An international magazine by the Centre for Advancing Collaborative Healthcare & Education (CACHE)

Together

Stories of Collective Impact

Volume 1, Issue 4
Summer 2023



Welcome Back!

Collaborating Across Borders (CAB) VIII 2023 Conference Returns

CAB Special

Centre for Advancing Collaborative Healthcare & Education (CACHE)

WELCOME

Welcome to our international magazine, *Together: Stories of Collective Impact*

Welcome to the fourth issue of our international magazine, *Together: Stories of Collective Impact. Together* is connecting our community through the sharing of stories. *Together* is fostering a space for us to connect, learn, share, celebrate, and champion how we work and learn together for a healthier world.

In this issue, we celebrate the return and success of the international conference, Collaborating Across Borders (CAB) VIII. A special thanks to Jody Thompson, Digital Audience Strategy Specialist & Project Manager at the Center for Advancing Interprofessional Practice, Education & Research (CAIPER), Arizona State University, who co-wrote and edited the CAB Special with me.

I am also grateful to members of the editorial team and all of our reviewers, whose care and diligence in handling and reviewing the work of this magazine, is vital to the advancement of this global community.

To all who are reading this magazine, thank you for continuing to share your stories, events, and cover art. And we look forward to your future submissions, feedback, and reactions.

Cheers,
Elizabeth (Eli) Cadavid
Lead Editor, on behalf of the CACHE Team

CACHE Editorial Team, Summer 2023
Eli Cadavid (Lead Editor)
Belinda Vilhena
Farah Friesen
Noor Yassein
Stella Ng



Cover Art for *Together: Stories of Collective Impact*

Abstract Face

Amanda Beales, MAN RD CDE (Interprofessional Educator, Toronto Rehab, UHN)

This abstract acrylic painting aims to demonstrate how little information our brains need to piece together a face. A gesture of a nose, a hint of an eyebrow... our minds are able to put these pieces together to see a face. This makes me wonder, how much do healthcare professionals need in order to see past the patient and see the person, who, like us, has hopes, dreams, and fears? Do we need to purposefully seek this out or can we subconsciously put together observations? Do we sometimes avoid doing this as a defense mechanism? And, how does this influence the care we provide?

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STAYING IN TOUCH
NEWS & CELEBRATIONS

Message from the Associate Director, Academics

***Sylvia Langlois**, M.Sc. OT Reg. (Ont.) (Associate Director, Academics, CACHE)*



As the academic year draws to a close for many of our health professions programs, the Centre for Advancing Collaborative Healthcare and Education (CACHE) curriculum team members have taken the time to reflect on our work of the past year, and our hopes for the upcoming year. During the past year, over 4500 students from 11 health professions programs participated in the Interprofessional Education (IPE) curriculum that includes 9 core activities, and a roster of 45 elective opportunities at the University of Toronto and in practice settings. The students, university and clinical faculty, and patient partners provide evaluation results and feedback that are considered carefully to guide revisions of upcoming iterations. Although this micro evolution of the curricular activities is ongoing and important, we have now taken the time to embark on a full curriculum refresh, attending to the foundations of the curriculum, content, delivery, and evaluation, with an intentional focus on equity, diversity, inclusion, and accessibility, as well as evidence-based pedagogic approaches. Over the past year, we have engaged advisors Dr. Sacha Agrawal, Inclusion & Co-Production Advisor, and Dr. Kristina Lisk, Scholar-in-Residence, to bring new perspectives to the refresh process. They are working with the InterFaculty Curriculum Committee (IFCC) that has representation from each of the participating health and social care programs, IPE leaders from the practice setting, student leaders, patient advisors, and an Indigenous partner to support the process.

For the past eleven years, I have had the privilege of chairing the IFCC. At this point, my role is shifting, and I will hand over the reins to a new leadership team. At CACHE, we value collaborative leadership, so we will establish a co-chair model with representation from faculty, clinical faculty, and a patient partner. We will also consider opportunities for students to take on more shared leadership roles with faculty in some of our learning activity working groups. I am excited to see how this new model will advance the curriculum refresh, provide leadership opportunities for students and patient partners, and will address Indigenous health, inclusivity, broader profession/workforce representation, as well as continuity of learning between the university and clinical setting.

Wishing all a wonderful summer, and looking forward to collaborating with you all in the Fall.

Sylvia

UPDATE: Federal Funding to Team Transform Primary Care Training in Canada

CACHE Editorial Team

In our last magazine, we shared the story, **Historic Grant Given to Transform Interprofessional Primary Care Training and Education Across Canada** (Together, Vol. 3 (Spring 2023). pg. 24-25), which announced Team Primary Care: Training for Transformation, a federal grant that aims to accelerate transformative change in the way primary care practitioners train to work together.

On June 8, 2023, the Honourable Jean-Yves Duclos, Minister of Health, on behalf of the Honourable Carla Qualtrough, Minister of Employment, Workforce Development and Disability Inclusion, formally announced the federal investment from Employment and Social Development Canada to the Foundation for Advancing Family Medicine. **Watch the announcement here:** https://www.teamprimarycare.ca/news/federal-funding-to-transform-primary-care-training-in-canada

For more updates and information, visit www.teamprimarycare.ca

Team Primary Care Webinar: Applying the New Canadian Interprofessional Health Collaborative's (CIHC) Interprofessional Competency Framework

Lynne Sinclair, Canadian Interprofessional Health Collaborative's (CIHC) Board Director and Senior Consultant with the Centre for Advancing Collaborative Healthcare & Education (CACHE), and Dean Lising, Integration Lead with CACHE, recently presented the new Interprofessional Competency Framework to the Team Primary Care network of partners. **Watch the recording of this presentation here:** https://youtu.be/jEApSPYGSv8

CIHC welcomes your feedback on the new framework using this link: https://forms.office.com/r/GQu5PY88KX



Collaboratively Artistic

The 2022-2023 Interprofessional Health, Arts, Humanities Certificate Program

***Noor Yassein**, BA(Hons) (Curriculum & Communications Assistant, CACHE)*

During the 2022-23 academic year, 24 students across 6 health science programs came together for the Interprofessional Health, Arts, Humanities (HAH) Certificate Program. This 8 month program provides a longitudinal, interprofessional learning and growth experience. The interprofessional groups of students are introduced to various forms of arts and humanities, and how these disciplines connect to health-focused studies.

Below we share student reflections on their final projects and program experiences.

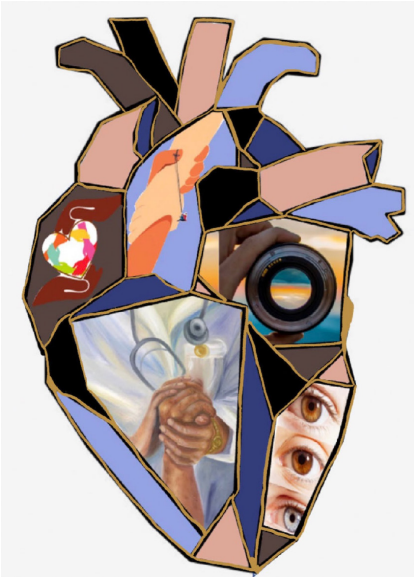
Piece 1: "Storage Room Solace"

By Student Team: Samah Saci, Maya Stern, Bazla Kadir, & Zoë Smith

We all came together based on a mutual interest in writing. We are two social work students, an occupational therapy student, and a nursing student. For our project, we drew from the narrative medicine portion of the HAH program to explore one story from different perspectives. We each wrote a piece from the perspective of different individuals on the interprofessional team, including the client. This story was inspired by an image from the Nocturnists (see image on right). Our project creation mirrored the process of creating an interprofessional treatment plan when presented with a "picture" of a patient, based on their charting and assessments, yet also was a practice in humanizing the treatment planning process through storytelling and creative writing.



