objectives:

1. Describe Health Systems Science (HSS) and explain its salience to IPE
2. Develop methods to teach HSS and assess student learning within an IPE course or activity (Activities 1 & 2)
3. Identify future HSS/IPE research opportunities (Activity 3)

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Workshop D2S4R4 Day 2 Breakout Session 4

14:45-15:35

All-Inclusive IPE - An Educational Resort for Everyone - 81110

Presenter(s):

Cynthia Carroll, MA, LPC, CPPS

The University of North Texas Health Science Center at Fort Worth

Emily Dos Santos, MS, LAT, ATC

The University of North Texas Health Science Center at Fort Worth

The workshop aligns the 12 principles for effective interprofessional simulation-based learning with the 5-E model of inquiry-based learning. Presenters will describe this alignment supporting the design of IPE, applying each IPEC Core Competency to practice. Furthermore, the activities are intended for all health professions, resource accessibilities, and levels of learner.

Learning Objectives:

1. Identify the need for all-inclusive, simulation-based IPE learning opportunities.
2. Discuss and apply the 12 principles of interprofessional simulation-based education.
3. Utilize best practices in-simulation design to expand how simulation is perceived and applied in education.

Workshop D2S4R5 Day 2 Breakout Session 4

14:45-15:35

Valuing Partnerships with Student Scholars: Expanding Your Program Development Team - 81136

Presenter(s):

Peter Bosworth, MBA

University of Alabama at Birmingham

Allison Shorten, PhD, RN, FACM, FNAP, FAAN

University of Alabama at Birmingham

Penni Watts, PhD, RN, CHSE-A, FSSH, FAAN

University of Alabama at Birmingham

Shelly Camp, BS

Participants will learn the benefits of using collaborative interprofessional teams including student scholars to develop new patient-cases. Participants will discover the vital role student scholars can play as part of an interprofessional team developing new activities and patient-cases.

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Learning Objectives:

1. Describe the benefits of using collaborative interprofessional teams including student scholars to develop new patient-cases.
2. Discover the vital role student scholars can play as part of an interprofessional team developing new activities and patient-cases.
3. Understand strategies to recruit student scholars and faculty to participate in Interprofessional program development

Workshop D2S4R6 Day 2 Breakout Session 4

14:45-15:35

Creating Conversations Corners and Scholarly Space for Interprofessional Collaboration and Knowledge Networking - 78914

Presenter(s):

Dean Lising, MScPT, BScPT, BSc

Centre for Advancing Collaborative Healthcare & Education, Department of Physical Therapy, Temerty Faculty of Medicine, University of Toronto, The Institute for Education Research, University Health Network

Sylvia Langlois, BHSc, MSc, OT Reg (ON)

Department of Occupational Science and Occupational Therapy, Temerty Faculty of Medicine, Centre for Advancing Collaborative Healthcare & Education, University of Toronto

Gayle Halas, RDH, MA, PhD

University of Manitoba

Additional Author(s):

Kelly Lackie, PhD RN CCSNE

Dalhousie University, Canada

Jim Ballard, EdD, MS

University of Kentucky, United States

Suzanne Cutler, PhD

Liverpool John Moores University, United Kingdom

Kathleen MacMillan, BSc. Pharm, MD Candidate 2023

Dalhousie University, Canada

Global Knowledge Network invites diverse participants to partake in engaging conversation to explore, discover, and co-create connections/collaborations in IPECP knowledge exchange and mobilization. This

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workshop will provide opportunity to gather and facilitate conversation about IPECP scholarship and research. Bring questions, ideas, topics, and a sense of discovery and connection!

Learning Objectives:

1. Connect with diverse stakeholders and networks from across the system on a shared passion for advancement in interprofessional education, practice and research
2. Dialogue and discuss relevant/emerging topics to IPECP while reflecting on collaborative networks and knowledge mobilization methodologies to expand IPECP conversations
3. Apply and plan mobilization of knowledge gained into next steps locally and internationally

Workshop D2S4R7 Day 2 Breakout Session 4

14:45-15:35

Exploring and Selecting Tools to Assess and Promote Interprofessional Teamwork - 80988

Presenter(s):

Wendy Madigosky, MD MSPH
University of Colorado School of Medicine

Tyler Reimschisel, MD MHPE
Case Western Reserve University

This workshop will describe four team assessment tools and how they are used to both assess and promote team development. Participants will consider the job that needs to be done by a team assessment tool and explore the applicability of various assessment tools to their teamwork/institution.

