

## COLLABORATING ACROSS BORDERS VIII CONFERENCE

### Hope and Trust in Health and Social Care

Virtual Conference May 16 - 18, 2023 | Pre-Conference Workshops May 15, 2023

HOSTED BY



Centre for Advancing Collaborative  
Healthcare & Education (CACHE)

**UHN** Toronto General  
Toronto Western  
Toronto St. Michael's  
Toronto Rehab  
St. Michael's Hospital

PRESENTED BY



## 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 = <b>3 hours</b>
13:00 – 16:00	Pre-Conference Workshops Session 2	2.5 hrs + 30 min break = <b>3 hours</b>

### 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

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.

#### **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

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

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

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

University of Toronto

Sacha Agrawal, MD

University of Toronto

Ryan Brydges, PhD

University of Toronto

Lindsay Herzog, MD

University of Toronto

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

Amanda Kirkpatrick, Ph.D., RN

Creighton University College of Nursing

Douglas S. Ander Ander, MD

Emory University School of Medicine

Devin Nickol, MD

University of Nebraska Medical Center

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.

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.
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 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

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.

## DAY 1: Tuesday May 16, 2023 | Times are in Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
10:00	<b>Welcoming Remarks</b> Hope & Trust in Health & Social Care: Welcome back to CAB		30 min	Plenary
	<b>Oral Presentations</b> <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions.</i>			
12:00	<b>Break, Sponsor Exhibit Viewing</b>		15 min	
12:15	<b>Virtual Café: Research &amp; Innovation and Posters &amp; Exhibits</b>		75 min	
13:30	<b>Oral Presentations</b> <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions.</i>	<b>Workshop Presentations</b> <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>		
15:00	<b>Keynote Presentation</b>	Gregory Cajete, PhD University of New Mexico	45 min	Plenary
15:45	<b>Keynote Question &amp; Answer</b>	Gregory Cajete, PhD University of New Mexico	15 min	Plenary
16:00	<b>Closing of Day 1</b>			

## 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

Megan Keiser, RN, DNP, CNRN, SCRNP, 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.

**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

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

**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

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

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):**

Tamzin Batteson, BSc  
Rosalind Franklin University of Medicine and Science

Marilyn Hanson, EdD

Rosalind Franklin University of Medicine and Science

Robin Dyer, MD

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

**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, BDSc, 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

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

**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

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

Shannan Grant, RD/PDt, MSc, PhD

Mount Saint Vincent University

Marion Brown, MSW, PhD, RSW

Dalhousie University

Noel Pendergast, MPH BPEd. RRT

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.

**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

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**

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

**Competencies to Faculty Development in Interprofessional Education - 81175**

**Presenter(s):**

Jaqueline Alcantara Marcelino Silva, PhD, MSc, BSc, RN

Federal University of Sao Carlos

A descriptive exploratory study validated new competence guidance for faculty development in Interprofessional Education. It is a way to suggest principles and methods develop health professional facilitators in education and health practice.

**Learning Objectives:**

1. Know a new competence guidance for faculty development in Interprofessional Education.
2. Understand the priorities to faculty development in Interprofessional Education.

**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

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

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 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

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****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.

**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

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.

**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)

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.

**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

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.

**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

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

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

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, BSc, MEd, RD  
North York General Hospital

Samantha Yau  
Baycrest

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

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**

**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 Train-the-Trainer IPE Faculty Development Opportunity at the University of Wisconsin-Madison – 81083**

**Presenter(s):**

Claire Barrett, PhD  
University of Wisconsin-Madison

Roberta Rusch, MPH  
University of Wisconsin-Madison

Richard Barajas, MIPA, MPH  
University of Wisconsin-Madison

Mel Freitag, PhD  
University of Wisconsin-Madison

Kaitlyn Hawley,  
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

Corissa Lotta, PhD

University of Wisconsin-Madison

Sarah Uhm,  
University of Wisconsin-Madison

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

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

Learning Objectives:

1. Learn best practices for building an interprofessional program that recognizes how professional (and other) identities lend to microaggressions.
2. Discuss lessons learned for creating learning opportunities for how 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

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.

**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, PhD Student, 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

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

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.

**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

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, M.Ed., B.Ed.

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

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

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

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.

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

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

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.
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

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

**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

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.

**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

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

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):**

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

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

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.

**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

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

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

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

**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 D1S2R7 Day 1 Breakout Session 2**

**13:30-14:20**

**Interprofessional Collaboration on "Concussion" Education - 77403**

**Presenter(s):**

Alice Kam, MD, FRCPC  
University Health Network

Aisha Husain, MD, CCFP  
University of Toronto, Department of Family and Community Medicine

Stephanie McFarland, OT  
Holland Bloorview Kids Rehabilitation

Research in concussion education identified gaps in concussion knowledge among medical trainees; however, concussion education for physician trainees continues to be limited. This workshop will focus on concussion update, interprofessional collaboration, and competency-based research. We will also discuss our concussion educational collaboration experience and Ethiopia experience.

Learning Objectives:

1. Demonstrate an update on concussion diagnosis and management
2. Apply competency based research into your own seminars
3. Appreciate the effectiveness of inter-professional collaboration on concussion knowledge translation

**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

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

John Tegzes, MA VMD Dipl ABVT  
Western University

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 Research**

#### **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 research and health education.

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.