Photo Above By @thenocturnists
https://www.instagram.com/p/BvKYZOlnKax/



Piece 2: "Kintsugi: Pieces of Me"

By Student Team: Evangeline Tsagarakis, Hillary Ho, Dorrin Zarrin Khat, Tharsila Srikirushnaruban

This piece aims to highlight elements of patient-centered care, and the patient's journey through the continuum of care, including trust in the physician-patient relationship, examining our reactions and approaching encounters with an open mind, mutual witnessing, and narrative humility when communicating with patients. These elements are brought together by an art style known as Kintsugi, the Japanese practice of gluing broken pottery together, and highlighting the cracks using golden lacquer. In this way, the artform celebrates 'imperfections' as a part of the journey.

Brenda Maranga, on her experience in the program:

> "HAH was an incredible experience, one that I highly recommend to all learners. It has changed the way I look at medicine. It challenged me to be more aware of my biases and communication flaws. It has helped me rediscover my passion for the arts and humanities. I am committed to continuing this kind of professional development for years to come. I'm so grateful for the wonderful facilitators and peers that I got to share this experience with."

Thank You Dr. Allan Peterkin

In reviewing the accomplishments of the year, we would also like to take a moment to thank Dr. Allan Peterkin for his contributions to the program. A professor of Psychiatry and Family Medicine and Humanities Faculty Lead at the University of Toronto, Dr. Peterkin has co-coordinated the Interprofessional Health, Arts and Humanities 8-month certificate program with Sylvia Langlois (CACHE) for the past four years. His contributions to the field have been outstanding, including authoring 15 adult books and 4 picture books for children, as well as serving as the founding editor of ARS MEDICA: A Journal of Medicine, The Arts and Humanities. He recently announced his retirement from the university and consequently his role in the program. We would like to offer our sincere thanks and appreciation for his sustained contributions to the certificate program and wish him well in his continued creative endeavours.

We welcome Dr. Sarah Kim who has now been appointed to the role and look forward to incorporating her passions and expertise into future iterations of the certificate program.

To see more of the 2023 cohort's incredible work, please visit:
https://ipe.utoronto.ca/HAH-Presentations-2023.

Learning in the Global Classroom

***Sanne Kaas-Mason**, MA (Education Research Fellow, Wilson Centre for Research in Education; PhD student, Health Professions Education Research (HPER), University of Toronto)*

During May and June of 2023, 16 University of Toronto (UofT) students from across 8 health sciences programs joined 18 students from the Chinese University of Hong Kong (CUHK) in a 4-workshop virtual IPE elective focused on providing care to a Hong Kong patient.

Through mini-lectures, engagement in class discussions, interprofessional small group work, and an interview with a patient living in Hong Kong, the students explored 1) approaches to care from their profession-specific perspective, and 2) how to work together interprofessionally. In week #4, the groups presented their plan of care for the participating patient, noting the opportunities and challenges relating to interprofessional collaboration.

In their project work, students navigated boundaries between profession-specific knowledge and practice culture, explored differences between sectors of the health and social care system, and discussed cultural differences between Canada and Hong Kong. Practicing multi-boundary navigation gave students a glimpse into the complexity of collaboration that will greet them when they enter practice.

The global nature of the interprofessional education (IPE) elective also offered students an opportunity to learn about health and social care systems in both Ontario and in Hong Kong. Overall, students found that although the health and social care systems are distinct, patients in Ontario and Hong Kong face very similar challenges.

Students noted:

- "Thank you for this unique opportunity! Would not have had the chance to take a look into a completely different health system otherwise."
- "It was truly a unique experience and so happy we could connect with other students and learn about what they're learning!"

IPE Student Spotlight - Brennan Snow

***Brennan Snow**, BA, MSW (2023 Graduate, University of Toronto)*



My name is Brennan, and I'm a recent University of Toronto Master of Social Work graduate (June 2023). Over the past couple of years, I have been involved in interprofessional education (IPE) as Vice President (VP) External and Co-President of the Interprofessional Healthcare Students' Association (IPHSA), as a student facilitator for learning activities, and through a few other longitudinal initiatives (such as the Senior Interprofessional Projects).

Social workers work in a very broad variety of fields, and so the first year of our program takes a more generalist approach before we focus on a specific area in our second year. I was initially drawn to IPE in part because I knew that I was interested in health, and was eager to learn more about the role of social work within healthcare teams and systems. I think having this context from my involvement in IPE really set me up to hit the ground running in my second-year hospital practicum, with some knowledge of scopes of practice, roles, and interprofessional collaboration to build from.

I also gained skills and experience from IPE that I didn't necessarily expect - I have learned so much about communication, respecting and learning from different perspectives, the importance of supporting each other, and collaborative leadership. Student facilitation opportunities in particular gave me a chance to practice facilitation skills I was learning in class, while also getting to learn with and from other students. This was especially true when the content of the learning activity was relatively new to me - I always learned something new, or saw something differently because of our conversations.

After participating in a number of IPE initiatives, getting to see and participate in collaborative healthcare in practice solidified my learning. I feel grateful to have had incredible supervisors in my practicum, but also the opportunities to learn from and work with wonderful teams in both of my practicum rotations at Sunnybrook this year, in the inpatient Schulich Heart Program and in General Internal Medicine on C4. While we learn about why interprofessional collaboration is important in IPE, experiencing it in practice, and hearing first-hand from patients about what a difference it makes when it feels like their team is working together, truly underscores its importance.

To me, transforming care through collaboration is about building relationships and implementing creative and appropriate solutions together, with the aim to improve care for all involved. By this I mean relationships with patients and their family systems, between and within the immediate healthcare team, but also even beyond that – for example, with the folks who work in patient flow, patient accounts, and in hospital leadership, in community organizations and support services, with the barista at Second Cup, and with policymakers. Any of these people could interact with or make decisions that impact patients either directly or indirectly, and all have expertise you may one day need to best support a patient. Working in (or adjacent to) healthcare also has its current and ongoing systems-level challenges, and we know that burnout rates are high. I really believe in the importance of supporting each other to make this work sustainable and fulfilling, and to provide excellent, creative, and transformative care.

What's next for me after graduating? This summer, I am working as a research assistant at Women's College Hospital on an environmental scan about gender affirming surgery policies across Canada. I'm really interested in the intersections of direct healthcare practice and policy/systems, and passionate about equity-based approaches to both. I will be relocating to Ottawa in September, and as I begin my career there, I hope to continue to integrate these interests and passions into my work.

2023 Interprofessional Collaboration (IPC) Showcase

Elizabeth McLaney *MEd , BA, BSc (OT), OT Reg. (Ont.) (Director of Interprofessional & Academic Education, Sunnybrook Health Sciences Centre; Associate Director, Centre for Advancing Collaborative Healthcare & Education);* ***Sabrina Bartlett*** *M.Ed., B.Ed (Manager, Curriculum & Education Innovation, Centre for Advancing Collaborative Healthcare & Education);* ***Tracey DasGupta*** *RN, MN (Director of Interprofessional Practice, Sunnybrook Health Sciences Centre)*

On May 17th, the Interprofessional Collaboration (IPC) Showcase was held as a hybrid event embedded within the larger Collaborating Across Borders (CAB) VIII Conference. The Showcase celebrates excellence in team-based learning, collaborative care, interprofessional research and quality improvement, and collaborative leadership. Offered jointly by Sunnybrook Health Sciences Centre, the University of Toronto, and the Centre for Advancing Collaborative Healthcare & Education (CACHE), this forum provided a variety of speakers, presentations, and opportunities to connect, bringing together like-minded people to share ideas and create new opportunities for collaboration.