Learning Objectives:

1. Compare and contrast the content and purpose of 4 team assessment tools (ACE-15, Team Learning Inventory, Team Development Measure, Team Diagnostic Survey)
2. Describe 'the job that needs to be done' by a team assessment tool within your work/institution
3. Apply a practical approach to selecting and implementing a team assessment tool that achieves 'the job that needs to be done' for teams within your work/institution

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**Dialogic
Roundtables**

Day 2 Round 1

15:00-15:40

Facilitators to spark and guide conversations about works-in-progress or important and cutting-edge ideas for the field, attending to the perspectives of a diverse group. Each Dialogic Roundtable will run for 40 minutes.

Roundtable Focus 1: Integrated Practice & Education for Collaborative Healthcare
Evaluation of Interprofessional Education: Are graduates collaborative practice ready?

Presenter(s):

Della Croteau
University of Toronto

Zoraida Beekhoo
University of Toronto

Roundtable Focus 2: Research & Innovation for IPE and IPC: What does the future hold?
Equity in Opportunity to Participate in IPE Research Teams

Presenter(s):

Alexa Sevin Valentino, PharmD, MBA, BCACP, TTS
Office of Interprofessional Practice and Education, Ohio State University

Andrea L. Pfeifle, EdD, PT, FNAP
The Ohio State University & Wexner Medical Center

Elizabeth Trolli
The Ohio State University

Roundtable Focus 3: Collaborative leadership for health systems change
Interprofessional Research 2030 - Global Leadership in IPECP Research

Presenter(s):

HosseiniKhalili, BScN, MScN, PhD, FNAP
University of Wisconsin-Madison

John Gilbert, CM, PhD, LLD, FCAHS
College of Health Disciplines, University of British Columbia

Barbara Maxwell, PhD, DPT, Mac, Cert THE, FNAP
Indiana University

Dean Lising, MScPT, BScPT, BSc
University of Toronto, The Institute for Education Research, University Health Network

Shelley Cohen Konrad PhD, LCSW, FNAP
University of New England

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**Dialogic
Roundtables**

Day 2 Round 2

15:50-16:30

Facilitators to spark and guide conversations about works-in-progress or important and cutting-edge ideas for the field, attending to the perspectives of a diverse group. Each Dialogic Roundtable will run for 40 minutes.

Roundtable Focus 1: Integrated Practice & Education for Collaborative Healthcare

Expanding interprofessional collaborative practice and advanced pharmacy practice experience

Presenter(s):

Jessica Emshoff
Northeast Ohio Medical University

Richard Can
Northeast Ohio Medical University

Ashley Conger
Northeast Ohio Medical University

Roundtable Focus 2: Research & Innovation for IPE and IPC: What does the future hold?

What role can common variables play in advancing interprofessional science?

Presenter(s):

Erin Blakeney
University of Washington

Kelly Lockeman, PhD
Virginia Commonwealth University, School of Medicine

Roundtable Focus 3: Collaborative leadership for health systems change

Collaborative leadership: co-creating sustainable health system transformation and a more just world for all

Presenter(s):

Kathryn Parker, MA, PhD
Holland Bloorview Kids Rehabilitation Hospital

Jill Shaver, MA, MBA
Collaborative Change Leadership (CCL)

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Plenary Day 2 IPC Showcase

16:30-19:00

Important Note: Participants will receive a separate Zoom link for this event via email

Interprofessional Collaboration Showcase' Roundtable & Networking – Sharing Best Practices for Interprofessional Learning in the Workplace

The Interprofessional Collaboration (IPC) Showcase celebrates excellence in team-based learning, collaborative care, interprofessional research and quality improvement, and leadership across our healthcare system. Offered jointly by Sunnybrook Health Sciences Centre and the University of Toronto, Centre for Advancing Collaborative Healthcare & Education (CACHE), this hybrid forum will provide a variety of speakers, presentations, and opportunities to connect. The IPC Showcase brings together people in diverse professions and roles to network with like-minded colleagues, share ideas, and create new opportunities for collaboration!

Agenda Highlights

1. Focused stories and examples will be shared highlighting best practices in workplace-based interprofessional learning from across the Toronto Academic Health Sciences Network and beyond
2. Small group discussions will support exchange of best practices from participating people and organizations
3. Large group sharing will uncover enablers and themes
4. Opportunities will be created for networking