## DAY 2: Wednesday May 17, 2023 | Times are in Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
08:00	<b>Colloque francophone/ French Stream</b> *More information coming soon		4 hours	
10:00	<b>Practice &amp; Education Plenary Panel</b> Preparing Tomorrow's Experts: Integrating Capability and Context in Changing Worlds	<b>Maria Mylopoulos, PhD</b> <i>The Wilson Centre</i> <b>Paula Rowland, PhD</b> <i>The Wilson Centre</i> <b>Nicole Woods, PhD</b> <i>The Wilson Centre</i>	90 min	Plenary
11:30	<b>Morning Break, Poster and Sponsor Exhibit Viewing</b>		30 min	
12:00	<b>Virtual Café: Practice &amp; Education</b>		60 min	
13:00	<b>Oral Presentations</b> <i>Presentations, taken from the Call for Abstracts, will run concurrently. Each oral presentation will have 15 minutes to present and answer questions.</i>			
13:00	<b>Symposia Presentations</b> <i>Symposium presentations, taken from the Call for Abstracts, will take place concurrently. Each symposia will run for 90 minutes.</i>			
14:45	<b>Workshop Presentations</b> <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
16:30	<b>Interprofessional Collaboration Showcase' Roundtable &amp; Networking – Sharing Best Practices for Interprofessional Learning in the Workplace</b>			

### Session Information

francophone D2

08:00-12:00

Colloque Francophone

*More information coming soon*

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

#### **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

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):**

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

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

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.

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

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

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

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

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

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)

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

**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 Codsì, Médecin de famille  
Université de Montréal

**Additional Author(s):**

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

Morganne Masse, Étudiante, programme MD  
Université de Montréal

Lucie Alègre, Patientte 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

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.

**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  
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.

**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.

**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)

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)

**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.

**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 3 Breakout Session 6**

**15:30-16:20**

**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

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 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

**Plenary   D2Main   IPC Showcase**

**16:30-19:00**

#### **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

## DAY 3: Thursday May 18, 2023 | Times are in Eastern Daylight Time (EDT)

TIME	TITLE	PRESENTER	DURATION	LOCATION
10:00	<b>Keynote Presentation</b> Interprofessional Collaboration Requires Distributed Leadership, Multiple Stakeholder Engagement and Integrated Policy Support	Ivy Lynn Bourgeault, PhD, <b>FCAHS</b> <i>University of Ottawa</i>	70 min	Plenary
11:10	<b>Keynote Question &amp; Answer</b>	Ivy Lynn Bourgeault, PhD, <b>FCAHS</b> <i>University of Ottawa</i>	20 min	Plenary
11:30	<b>Poster and Sponsor Exhibit Viewing</b>		30 min	
12:00	<b>Virtual Café: Health Policy, Systems &amp; Leadership</b>		30 min	
12:00	<b>Panel: Perspectives on Collaborative Competency Frameworks, An International Dialogue</b>	*See below	90 min	Plenary
13:45	<b>Oral Presentations</b> <i>Presentations, taken from the Call for Abstracts, will have 15 minutes each to present and answer questions.</i>	<b>Symposia Presentations</b> <i>Symposium presentations, taken from the Call for Abstracts, will take place concurrently. Each symposia will run for 90 minutes.</i>		
15:30	<b>Workshop Presentations</b> <i>Workshops, taken from the Call for Abstracts, will run concurrently. Each workshop will run for 50 minutes.</i>			
16:30	<b>Closing Remarks (Scavenger Hunt Draw)</b>		30 min	Plenary

## Session Information

Plenary	D2Main	Keynote
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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

Anthony Breitbach, PhD, ATC, FASAHP, FNAP  
Interprofessional Education Collaborative (IPEC)

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)

Elizabeth (Liz) Anderson, PhD, PGCertHE, SRN, SM, HV  
University of Leicester

Carrie Krekoski, RDH, BDSc., MEd.  
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

**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

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

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

**14:25-14:45** (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

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.

**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

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**

**Presenter(s):**

Cynthia Andrews, DDS MEd  
Dalhousie University

Hope Bilinski, RN PhD  
University of Saskatchewan

Samantha Doralp, MPT, PhD  
Western University

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

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

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

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.

**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

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):**

Farah Friesen, MI

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

John Tegzes, MA, VMD, Dipl. ABVT

College of Veterinary Medicine, Western University

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)

Sharla King, PhD

Faculty of Education, University of Alberta

Amy Blue, PhD

Office of Interprofessional Education, University of Florida

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

**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

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):**

Michelle Masterson, PT, PhD  
University of Toledo, School of Interprofessional Education

Erin Mastin,  
University of Toledo, School of Interprofessional Education

Heather Sloane, MSW, PhD  
University of Toledo, Department of Criminal Justice, Social Work, and Legal Specialties

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.

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

Vanessa Crudo, MScOT, OT Reg. (Ont.)

University of Toronto

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.

**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

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

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

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.

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
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**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

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

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

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

**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**

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

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)  
University of Toronto

Deanna Bracewell

UBC Health

Cathy Kline, MA  
Patient and Community Partnership for Education

Stella Ng, PhD  
Centre for Advancing Collaborative Healthcare and Education

Carrie Krekoski, RDH, BDSc, 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

**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

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.

**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 <i>Canadian Interprofessional Health Collaborative Interprofessional Competency Framework</i> 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.

<b>Workshop</b>	<b>D3S6R2</b>	<b>Day 3 Breakout Session 6</b>
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**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.

<b>Workshop</b>	<b>D3S6R3</b>	<b>Day 3 Breakout Session 6</b>
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**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.

**Workshop D3S6R4 Day 3 Breakout Session 6**

**15:30-16:20**

**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