This year's theme was "Sharing Best Practices for Interprofessional Learning in the Workplace." The Showcase started with 3 stories highlighting collaborative learning:

1. The Art of Facilitation Through the Eyes of a Patient Partner & Student (CACHE);
2. A Collaborative Approach to Interprofessional Education Innovation: Virtual Reality Training for Suicide Risk Assessment and Opioid Overdose Response (Centre for Addiction and Mental Health);
3. It Takes a Village: A Collaborative Community Elevates the Student-Led Environment Experience (Holland Bloorview Kids Rehabilitation Hospital, Unity Health Toronto, University Health Network, CACHE).



After a musical break with Sunnybrook Health Sciences Centre's "Sing Sunnybrook Sing," attendees met in small groups to share best practices for interprofessional learning in the workplace by exchanging stories to learn about experiences, challenges, and enablers. Broader themes were then synthesized and shared with all attendees. Common enablers included: highlighting the patient voice as integral to the interprofessional team, enhancing collaboration between different professions and disciplines, fostering a sense of community, building collective capacity, promoting the importance of empathy and lived experience, and engaging students to further bridge the gap between theory and practice. To wrap up the IPC Showcase, attendees participated in a "brain date" (where virtual attendees were matched in small groups for a networking experience), or had the opportunity to socialize in-person.



The IPC Showcase goes beyond the professional realm, infusing a personal element that creates a sense of joy and fulfillment. Attendees not only gain valuable knowledge and insights, but also have fun in the process, relishing the engaging presentations and invigorating discussions. It was a fantastic way to learn about and celebrate all of the amazing collaborative work we are doing across the system.



COLLABORATING ACROSS BORDERS VIII CONFERENCE

Welcome Back! Collaborating Across Borders (CAB) VIII 2023 Conference Returns

Elizabeth Cadavid *(Education Coordinator, Communications & Community, Centre for Advancing Collaborative Healthcare Education, University of Toronto);* ***Jody Thompson*** *(Digital Audience Strategy Specialist & Project Manager, Center for Advancing Interprofessional Practice, Education & Research, Arizona State University)*

After 3 years, the Collaborating Across Borders Conference returned, highlighting the theme of Hope and Trust in Health and Social Care.

The Collaborating Across Borders (CAB) VIII Conference was hosted by the Centre for Advancing Collaborative Healthcare & Education (CACHE) on behalf of the Canadian Interprofessional Health Collaborative (CIHC) and the American Interprofessional Health Collaborative (AIHC), on May 15-18, 2023. CAB VIII was an international success, with over 400 participants from across 5 continents (North America, South America, Europe, Asia, and Australia).

First launched in 2007 to spark a dialogue between educators, clinicians, students, policymakers, and patients on both sides of the Canada-U.S. border, the conference has grown to include an international audience in the last 15 years. CAB VIII included an innovative Colloque Francophone, CAB Quest, and bursary support for students and patient/family partners to attend the conference.

The CAB VIII theme was "Hope and Trust in Health and Social Care," advancing the integration, inclusion, and impact of interprofessional education and collaborative healthcare, and helping to shift and shape the future of health and social care, for a hopeful future.

Native American Education Scholar Dr. Gregory Cajete gave a powerful keynote, and an inspiring plenary was delivered by TeamUHN leaders: Dr. Nicole Woods (Director, TIER), Dr. Maria Mylopoulos (The Wilson Centre), and Dr. Paula Rowland (The Wilson Centre). UHN EVP Education & Chief Medical Officer Dr. Brian Hodges moderated an international panel, and UHN Executive Director Maria Tassone moderated a plenary session by Dr. Ivy Lynn Bourgeault.

View the CAB VIII Conference Program Handbook for details on the keynotes, Colloque Francophone, and conference abstracts. Registered conference attendees can access PowerPoints and video recorded presentations via the link: https://lms.michenersolutions.ca/course/view.php?id=372
Attendees will need the registration log in details from the conference. Please connect with Conference Services at conferences@uhn.ca should you need further assistance.



This was an outstanding conference. Thank you to the planners for putting together a substantive, meaningful, and important conference. The variety of offerings both in content and type (oral, roundtable, symposia, plenary) seemed to be the perfect mix. I had not used Zoom Events before, and it worked well, and it was great that you had tech support and people in the lobby to help with questions. Outstanding job all around. My profound thanks for your efforts.

Attendee Quote from Conference Evaluation

Making History with CAB's First Virtual Conference

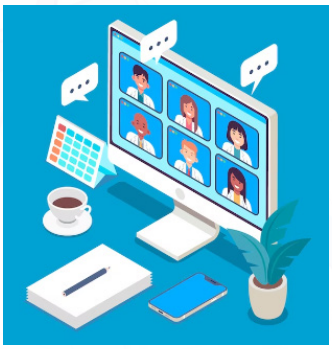
This year was a groundbreaking transformation for CAB VIII, as it moved into the virtual realm. After its successful in-person event in Indianapolis in 2019, CAB embraced innovation and adaptability by transitioning to a fully virtual format. This decision was made in relation to the COVID-19 global pandemic; and while we look forward to future in-person gatherings, with the virtual shift came many lessons and opportunities.

This virtual edition of CAB brought together a global community, transcending geographical barriers and fostering connections across borders. The conference introduced virtual cafes, where participants engaged in lively discussions, fostering connections in an online environment. Attendees were able to experience the networking and camaraderie of face-to-face interactions, reimagined for this virtual realm.

Virtual Exhibitors and e-Posters enabled participants to explore a dynamic digital exhibition hall. Attendees had the opportunity to engage with exhibitors, access resources, and learn about groundbreaking research.

This approach to exhibitions has changed the way conferences bridge the gap between physical and digital spaces. Exhibitors included University of Nebraska Medical Center, Université de Moncton, American Speech-Language Hearing Association, Arizona State University, among others.

By embracing innovative technologies and reimagining traditional components, CAB not only maintained its reputation as a premier international conference, but also paved the way for enhanced collaboration and knowledge sharing in a virtual world.



Colloque Francophone - What is it?

CAB VIII, introduced an extraordinary half-day French Stream on Collaborative Practice in Partnership with Patients/Clients/Family. This initiative offered French speakers a unique opportunity to share and explore innovations in interprofessional collaboration and partnership. The purpose of the colloquium was to support a vibrant French-speaking community, bringing together individuals engaged in clinical, teaching, or research practices with a keen interest in collaborative approaches in partnership with patients, relatives, and clients.

CAB VIII's interactive half-day Colloque Francophone demonstrated a commitment to inclusivity, diversity, and the global nature of collaborative healthcare practices. It set the stage for a dynamic exchange of ideas and expertise, ensuring that the benefits of collaborative partnerships extend beyond linguistic boundaries.

The digital innovation demonstrated and executed for this year's Collaborating Across Borders VIII including the integration of multiple modalities of communication to bring individuals together from across the world, using Zoom, chat rooms, virtual cafes, watch parties, and social media was truly innovative. Being a member of CAB's Social & Networking Committee was truly a collaborative experience. Representing CAIPER and Arizona State University at CAB VIII and sharing CAIPER's latest eLearning program, I-TEAM By Design™ through all of these channels seamlessly was not only an innovative experience, it was also inspiring.