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DAY 3: Thursday May 18, 2023 | Zoom Events | Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
10:00-11:10	Keynote Presentation Interprofessional Collaboration Requires Distributed Leadership, Multiple Stakeholder Engagement and Integrated Policy Support	Ivy Lynn Bourgeault, PhD, FCAHS <i>University of Ottawa</i>	70 min	Main Plenary
11:10-11:30	Keynote Question & Answer	Ivy Lynn Bourgeault, PhD, FCAHS <i>University of Ottawa</i>	20 min	Main Plenary
11:30-12:00	Poster and Sponsor Exhibit Viewing		30 min	
12:00-13:30	Panel: Perspectives on Collaborative Competency Frameworks, An International Dialogue	Brian Hodges - Moderator <i>University Health Network</i> Alison Whelan, MD <i>Interprofessional Education Collaborative (IPEC)</i> Andre Vyt, PhD <i>European Interprofessional Practice & Education Network (EIPEN)</i> Fiona Kent, PhD, M.Ed. <i>Australasian Interprofessional Practice and Education Network (AIPPEN)</i> Sharon Buckley MSC PhD PGCE SFHEA DipSciComm <i>University of Birmingham</i> Carrie Krekoski, RDH, BSc., MEd <i>University of British Columbia</i>	90 min	Main Plenary
13:45-15:05	Oral Presentations <i>Presentations, taken from the Call for Abstracts, will have 15 minutes each to present and answer questions followed by 5 minutes transition time.</i>			
13:45-15:15	Symposia Presentations <i>Symposium presentations, taken from the Call for Abstracts, will take place concurrently. Each symposia will run for 90 minutes.</i>			
15:30-16:20	Workshop Presentations <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
16:30-17:00	Closing Remarks (CAB Quest Draw)		30 min	Main Plenary

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Session Information

Plenary D2Main Lecture

10:00-11:30

Interprofessional Collaboration Requires Distributed Leadership, Multiple Stakeholder Engagement and Integrated Policy Support

Ivy Lynn Bourgeault, PhD, FCAHS
University of Ottawa

This presentation will offer a set of reflections on the complexity of interprofessional collaboration and its intersection with interprofessional education from a systems perspective. These reflections are derived from experiences with the waxing and waning of interprofessional initiatives emanating from the Canadian Interprofessional Health Collaborative and an ongoing interprofessional primary care focused initiative.

Learning Objectives

1. Identify the range of stakeholders required to be engaged and to undertake distributed leadership responsibility to enable the full embedding of interprofessional initiatives into a silo-focused health and education system
2. Identify a series of promising/leading practices to embed distributed leadership drawing upon concrete examples.
3. Indicate the implications for education and practice stakeholders going forward.

Plenary D3Main Panel

12:00-13:30

Perspectives on Collaborative Competency Frameworks: An International Dialogue

Brian D. Hodges, MD, PhD, FRCPC - Moderator
University Health Network

Alison Whelan, MD
Interprofessional Education Collaborative (IPEC)

Andre Vyt
European Interprofessional Practice & Education Network (EIPEN)

Fiona Kent, PhD, M.Ed.
Australasian Interprofessional Practice and Education Network (AIPPEN)

Sharon Buckley MSC PhD PGCE SFHEA DipSciComm
University of Birmingham
Carrie Krekoski, RDH, BSc., MEd.

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University of British Columbia

This presentation will discuss how panelists have incorporated EDIA into their work in developing/creating/revising IP competency frameworks. Panelist will address the following questions:

- How can EDIA be incorporated into the IP competencies? Should there be a separate competency that addresses EDIA within IP teams?
- How has your organization considered equity, diversity, inclusion, and anti-racism in the development of your competencies?
- How have people with diverse identities been included/consulted with in the development of your competencies?
- If people holding various identities have not been included, are there strategies that might be employed that could make the process more inclusive, diverse, equitable?

Learning Objectives:

1. Describe four different approaches to framework development and competencies
2. Compare similarities and differences across four existing frameworks from around the world
3. Articulate the added value of collaboration-specific frameworks to other competency frameworks

Oral **D3S5R1** **Day 3 Breakout Session 5: Various**

13:45-14:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Patient and Investigator Voices Organizing Together (PIVOT): Fostering Hope and Trust in Research through Team Science – 78714

Presenter(s):

Teri Kennedy, PhD, MSW, ACSW, FGSA, FNAP
The University of Kansas Medical Center

Additional Author(s):

Hope Krebill, MSW, BSN, RN
Masonic Cancer Alliance

Tonia Yelder, BS
Masonic Cancer Alliance

Kristi Neufeld, PhD
The University of Kansas; The University of Kansas Cancer Center

Danny R. Welch, PhD
The University of Kansas Cancer Center
Kim Kimminau, PhD, MA

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University of Missouri-Columbia
Cheryl Jernigan, Cancer Survivor/Research Advocate
Patient and Investigator Voices Organizing Together (PIVOT)

Kristy Johnston, MSW
The University of Kansas Medical Center

Jane Hughes, OTD, OTR/L
The University of Kansas Medical Center

Ronald Chen, MD, MPH, FASCO, FASTRO
The University of Kansas Cancer Center

Patient and Investigator Voices Organizing Together across the Translational Research Continuum is an innovative strengths-based training model pairing basic scientists with cancer survivors to advance patient engagement and community collaboration in basic cancer research from inception through dissemination. Pilot training concepts, activities, evaluation, outcomes, and recommendations will be shared.