Jody Thompson, MS
(CAB VIII Social & Networking Committee Member; Digital Audience Strategist, Center for Advancing Interprofessional Practice, Education & Research, Arizona State University)

COLLABORATING ACROSS BORDERS VIII CONFERENCE

Highlights from CAB VIII 2023

Dean Lising and Denise Rodgers, Moderators of Dr. Gregory Cajete's Keynote, Share Their Reflections

Dr. Gregory Cajete's talk was intriguing and inspirational, with a focus on building and sustaining indigenous communities through native research. He defined communities as cultural and natural systems which involve not just one community, but an openness for us to bridge many communities. He described sustainable healthy communities and health not just of people, but of land. He positioned his concepts as inclusive, recognizing our interdependence, inviting all of us to be part of this and apply it to our collective work.

With the 4 foundations of indigenous research (traditional, empirical, revealed, contemporary) to build and guide our work, we wondered how we might research and measure the impact of having healthcare teams approach their work using these foundations. We wondered about the alignment of transformative approaches to research, and advocacy for data to critically evaluate systemic racism, and health inequities across our borders, which might necessitate integration across multiple research principles and methodologies.



Photo: Toronto Watch Party May 16, 2023 at Toronto Rehabilitation Institute Auditorium.

As Dr. Cajete advocates, we need to acknowledge our complicity in how our practices (as educators, scholars, researchers, administrators, and leaders) might maintain the status quo. We must contend with our legacy of colonialism, racism, discrimination, and genocide and how ongoing systems of oppression underpin our professions and healthcare systems - benefiting and privileging some while continuing to harm and oppress others. We hope that Dr. Cajete's keynote sparks continued conversations and dialogue. We will seek to actively collaborate with our colleagues to continue to work to address the significant disparities in indigenous health outcomes, not just for the future but for today.

Workshop "Refreshing the Canadian Interprofessional Health Collaborative Competency Framework"

Sylvia Langlois, Carrie Krekoski, Ryan Brown, Susan Dunn, Carole Orchard, Lynne Sinclair, Pam Wener

cihcpis
Canadian Interprofessional Health Collaborative
Consortium pancanadien pour l'interprofessionnalisme en santé

The Canadian Interprofessional Health Collaborative Competency Refresh Working Group led a workshop to encourage broader stakeholder engagement in the revision process. The workshop, scheduled during the final, concurrent session of the conference, had robust participation of more than 50 clinicians, educators, patient partners, and learners who provided valuable feedback. Although all 6 competencies are being revised, the workshop focused on Collaborative Leadership, considering the domain statement and corresponding item descriptors.

The draft domain statement discussed was –

> All value each other's knowledge, skills and expertise and acknowledge that everyone brings different strengths and perspectives to the table. They support each other and are accountable in sharing decision making and responsibilities to reach common goals and achievable/desirable health outcomes.

Each of the competencies is built on the foundation of collaborative relationships, with explicit language that addresses the partnership with persons served in the healthcare system and their families.

Those who wish to continue the engagement process can still provide feedback via the survey link, https://forms.office.com/r/GQu5PY88KX.

CAB VIII Hosts, Partners, and Sponsors

We extend our heartfelt appreciation to the exceptional co-hosts of Collaborating Across Borders (CAB), the Canadian Interprofessional Health Collaborative (CIHC), and the American Interprofessional Health Collaborative (AIHC). Their dedication was instrumental in making this conference a resounding success.

We would also like to express our gratitude to the esteemed conference partners who played a pivotal role in shaping CAB and its impact:

- The Institute for Education Research (TIER), University Health Network has been a valuable collaborator, contributing their expertise and resources to enhance the conference experience.
- Université de Montréal has been a supportive academic partner, fostering the academic rigor and excellence that defines CAB.

Additionally, our sincerests thanks to the sponsors, exhibitors, and supporters who generously contributed to the conference's success by sharing their expertise and showcasing their commitment to advancing collaborative healthcare practices.

- American Physical Therapy Association
- American Speech-Language-Hearing Association
- University of Nebraska Medical Center
- University of British Columbia
- Dalhousie University
- Centre for IPE at the University of Michigan
- Université de Moncton, the Consortium National de Formation en Santé
- Team Primary Care: Training for Transformation
- CAIPER at Arizona State University
- Simulation Canada
- D.E. Systems and My Conference Suite

We are grateful for their collaborative support. Their collective contributions enabled CAB to flourish as a platform for transformative change through dialogue, innovation, and networking.

The delivery of virtual programming was excellent given the increased number of oral presentations. It was easy to jump into sessions of interest ... This was the BEST virtual conference I've ever attended and the BEST IP conference I've attended! The speakers and content presented was extremely relevant, thought provoking, and timely! Thank you to the CAB planning committee for an exceptional 4-day CAB. The bar has been set very high for future events!

Attendee Quote from Conference Evaluation

Thank you to UHN Conference Services for making CAB VIII such a success!

COLLABORATING ACROSS BORDERS VIII CONFERENCE

Message from the CAB VIII 2023 Conference Committee Co-Chairs, Stella Ng, Marie-Andrée Girard, and Devin Nickols



We are so honoured to have served as the hosts of CAB VIII. This first-ever virtual conference was filled with a sense of renewed community, hope, and strategies to support trustworthy and collaborative practices. This year was a groundbreaking one, and not solely because it was our first CAB virtual meeting. Ce fut aussi la première fois que le congrès Collaboration Across Border a eu le privilège de présenter une partie de sa conférence en français et ainsi, permettre à ces experts, qu'ils soient patients, éducateurs, praticiens, d'avoir un forum commun international pour discuter dans la langue de Molière d'éducation et de collaboration interprofessionnelle.

Some other key highlights from our diverse program included:

- Many sessions that focused on building community as both the mechanism and the goal of our collective work, building on the strengths of IPE as a venture that aims to foster mutual respect and dialogue to ensure we are continually broadening who and how we include more diversely, more equitably;
- Many sessions on the importance of integrating patients and caregivers as active and valued members of the team, across the whole interprofessional education, care, and practice continuums;
- Many sessions exploring policies and language—viewing both as forms of social action that create possibilities;
- Integrating education science and proven pedagogies into our work;
- Practical opportunities for change.

Please visit the website, www.collaboratingacrossborders.com to see the extensive list of Program Committee Members, Sponsors, and the subcommittees who worked tirelessly to make this conference possible—the first since the global pandemic began. We want to extend our sincere thanks to this wonderful committee for making CAB VIII possible.

We look forward to CAB IX. Stay tuned and see you soon!

Stella (CACHE), Maggie (CIHC), and Devin (AIHC)
on behalf of the Program Planning Committee

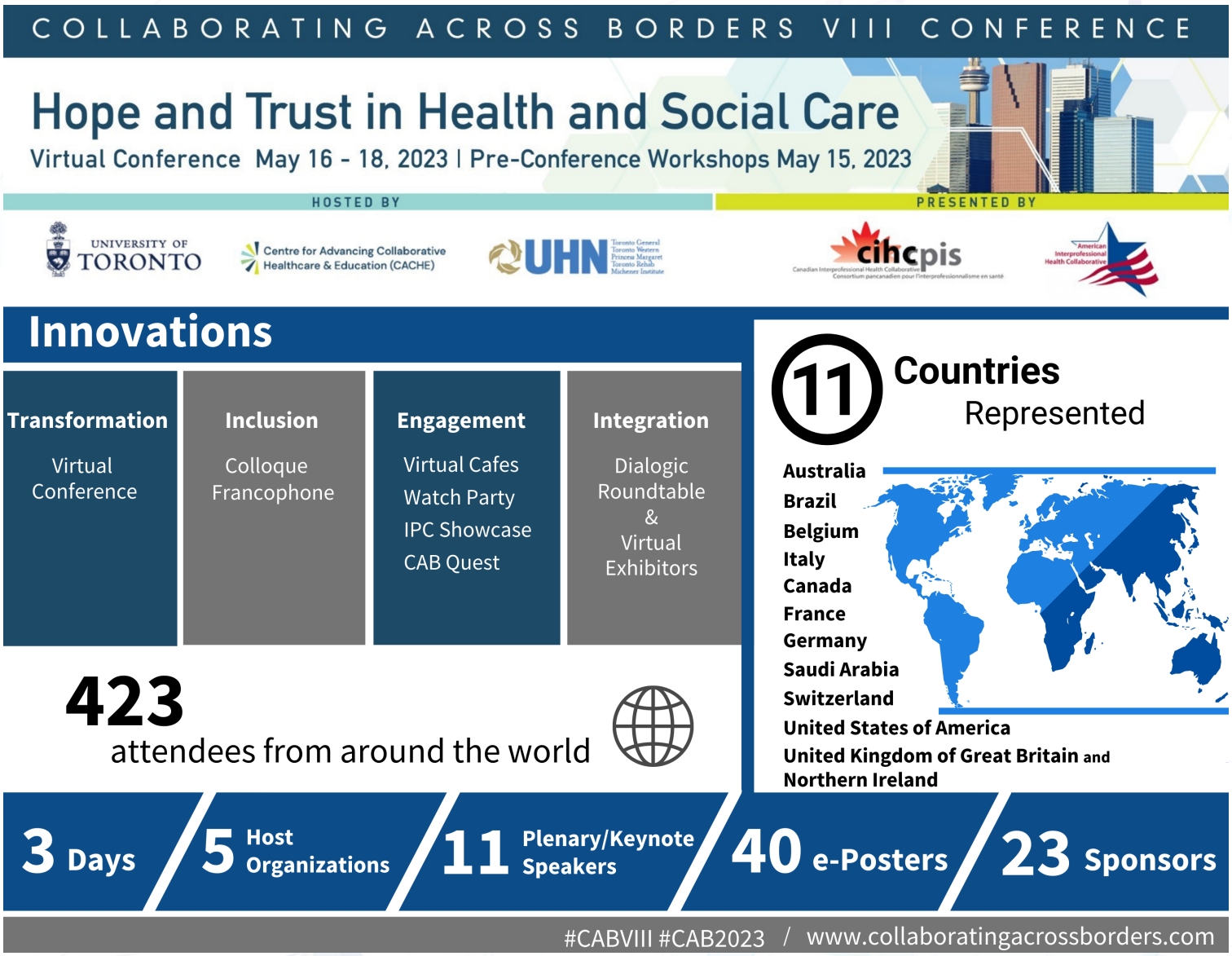
The theme of the Collaborating Across Borders VIII conference was Hope and Trust in Health and Social Care, and indeed, this was evident throughout the sessions, as people from across the world came together to share and focus on advances in interprofessional practice and education, disseminate best practices in research and innovation, and explore how policy, systems, and leadership can support collaboration and teamwork. It was a joy to participate and I look forward to CAB IX in two years!

Andrea Pfeifle, EdD PT FNAP
(President, National Academies of Practice; Associate Vice Chancellor,
Interprofessional Practice and Education, Office of Academic Affairs and
Ohio State Wexner Medical Center Office of Health Affairs, The Ohio State University)

CAB VIII 2023 by the Numbers

This year's CAB VIII produced a notable number of registrants, sponsors, and speakers along with an impressive list of countries participating from around the globe. The infographic below provides an overview of these achievements:

- 5 Host organizations
- 23 sponsors
- 11 invited speakers
- 40 e-Posters
- 423 attendees
- 11 countries represented (Australia, Brazil, Belgium, Italy, Canada, France, Germany, Saudi Arabia, Switzerland, United States of America, United Kingdom of Great Britain, and Northern Ireland)
- Innovations include: virtual format, Colloque Francophone, virtual cafes, virtual exhibitors, among others.





LEARNING IN MOTION
EDUCATION & PRACTICE

IPHSA 2022-23 Year in Review

IPHSA 2022-23 Co-Presidents:
***Brennan Snow**, BA, MSW (2023 Graduate, University of Toronto)*
***Hei Lok Hillary Ho**, Candidate for BSc (Medical Radiation Sciences - Radiation Therapy, University of Toronto)*

The Interprofessional Healthcare Students' Association (IPHSA) consists of students from 11 health sciences programs at the University of Toronto (UofT), the Canadian Memorial Chiropractic College, and the Canadian College of Naturopathic Medicine. Our mission is to foster interprofessional education (IPE) and collaboration between health professions by creating opportunities for students to connect in educational and social settings, framing avenues for student advocacy, and identifying opportunities for student exposure to diverse healthcare expertise.

This year, IPHSA had a dedicated team of 15 executives, 31 program representatives, and over 50 subcommittee members, with representation across all professions. The team engaged over 400 students at learning activities and events, and heard from 800 students through surveys. Highlights include:

- 4 student-led IPE activities, including "Delivering Bad News in Healthcare" (new this year)
- 3 virtual outreach events in collaboration with new and returning community partners (the Saturday Program at UTSG, Beat the Streets Toronto, UofT Cell and Systems Biology Students' Union)
- 2 social events, including a splinting workshop (new this year)
- 2 student surveys: (1) IPE Virtual Engagement and (2) IPHSA Interprofessional Education
- 1 health policy position paper



We'd like to extend a huge thank you to the IPHSA executive team, IPE representatives, CACHE, community and patient partners, and to all students who attended learning activities and events. We look forward to welcoming the incoming 2023-24 team, and can't wait for the year ahead!

IPHSA email: iphsaipe@gmail.com
IPHSA website: https://iphsaipe.weebly.com/
IPHSA Facebook: www.facebook.com/Iphsa
IPHSA Instagram: www.instagram.com/uoftiphsa

Building Skills for Interprofessional Collaboration During UHN's Education Week

***Jill Krupa**, MLT, MScCH(HPTE) (Clinical Teaching and Learning Development Leader, University Health Network)*

University Health Network (UHN) celebrated their Teaching and Learning Week during February 2023, with a special offering of the popular Teamworks! elective as part of the Centre for Advancing Collaborative Healthcare & Education (CACHE)'s Interprofessional Education (IPE) curriculum. During this event, facilitators from UHN and the University of Toronto (UofT) were invited to guide 57 UofT learners through an evening of exploring the many roles and collaborations that occur among healthcare team members. The elective is based on a fun, interactive simulation game, "Teamworks!, Interprofessional Collaboration in Healthcare." In virtual small groups, participants collaborated in making decisions about realistic challenges in interprofessional practice. The facilitators promoted analysis of the impact of their decisions, and the learners were encouraged to reflect and debrief throughout the elective. The evaluations were positive, with one learner noting, "I really enjoyed the virtual simulation game, it was a great way to engage in the content and walk through real situations that can come up in practice as a team."

The TeamWorks! simulation game was developed by an interprofessional, cross-institutional team of educators with funding from Immigration, Refugees and Citizenship Canada (IRCC). It provides learners of any profession/role with opportunities to develop and apply collaborative competencies identified as best practices by the Canadian Interprofessional Health Collaborative.



As an open educational resource, anyone can explore this simulation game. This elective shows that it is best explored in a facilitated shared space with other learners. This was a fantastic opportunity for UHN during a week that celebrates teaching and learning for everyone!