Learning Objectives:

1. Describe Patient and Investigator Voices Organizing Together (PIVOT) Across the Translational Research Continuum
2. Discuss program activities and related team science concepts
3. Review program outcomes and recommendations

14:05-14:25 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Developing Measures for Interprofessional Identity: Stakeholder Input - 81046

Presenter(s):

Amber King, PharmD, BCPS
Jefferson Center for Interprofessional Practice and Education

Brooke Salzman, MD
Jefferson Center for Interprofessional Practice and Education

Richard Hass, PhD
Jefferson Center for Interprofessional Practice and Education

Shoshana Sicks, EdD
Jefferson Center for Interprofessional Practice and Education

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After providing an overview of interprofessional (IP) identity, for which neither a common definition nor measurement scale exist, presenters will engage attendees in an abbreviated group concept mapping activity that will conceptualize a definition of and measures for interprofessional identity.

Learning Objectives:

1. Explain the purpose and value of defining and measuring interprofessional (IP) identity
2. Conceptualize ways to define and measure IP identity

14:45-15:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Co-creation of a Framework for Clinician Interprofessional Identity - 77656

Presenter(s):

Angela Wood,

University of Queensland and Metro South Hospital and Health Service, Queensland Health

Additional Author(s):

Jodie Copley, A/Prof

The University of Queensland

Anne Hill, A/Prof

The University of Queensland

Neil Cottrell, A/Prof

The University of Queensland

This research synthesizes group experiential themes (GETs) established in a previous study, to co-create a framework with participants, that reflects interprofessional identity in practice. This presentation will provide in depth explanation and understanding of the framework and it's construction, along with a plan for trial with clinicians in the workplace.

Learning Objectives:

1. Understand the framework for interprofessional identity in clinicians
2. Understand the methodology undertaken to co-create the framework, underpinned by interpretative phenomenological analysis
3. Reflect on the clinical and practical applications of the framework

Oral **D3S5R2** **Day 3 Breakout Session 5: Health Systems Policy & Leadership**

13:45-14:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Accreditation as a Driver of Interprofessional Education: The Canadian Experience - 80965

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Presenter(s):

Cynthia Andrews, DDS MEd
Dalhousie University

Hope Bilinski, RN PhD
University of Saskatchewan

Denise Connelly, PhD, PT
Western University

Samantha Doralp, MPT, PhD
Western University

Lisa George, B.Tech, CLXT
Northern Alberta Institute of Technology

Marie-Andree Girard, MD, LL.D, PhD
Universite de Montreal

Ruby Grymonpre, BSc (Pharm), PharmD, Senior Scholar
University of Manitoba

Sheri Price, PhD RN FCAN FAAN
Dalhousie University

Additional Author(s):

Mohammad Azzam, MSc
Western University

John H.V. Gilbert, C.M., Ph.D., LL.D (Hon)., FCAHS
University of British Columbia

Christie Newton, MD CCFP FCFP
University of British Columbia

Accreditation serves as an enabler of Interprofessional Education (IPE) implementation. This presentation explores how Canadian health and social care (HASC) academic programs meet their profession-specific IPE-relevant accreditation standards, with a timely discussion of challenges in meeting standards and sharing best practices to encourage future implementation.

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Learning Objectives:

1. Critique how accreditation standards in their own program map onto the five AIPHE domains.
2. Identify and discuss challenges to meeting IPE-accreditation standards in their own program, institution and across professional programs.
3. Collectively, across all health and social care professions, brainstorm innovative strategies for meeting IPE relevant accreditation standards.

14:05-14:25 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Let's Pick Up the iPACE: Leveraging innovative educational research to redesign healthcare delivery - 81087

Presenter(s):

Kalli Varaklis, MD, MEd
Maine Medical Center – MaineHealth

Additional Author(s):

Sarah Hallen, MD
Maine Medical Center – MaineHealth

The Interprofessional Partnership to Advance Care and Education (iPACE) model began as an innovative, grant-funded medical education pilot. By leveraging good patient, team centered and value outcomes, implementation of Design Thinking methodology and leadership advocacy, the iPACE model is poised to become the interprofessional care model across the healthcare system.

Learning Objectives:

1. Participants will be introduced to the iPACE principles and how they are used to develop team-based care and education models for the inpatient setting using Design Thinking
2. Participants will be understand how a medical education innovation can be leveraged to become an operational endeavor for health care delivery through advocacy and collaboration

14:25-14:45 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Peering Through Two Lenses: Exploring the Intersections of Interprofessional Education and Health Systems Science - 79496

Presenter(s):

John Tegzes, MA, VMD, Dipl. ABVT
College of Veterinary Medicine, Western University

Amy Blue, PhD
Office of Interprofessional Education, University of Florida

Farah Friesen, MI

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Centre for Advancing Collaborative Healthcare & Education (CACHE), Temerty Faculty of Medicine,
University of Toronto at Toronto Western Hospital, University Health Network (UHN)

Sharla King, PhD
Faculty of Education, University of Alberta

Sylvia Langlois, MScOT OT Reg. (Ont.)
Centre for Advancing Collaborative Healthcare & Education (CACHE), Temerty Faculty of Medicine,
University of Toronto at Toronto Western Hospital, University Health Network (UHN)

Educating learners to practice with both an interprofessional and health systems science (HSS) lens holds promise to contribute to efforts at improving patient care and systems outcomes. Exploring the symbiosis between IPE and HSS can help the integration of core concepts from both in curriculum design, assessment, scholarship, and practice.