Student-Led Brain Health Education

***Kristin Collins**, OT Reg. (Ont.) (Occupational Therapist, North York General Hospital; Adjunct Lecturer, University of Toronto)*

This spring, North York General Specialized Geriatric Services held their first ever interprofessional Student-Led Environment (SLE). Students from Occupational Therapy, Pharmacy, and Dietetic programs were placed at the geriatric day hospital, where they received clinical placement experience 4 days a week. One day a week students were responsible for creating an educational session, with accompanying handouts, on brain health for older adults waiting for memory clinic services. Students received training on motivational interviewing techniques from an interprofessional group of staff members, including nursing, recreational therapy, and occupational therapy. They applied these skills to behaviour change coaching sessions with patients who attended the brain health education sessions. The students practiced knowledge in geriatrics as well as interprofessional education, culminated with a final case study where they collaboratively developed an interprofessional care plan for a prospective geriatric patient. We look forward to taking the feedback and encouragement from this group of students to facilitate our next SLE in the near future!

My Experience as a Health Professions Educator and Researcher During My Advanced Practice Nursing Practicum

Kaveenaa Chandrasekaran, *BScN (Toronto Metropolitan University);* ***Dr. Kateryna Metersky***, *PhD (Assistant Professor, Daphne Cockwell School of Nursing, Toronto Metropolitan University)*

Through my clinical experience as an emergency nurse, I developed a passion for teaching and mentoring health profession students. Within my Master of Nursing practicum, I had the opportunity to work alongside a faculty member at Toronto Metropolitan University who specializes in interprofessional care and education. During this practicum, my learning goal was to enhance health professions education by helping students bridge the theory-practice gap. Thus, upon conducting an environmental scan of curriculum gaps, we developed a study to understand nursing students' learnings after engaging with Indigenous health content to develop an evidence-informed lecture to better prepare them in working toward culturally safe care with Indigenous peoples and communities. I decided to create a painting on my learning through the practicum project. Within the painting, the arrow represents my professional growth as a health professions educator and researcher.



I have learned so much throughout this practicum, however I recognize that this is just the beginning, and the arrow remains unfinished to illustrate my continuing professional development as an advanced practice nurse and collaborative practitioner. In the painting, I am working collaboratively with the students to build this arrow which represents how every time I engage with students through teaching, whether through lectures or participating in group discussions, I learn from them as much as they learn from me. I also included a different range of students in my painting from different diverse professions and backgrounds to represent my goal as a future educator: to strive to create a learning environment that embraces differences and enables all students to feel accepted, valued, and safe throughout their learning with, from, and about one another.

Featured Art: *Flowers In My Hands*

University Health Network Patient Group:
Annie N. Thornborrow; Verna Brown; Nicola Cammisa; Robert Armour; Yvrose Derisma; Rocchina Giordanella



This is the artwork our group picked to submit to this magazine. We are part of an art program that comes together every week. This one is very special because it's one of our 'collaborative' art works. While a typical art day includes us sitting together, chatting, and working on our individual projects, this one became more than that. The inspiration came from Art Ideas by Artfull Enrichment Inc.

Here everyone contributed to a piece that then formed a larger masterpiece. Folks began by coloring in their own piece, using their style, not knowing what it was going to look like in the end. Everyone was so proud of how it turned out, and how they were all able to contribute to this beautiful work.

We have artists of all capabilities, their own colouring style, and art supplies that they prefer. You will notice the varying light and dark contrast, and textures too. They were not told that this will be put together, so there was no pressure to 'sync', but rather for it to eventually come together authentically. Once put together, it felt just right, and it bonded naturally.

"Flowers could be different in colour, texture and smell, but they are always beautiful"



Fostering Highly Functioning Healthcare Teams and Discovering "How We Do the Work" at Unity Health Toronto

***Karlie DeAngelis**, RN, BNSc, MScN, CCN(c) (Clinical Educator, TTrACE Academy)*
***Kari White**, RRT, FCSRT, MScCH (Clinical Leader Manager, Clinical Excellence Team Development, Unity Health Toronto)*

Earlier this month at Unity Health Toronto, the first cohort graduated from the Team Training & Clinical Excellence (TTrACE) Academy. This first group are members of the multidisciplinary and interprofessional team in the Medical Surgical Intensive Care Unit at St. Michael's Hospital.



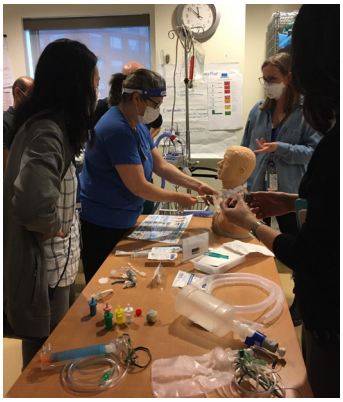
The TTrACE Academy is a unique, two-day, team-based program designed to focus on "how we do the work" that supports Unity Health's vision of achieving the best care experiences, created together. It is aligned with the values of Unity Health—compassion, excellence, inclusivity, human dignity, and community. This interactive learning experience anchors in the key behaviours of a highly functional team. The behaviours and skills in the curriculum are teachable, grounded in the study of team performance, and customizable to meet unit-based local needs. The TTrACE Academy aligns with the Interprofessional Collaboration (IPC) Competency Framework, and leverages the Joy in Work Framework to create a positive learning environment that strengthens relationships, connections, and accountability for delivering safe, high-quality patient and family partnered care experiences.

Participants engaged in reflection, collaborated with teammates, heard from patients and families, as well as participated in simulation. The preliminary evaluations received highlight the positive reception to this learning experience, as well as the value of the program for all healthcare team members: "Outstanding and impactful course. It should be a mandatory part of everyone's training in healthcare, not only in the ICU or Unity!"

Advancing IPE in "the Real World"

***Cecilia Chang**, PT, BScPT, MScAH (Professional Practice Leader, Oak Valley Health); **Niki Roberts**, BScOT, MScHQ, OT Reg.(Ont.) (Professional Practice Leader, Oak Valley Health)*

Many, if not all, health professions education curricula include an IPE requirement. This may consist of shared projects, exploring another profession through a shadowing experience, or through an interprofessional conversation at some point in their education. However, after graduation, clinicians often fall into the silos of their own profession and focus on discipline specific growth and enhancement. At Oak Valley Health, we embarked on an allied health clinical renewal project tasked with creating educational content that would allow different professions to learn together, and from each other in a meaningful way to improve patient care through increasing role clarity and collaborative teamwork. Potential education topics were identified through a learning needs assessment, and review of internal incident reports. Adult learning principles were incorporated during development of the program,



and education delivery was multimodal. One central goal during creation of content was to ensure the material was relevant and applicable to multiple groups. Each discipline was acknowledged as an expert in their own field, and their expertise was leveraged to improve the learning experience for all. Education topics included code blue response, safe patient handling and falls prevention, de-escalation and communication, tracheostomy care, and mobilization of complex patients. Education was delivered in a variety of ways including simulation experiences, digital quick bites, e-learning modules, and hands on task trainers. Staff response to the education has been very positive, with 100% of staff expressing satisfaction with the simulation and education sessions provided. This experience has informed planning for future interprofessional education.

Enhancing Collaboration Between Nursing and Speech-Language Pathologists

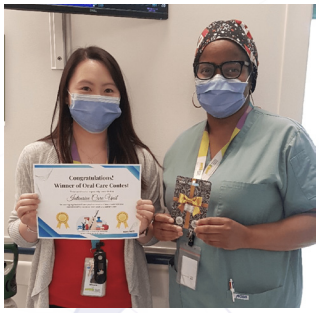
***Winnie Lam**, HBSc, BScN, RN (Clinical Resource Leader, Michael Garron Hospital, Toronto East Health Network)*
***Jennifer Reguindin**, MScN, RN, GNC(C), CCNE (Clinical Resource Leader and Nursing Practice, Education and Special Projects Lead, Michael Garron Hospital, Toronto East Health Network)*
***Soledad Silencieux**, M.Sc. (A), S-LP, Reg. CASLPO (Michael Garron Hospital, Toronto East Health Network)*

Nurses and speech-language pathologists (S-LP) at Michael Garron Hospital (MGH) collaborate when S-LP consults are required for patient care. The increasing complexity of healthcare, and the growing number of novices and advanced beginners in MGH, necessitate increasing active collaboration between nurses and S-LPs.

The month of May celebrated both Speech & Hearing Month and Nursing Week. This annual celebration prompted an initiative to increase oral care awareness and policy review between the nursing and S-LP groups. Soledad Silencieux led the S-LP team. Winnie Lam led the nursing clinical resource leader team.

Soledad and Winnie used a contest among clinical units to engage staff. Oral care audits were completed based on the MGH oral care policy. The department with the most number of patients who performed oral care/received assistance with oral care within a 24-hour period wins a pizza lunch for the team. The medicine, surgery, cardiology, complex continuing care, and the intensive care unit (ICU) joined the competition. The ICU team won the contest.

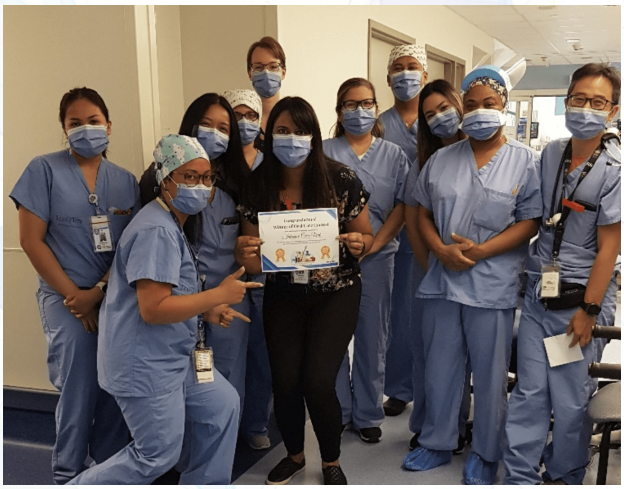




The partnership between unit clinical resource leaders (CRL) and S-LPs achieved its goal of reviewing the baseline performance in oral care. Soledad and Winnie used team huddles, demonstrations, and patient chart reviews to create discussion among staff and unit leadership. New and experienced nurses and nursing externs benefitted from these activities. When asked, patients shared that they were pleased to hear about the initiative that ensures best practices and policies are reviewed to benefit care.

The increased active interprofessional and intraprofessional collaboration initiated plans to improve oral care practices in clinical units. In addition, this oral care initiative enabled interprofessional education that enabled both teams, nursing and S-LP, to learn with, from, and about each.

MGH is an urban teaching hospital serving one of the most diverse communities.



Deconstructing and Reconstructing: Revising Service Learning Objectives in Dialogue with Community Co-Educators

Working Group Members: Barbara Borges *(Department of Community Health Sciences Undergraduate Medical Education Program, University of Manitoba);* ***Karen Cook*** *(Office of Community Engagement, University of Manitoba);* ***Chelsea Jalloh*** *(Office of Innovation and Scholarship in Medical Education, University of Manitoba);* ***Angeline Nelson*** *(Wii Chiiwaakanak, University of Winnipeg);* ***Liam Fullerton*** *(Winnipeg Interprofessional Student-Run Health Clinic);* ***Prasansa Subedi*** *(Undergraduate Medical Student, University of Manitoba);* ***Harman Vats*** *(Undergraduate Medical Student, University of Manitoba);* ***Britney Wilson*** *(CanU)*

Service Learning (SL) became a curricular requirement for pre-clerkship undergraduate medical students at the University of Manitoba in 2016. During SL, students partner longitudinally with a community co-educator (e.g., community-based organization), to complete required hours, and engage in structured critical reflection. In 2019, community co-educators provided formal feedback about the program; this feedback highlighted that though the SL program is delivered in partnership with community co-educators, the SL program's learning objectives were developed exclusively by university staff[1].



Drawing from Mitchell's definition of critical service learning[2], a working group was struck to reimagine the SL program's learning objectives in dialogue with community co-educators. The working group was comprised of medical students (n=2), community co-educators (n=3), and university staff (n=3). With a Scholarship of Teaching and Learning Grant from the University of Manitoba, the working group facilitated three online community co-educator "listening groups" in May 2022 to explore the purpose of SL for medical students and community organizations, and the foci and language of the objectives. Thirteen community co-educators from 10 organizations shared their insights in the listening groups. Following data analysis, the working group developed three revised SL learning objectives to implement in fall 2023.



Service Learning students engaging with community co-educators and program participants.

This project provided a meaningful opportunity to critically reflect on the relational power dynamics underpinning the SL educational program. Co-constructing the SL program's learning objectives challenged the status quo that often privileges institutional priorities. Instead, this initiative provided an opportunity to deconstruct and reconstruct the SL educational objectives in more equitable and collaborative way. In this way, we seek to involve the community not only as a geographic location in which learning can take place, but to involve community members as valued co-constructors and co-leaders of the SL program. In so doing, we hope to model an innovative possibility for interprofessional collaboration—to invite students to reflect not only on their power as medical students/future physicians, but also to reflect on the implications of institutional power and authority when seeking out community engagement and collaboration—one of the hallmarks of social accountability in medicine.

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Interprofessional Collaboration and Role Clarity Facilitated through Simulation Exercises at Sunnybrook

***Gabriela Belovska**, RN, CGN (C) (MN Student, University of Toronto); **Michelle Cleland**, RN, MSN (Simulation Educator, Sunnybrook Canadian Simulation Centre); **Tracey DasGupta**, RN, MN (Director of Interprofessional Practice, Sunnybrook Health Sciences Centre); **Rizla Dias**, RN, MN (Advanced Practice Nurse, Sunnybrook Health Sciences Centre); **Kim Lawrence**, RN, MN (Advanced Practice Nurse, Sunnybrook Health Sciences Centre); **Manuel Pechova**, PRN (Manager, Observer and Patient Service Partner Resource Teams, Sunnybrook Health Sciences Centre); **Agnes Ryzynski**, BHSc, MHSc, RRT (Director of Simulation and Curriculum Development); **Tori Sander**, RN, MN (Advanced Practice Nurse, Sunnybrook Health Sciences Centre); **Claudia Wong**, RN, MPP (Professional Leader of Nursing & Manager, Sunnybrook Health Sciences Centre)*

Health human resource challenges have exerted pressures on interprofessional teams to adapt to complex changes in models of care, and adjust to new ways of working together. Unregulated providers are, more than ever, closely involved in direct patient care while sharing the clinical space with many other diverse roles. Sunnybrook Health Sciences Centre piloted a Patient Services Partner (PSP) Resource Team consisting of 45 new team members to provide direct care support across 10 acute inpatient care units. Following the initial implementation and preliminary evaluation it was identified that opportunities to increase role clarity and team collaboration would further improve role integration and impact.

Together with the Sunnybrook Canadian Simulation Centre, evidence-informed simulation exercises were designed in an effort to meaningfully engage team members, to reflect upon and practice interprofessional collaboration, and to co-design team strategies for collaborative care, in a psychologically safe space. Nurse leaders, staff nurses, patient observers, PSPs, clinical externs and patient administrative associates participated in 2 one-hour sessions, working through patient care scenarios together, in a game-based format.