Learning Objectives:

1. Identify key components of HSS scholarship in relation to IPE literature.
2. Discuss how IPE can inform/benefit from HSS and vice versa.

14:45-15:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Implications of technological change for interprofessional work and leadership - 80908

Presenter(s):

Heloise Agreli,
University of Sao Paulo

Valeria Leonello,
University of Sao Paulo

Marina Peduzzi,
University of Sao Paulo

We draw on ethnographic studies of technological change in healthcare to understand the implications of technological change for work roles, collaboration and leadership. The study synthesizes findings about role reconfigurations from social sciences and health services and provides insights about the consequences of integrating a new technology in interprofessional teams.

Learning Objectives:

1. To understand the role-reconfiguration effects of technological change for interprofessional work
2. To understand the leadership challenges and priorities in managing role reconfiguration

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Oral **D3S5R3** **Day 3 Breakout Session 5: Community/ EDI/Patient Partners**

13:45-14:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Interprofessional Community Engagement Pilot Program to Address Health Disparities - 81096

Presenter(s):

Mandy Peacock, DNP, APRN, AGNP-C
Loyola University Chicago

Nallely Mora, MD, MPH, PMP
Loyola University Chicago

The purpose of this session is to describe a pilot interprofessional community engagement program where learners partner with community-based organizations to address a community health issue. The session will discuss the structure, content, implementation, and evaluation of the pilot program.

Learning Objectives:

1. Describe the elements of a successful interprofessional community engagement program
2. Inform similar interprofessional community engagement programs using strategies and lessons learned from the pilot program.
3. Identify barriers and facilitators to interprofessional community engagement programs

14:05-14:25 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Findings from the CIHC Interprofessional Collaboration Competency Framework Refresh: scoping review, stakeholder consultation, and survey - 79106

Presenter(s):

Carole Orchard, BSN, MEd., EdD
University of Western Ontario

Pamela Wener, BSR(PT), MEd., PhD
University of Manitoba

Additional Author(s):

Carrie Krekocki, BSc (DH), MEd., EdD (c), DHP (c)
University of British Columbia
Lesley Bainbridge, BSR(PT), MEd, PhD
University of British Columbia

Sylvia Langlois, MScOT
University of Toronto

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In this session, the findings from the CHIC Interprofessional Competency Working group will be reported. These will include the three components that guided the process and the conclusions for needed refreshing gained from participant data and its analyses.

Learning Objectives:

1. Understand the findings from the literature, survey, and focus groups regarding the use of the CIHC-IPCF
2. Appreciate the described value of the CIHC-IPCF
3. Develop insights regarding the future refreshing of the framework/supporting document

14:25-14:45 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

A Coffee Shop Approach to Integrate the Social Determinants of Health into an Interprofessional Education Program - 80664

Presenter(s):

Heather Sloane, MSW, PhD

University of Toledo, Department of Criminal Justice, Social Work, and Legal Specialties

Lori Lux, MSW Student

University of Toledo

Additional Author(s):

Michelle Masterson, PT, PhD

University of Toledo, School of Interprofessional Education

Erin Mastin

University of Toledo, School of Interprofessional Education

Shipra Singh, MBBS, MPH, PhD

University of Toledo, Department of Population Health

Sue Lee, MPH

University of Toledo; College of Pharmacy and Pharmaceutical Sciences

Holly Myers, DNP, RN, CNE

University of Toledo; College of Nursing

For the Coffee Break, students meet at a coffee shop in a diverse neighborhood after touring it to discuss the impact SDOH factors have on the health outcomes of that community. Students reported the experience improved their knowledge and attitudes about SDOH and the IPEC Core Competencies.

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Learning Objectives:

1. Identify Social Determinants of Health (SDOH) and their impact on the health outcomes of a local community.
2. Discuss the need for future healthcare professionals to learn about the communities they serve and how to work collaboratively to address individuals' unmet SDOH needs.
3. Describe a learning experience that exposes interprofessional groups of students to SDOH and their impact on a local community.

14:45-15:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Enabling Patients/Clients as Partners on Virtual Teams: A Scoping Review - 78916

Presenter(s):

Sabrina Teles, MScOT, OT Reg. (Ont.)
University of Toronto

Additional Author(s):

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This presentation will discuss the shift towards virtual care and the evolving roles of patients, clients, family and healthcare providers. Presenters will report on the results from a scoping review that explored what resources and supports are available to enable patients, clients and family to effectively participate as partners on their interprofessional virtual team.

Learning Objectives:

1. Recognize the challenges patients/clients face in synchronous virtual healthcare visits with interprofessional team members.
2. Consider an innovative virtual care framework/workflow for practice that supports "webside manner".
3. Develop a curiosity about the potential gaps in synchronous virtual care resources/supports for adult clients.

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Oral D3S5R4 Day 3 Breakout Session 5: Curriculum Development & Pedagogy

13:45-14:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Interprofessional Expertise and Collaboration: Developing A Competency-Based Veterinary Education Framework - 80934

Presenter(s):

Jody S Frost, PT, DPT, PhD, FAPTA, FNAP
National Academies of Practice

Jennifer L Hodgson, BVSc(hons), DipVetPath, Diplomate ACVM, GradCertEdStud, PhD
Virginia-Maryland College of Veterinary Medicine

Additional Author(s):

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Ted Y Mashima, DVM, DACZM, FNAP
American Association of Veterinary Medical Colleges

This presentation highlights the benefits of interprofessional consultation and collaboration with professions that have proven expertise and outcomes that parallel aspirations of other professions, namely Veterinary Medicine. The AAVMC's CBVE-WG created a consensus-based CBVE Model of Education (i.e., Framework, EPAs, Milestones) which depicts a practice-ready, entry-level veterinarian.

Learning Objectives:

1. Identify the benefits of using interprofessional consulting expertise and facilitation to advance a profession-wide grassroots pedagogical approach to the development a competency-based education framework to define entry-level veterinary education domains and competencies, and associated EPAs, and Milestones.
2. Discuss the benefits of undergoing comprehensive educational changes within a profession that are initiated as a result of grassroots educational efforts while navigating politics within academic veterinary education.
3. Describe the outcomes achieved by the AAVMC CBVE Working Group in developing a competency-based model of education for use across programs globally using the support of interprofessional expertise.

14:05-14:25 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

An Innovative IPE Curriculum Visualization System Simplified - 78737

Presenter(s):

Mark Fitzgerald, DDS, MS
University of Michigan School of Dentistry

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Vani Patterson, not applicable
University of Michigan Center for Interprofessional Education

Melissa Gross, PhD
University of Michigan School of Kinesiology

Daniel Fischer, LMSW
University of Michigan School of Social Work

Additional Author(s):

Burgunda Sweet, PharmD
University of Michigan College of Pharmacy

This presentation will demonstrate and discuss an Interprofessional Education Database that can track:

- Student enrollment in IPE activities in one view
- IPE competencies and dosage with a single click of a mouse
- IPE enrollments in specific opportunities for multiple programs
- IPE enrollment patterns over time

Learning Objectives:

1. Recognize the types of data that are crucial to tracking IPE activities across multiple programs and how they can be integrated.
2. Identify opportunities to leverage their institution's data management systems to serve IPE mapping and reporting needs.

14:25-14:45 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Comparison of Interprofessional Education Approaches between United States and Canadian PA Programs - 80930

Presenter(s):

Ziemowit Mazur, PhD, EdM, MS, PA-C, DFAAPA
Rosalind Franklin University of Medicine and Science
Rebecca Mueller, MS, PA-C
University of Manitoba

The presentation will compare and contrast approaches to how PA programs in the United States and Canada meet accreditation mandates related to interprofessional collaborative care. The focus of the presentation will be on two courses that involve multiple graduate health professions with similar, yet unique curricular components and evaluation measures.

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Learning Objectives:

1. Identify interprofessional competencies and accreditation mandates guiding PA Programs
2. Compare and contrast curricular structures and outcomes between PA Programs
3. Illustrate the overlap between the most effective interprofessional programmatic approaches

14:45-15:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Substance Use and Brain Injury Bridging Project: Increasing Capacity Through Cross Training - 79587

Presenter(s):

Carolyn Lemsky, Ph.D., C.Psych.
CHIRS

Tim Godden, MSW, RSW
Advanced Practice Clinician, CAMH

Brain injury is a silent co-morbidity for more than half of all people seeking addictions treatment. When unrecognized, brain injury interferes with outcomes and reduces access to care. The Substance use and Brain Injury program is an approach to increasing system capacity where specialized services do not exist.

Learning Objectives:

1. Participants will be able to identify key strategies that were successful in developing cross sectorial training materials.
2. Participants will be able to identify the key elements of successful cross-sectorial clinical consultation.

Oral **D3S5R5** **Various**

13:45-14:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Lean Into Interprofessional Education with an Interprofessional Mega Simulation - 80829

Presenter(s):

Andrea Frederick, DHA, MSN, CHSE, RN
Saginaw Valley State University

Additional Authors(s):

Yvonne Greig, Prof Doc, MSc, BSc, RM, RGN
Edinburgh Napier University

Inga Heyman, PhD., RN, RMN, FRSPH, FHEA
Edinburgh Napier University

Helen Matthew, RN, PGCERT, FHEA
Simulation and Clinical Skills Operation Manager, Edinburgh Napier University

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This presentation will review the steps used to develop, implement and evaluate the impact of a large-scale, patient care planning, tabletop simulation. Participants will review the patient care scenario. Challenges, opportunities and outcomes will be shared. The simulation objectives, process and activities will be included in the presentation.

Learning Objectives:

1. Identify strategies for the integration of interprofessional simulation activities within the curricula of pre-licensure health professional programs.
2. Review the use of ICCAS as a tool that asks learners to reflect on both their current and prior level of competency regarding interprofessional care.
3. Explore the challenges and opportunities for IPE

14:05-14:25 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Developing Learner Interprofessional Teamwork and Communication Skills through Simulation - 81142

Presenter(s):

Julianne Pratt, BA
Thomas Jefferson University

Amber King, PharmD, BCPS, FNAP
Thomas Jefferson University

Richard Hass, PhD
Thomas Jefferson University

Additional Author(s):

E. Adel Herge, OTD, OTR/L, FAOTA
Thomas Jefferson University

Interprofessional simulation is a powerful learning tool to strengthen teamwork and communication skills amongst health professions students. This presentation compares the delivery, evaluation and outcomes of three IP simulations of varying clinical complexity and fidelity, which can be used to implement or enhance IP simulations at the learner's institution.

Learning Objectives:

1. Compare and contrast delivery and outcomes of three simulation programs with varying levels of fidelity and complexity
2. Describe evaluation methods for measuring interprofessional communication/teamwork
3. Apply this information to simulation programs at the learner's own institution

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14:25-14:45 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Fostering Group reflection in IPE simulation - 79342

Presenter(s):

Joana Alvarenga, PT, MSc APT
McGill University

Cynthia Perlman, OT(C), MEd
McGill University

Dianne Bateman, PhD
McGill University

Margaret Purden, RN, PhD
McGill University

Stimulating student's interactions and facilitating optimal communication/collaboration has been one of the main objectives of IPE simulation courses. The development and implementation of a group-based formative assessment based on social constructivist approaches during IPE remote simulation fostered reflection on teamwork on action and achievement of the learning outcomes.

Learning Objectives:

1. Understand the importance of a group reflection assessment to facilitate interprofessional learning of teamwork on action that is applicable in remote and in-person simulations.
2. Recognize the value of shared reflections through social constructivist approaches in the context of interprofessional education.
3. Recognize the contribution to student learning of teamwork when providing a summary of collated group responses soon after the activity

14:45-15:05 (10 minutes presentation + 5 minutes Q & A + 5 minutes transition time)

Addressing Health Professional Shortages with ICARE PC Teams - 78472

Presenter(s):

Jennifer Jessen, EdD, RN, CNOR
Creighton University

Todd DeFreece, MHA, MBA, JD
Creighton University Medical Center- Bergan Mercy

Kelli Saucerman-Howard, DNP, RN
Creighton University Medical Center- Bergan Mercy

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Never-before-seen staffing shortages and healthcare provider burnout are forcing many hospital units to close even as the demand for care increases. One Midwest healthcare system has developed a novel, interprofessional model of patient care teams (ICARE PC teams) to address shortages and improve the experience for patients and healthcare providers.

Learning Objectives:

1. Describe ICARE PC Teams model and its application in an acute care setting
2. Identify challenges and opportunities while piloting the interprofessional model
3. Discuss future opportunities for evaluating patient provider outcomes

Symposia D3S5R6 Day 3 Breakout Session 5

13:45-15:15

The Power of Language: Engaging our Community on Collaborative Terminology - 78869

Presenter(s):

Dean Lising, BSc, BScPT, MHSc (moderator)

Centre for Advancing Collaborative Healthcare & Education, Department of Physical Therapy, Temerty Faculty of Medicine, University of Toronto, The Institute for Education Research, University Health Network

Deanna Bracewell
UBC Health

Cathy Kline, MA
Patient and Community Partnership for Education

Stella Ng, PhD
Centre for Advancing Collaborative Healthcare and Education (CACHE), University Health Network;
University of Toronto
Carrie Krekoski, RDH, BSc, MEd
UBC Health

Through a moderated panel and small group discussions, participants will consider language choices relating to interprofessional/collaborative health care education, what those choices communicate, and potential unintended consequences.

Learning Objectives:

1. Reflect on institutional/organizational language choices relating to interprofessional/collaborative health care education and what those choices communicate
2. Determine factors involved in selecting terms to refer to patients/clients
3. Consider what other terminology and related assumptions may also need to be revisited with ongoing changes in society

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Symposia D3S5R7 Day 3 Breakout Session 5

13:45-15:15

Forward Thinking and Adaptability in Sustaining and Advancing IPECP during Post-Covid Healthcare Transformation - 80789

Presenter(s):

Hossein Khalili, BScN, MScN, PhD, FNAP, UW CIPE

University of Wisconsin-Madison & InterprofessionalResearch.Global (IPR.Global)

Shelley Cohen Konrad PhD, LCSW, FNAP

University of New England

Sylvia Langlois, MSc

University of Toronto

Ryan Brown, MPH, MBA, PCP, FRSPH

Nova Scotia Health; Faculty of Medicine at Dalhousie University

James Ballard, EdD, MS

University of Kentucky

Gina Baugh, PharmD, Professor and Director

West Virginia University Health Sciences Center

Charlotte McCartan, PhD(c), MN, BScN; Coordinator

University of Alberta

Additional Author(s):

Vikki Park, PhD., PG Dip., PG Cert., BSc (Hons), RN, RNT, FHEA

Northumbria University, United Kingdom

Pandemic has been a transformation catalyst that accelerated the implementation/adoption of long overdue changes in healthcare education and practice, including telehealth and virtual learning. To capitalize on this opportunity, this workshop aims to explore and debate (from a global perspective) the impact/application of healthcare education and practice transformation on IPECP.

Learning Objectives:

1. Describe lessons from the pandemic that foster innovative and meaningful innovations in IPECP.
2. Identify key factors that foster system resilience that support a healthy workforce.
3. Identify innovations and interventions towards IPECP integration, advancement, and sustainability.

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Workshop D3S6R1 Day 3 Breakout Session 6

15:30-16:20

Refreshing the Canadian Interprofessional Health Collaborative Competency Framework: Participating in the revision process - 78804

Presenter(s):

Sylvia Langlois, MSc OT Reg (On)

Centre for Advancing Collaborative Healthcare and Education, University of Toronto

Carrie Krekoski, RDH BSc MEd

University of British Columbia

Pamela Wener, PhD MEd BMR (OT)

University of Manitoba

Carole Orchard, PhD

Western University

Jacinthe Beauchamp, PhD

University of Moncton

Ryan Brown, MPH MBA PCP FRSPH

Nova Scotia Health Authority

Susan Dunn

Lynne Sinclair, PT, MA (AdEd), BScPT

Centre for Advancing Collaborative Healthcare & Education; University of Toronto; University Health Network

Participants will review select refreshed Canadian Interprofessional Health Collaborative Interprofessional Competency Framework domains and descriptors. Participants assigned to small groups will collectively engage with the descriptors and contribute what is needed to enhance clarification and application in the supporting document.

Learning Objectives:

1. Review selected refreshed CIHC-IPCF competency domains and descriptors
2. Provide feedback to the working group regarding considerations for the revision of the supporting document based on the workshop discussion.

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Workshop D3S6R2 Day 3 Breakout Session 6

15:30-16:20

Improving the Lives of People and Populations through Impactful Interagency Collaboration - 81144

Presenter(s):

Barbara Maxwell, PhD, DPT, Mac, Cert THE, FNAP
Indiana University

April D Newton, PT, PhD, DPT, FNAP
Indiana University

Alexander Buchanan, MA
Indiana University

This seminar brings exemplar community interagency teams to work with seminar participants on identifying the "secret sauce" that makes interagency community partnerships successful and impactful endeavors that demonstrate a positive impact on the quadruple aim.

Learning Objectives:

1. Identify potential interagency community partnerships within their own setting that could improve the lives of people and populations.
2. Articulate at least 3 key processes/components/actions that can support successful partnerships
3. Discuss potential measures by which to assess the impact of interagency collaborations.

Workshop D3S6R3 Day 3 Breakout Session 6

15:30-16:20

Team Coach Training for Higher-Impact Teamwork - 80972

Presenter(s):

Tyler Reimschisel, MD, MHPE
Case Western Reserve University

Wendy Madigosky, MD
University of Colorado School of Medicine

Team coaching is a useful mechanism for improving the impact of teams and for teaching teams can learn and grow. In this workshop we will review the process for implementing team coaching in interprofessional team-based experiences. Participants will explore next steps in establishing team coaching at their home institutions.

Learning Objectives:

1. Describe the key features of team coaching.
2. Discuss the process for implementing team coaching, including recruitment, training, implementation, and quality improvement.
3. Develop an individualized plan to begin or augment team coaching at your home institution.

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Questions? Comments?

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