The participants were asked to debrief and provide details on strategies that work well, and areas of opportunity. Themes regarding role clarity, scope of practice, assigning care and delegation, team dynamics, communication, trust, respect, inclusion, and belonging were shared. The team also recommended tools, resources, and practices that would be beneficial to standardize and disseminate broadly. Actionable learnings on role integration and priorities were generated from this experience to strengthen models of care and new team roles.



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Interprofessional Education (IPE) Live-Action Clinical Role Play for Speech-Language Pathology and Social Work Students

***Cody Marie Busch**, Ed.D. (CCC-SLP, Department of Communication Sciences and Disorders, University of Wisconsin-Whitewater); **Jennifer Anderson**, Ph.D. (Department of Social Work, University of Wisconsin-Whitewater); **Lynn Gilbertson**, Ph.D. (Department of Communication Sciences and Disorders, University of Wisconsin-Whitewater); **Sarah Hessenauer**, Ph.D. (Department of Social Work, University of Wisconsin-Whitewater)*

Faculty in the departments of Communication Sciences and Disorders, and Social Work at the University of Wisconsin-Whitewater coordinated an interprofessional education (IPE) live-action clinical role-play for students. Speech-language pathology (S-LP) and social work students participated in a two-part IPE experience, with the first part consisting of online asynchronous training, and the second part consisting of an eight hour live-action clinical role play. The shared case facilitated collaboration for a patient presenting with major medical conditions and various contributing factors for health outcomes. Pairs of students navigated a clinical space with seven staged rooms, with each room contributing context to the case. After summarizing their findings, students presented their recommendations for the patient, shared how having knowledge of another professional's role impacted their decisions, and discussed the lessons they learned from interprofessional collaboration. Students expressed a greater appreciation for working on a team, and requested more live action clinical role-plays. They reported that participation in this experience contributed to their professional and personal growth. This IPE experience explored how two unique, but complementary, disciplines can collaborate to address a holistic plan of care for a complex patient. The faculty coordinators expressed a strong desire to continue the IPE experience, and plan to integrate more professionals in upcoming events!



University of New England Rolls Out Aggressive Behaviour Training for Health Professions Students

***Alan Bennett**, BA (Communications Specialist, University of New England)*

Incidents of aggressive behaviour on the part of patients and their families have risen across the United States. In Maine, such incidents often have little recourse and have even become the focus of a legislative task force to study bringing criminal charges to violent patients.

To address the growing problem, students at the University of New England are benefitting from a new initiative that teaches them how to engage with and manage patients with aggressive behaviors.

Management of Aggressive Behavior (MOAB) training is currently being offered to all health professions students, administered by staff from UNE's own Security team. The training focuses on providing students the tools and resources needed to de-escalate situations within healthcare settings, which can harm both providers and clients.

Donna Hyde, associate director of nursing at UNE, said the training teaches students strategies to optimize the outcome of aggressive situations. What's more, she said, this type of training is typically reserved for health professionals upon employment, so participating students are better prepared to handle contentious situations before they even enter the workforce.

"Providing the training and certification while they are in the pre-licensure portion of their degrees offers both the students and our community partners benefits of increased awareness, effective interventions, and safety," Hyde remarked.

To date, students in UNE's nursing, occupational therapy, osteopathic medicine, and physician assistant programs have taken the training, which also allows them to earn the first of a two-part MOAB certification, saving them both time and their employers' money when they start work. Many employers require that their health workers become MOAB licensed and often pay for their employees to go through the training. With UNE providing the first portion of the training to students before they obtain their degrees and professional certifications, our graduates become even more desirable job candidates because they come prepared with additional experience and their employers won't have to pay as much for them to become fully certified.

The training provides learners the ability to de-escalate and manage aggressive situations while maintaining a compassionate and collaborative ethos.





LIFE Shows Students How Chronic Illness and Interprofessional Teams can Have Life Changing Impact

Jessica Bixby *(Marketing Communications Specialist, University of Michigan Medical School, Michigan Center for Interprofessional Education)*

Now in its third year, the Longitudinal Interprofessional Family-based Experience (LIFE) at the University of Michigan (U-M) is living up to its name by offering a look at how both illness and collaborative healthcare can change lives.

This past winter, over 200 learners from across U-M's three campuses participated in the co-curricular LIFE activity, meeting virtually throughout the course. Students worked in interprofessional teams with peers from a variety of disciplines within the health science programs at all three U-M campuses.



The teams were tasked with interviewing a patient with a chronic illness to learn about their experiences within the healthcare system, while also gaining insight from members of their interprofessional teams.

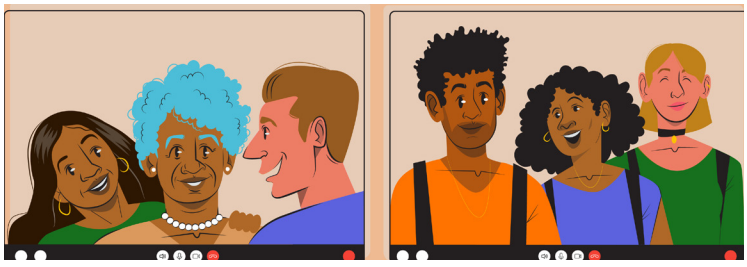
The program is attracting attention, having grown from 50 participants in each of its first two years to an enrollment of 237 students in 2023. It was recognized last year with U-M's prestigious Provost's Teaching Innovation Prize.

Blake Hardin, a first year medical student, had a positive experience.

> "Going into LIFE, I knew that I was passionate about advocating and caring for patients with disabilities and chronic illnesses, so I was grateful to hear more about the experience of the patient with a complex medical condition and their mom....Going forward, this experience taught me to appreciate working in interprofessional teams and groups with diverse backgrounds and perspectives," shared Hardin.

Featured Art: *University of Michigan's LIFE IPE Course*

Justine Allenette Ross, Multimedia Designer / Editorial illustrator at Michigan Medicine



This artwork was originally created for the University of Michigan's Center for Interprofessional Education to highlight the work being done between students and patients within Michigan Medicine as part of the Longitudinal Interprofessional Family-based Experience (LIFE) co-curricular activity. This course pairs interprofessional groups of health science students from across the university with patients living with chronic illness. They meet virtually to conduct interviews, where the patients share their experiences with the healthcare system and the social determinants of health that impact their care. Students learn more from one another about the different roles each of their professions play in a collaborative setting.

The idea was to showcase a diverse set of people (age, ethnicities, gender) who are in the program. I also had the students, patients, and loved ones inside the Zoom screen so that it is implied that most of the interactions are virtual.

The illustration was created using Adobe Illustrator, which is industry standard.

TRI-Bickle Centre's Hearing Team Set Up an Interactive Booth on May 30th in Celebration of Speech & Hearing Month!

***Kara N Bagnulo**, S-LP (C) Reg CASLPO (Speech-Language Pathologist, University Health Network)*
***Saima Sheikh**, Hons. B.A., CDA (Communicative Disorders Assistant, University Health Network)*
***Stephanie Masniuk**, Hons. B.A., CDA (Communicative Disorders Assistant, University Health Network)*
***Roopitha Vaithilingam**, Hons. BSc., CDA (Communicative Disorders Assistant, University Health Network)*

The purpose of the booth was to raise awareness of hearing loss (HL), and how staff across health disciplines can better support patients with hearing difficulties. The team believes patients having access to sensory supports is necessary for patient centered care. The Bickle Hearing Team was initiated in 2021 and consists of one S-LP and three CDAs. The program's aims are to improve HL identification, promote awareness of the impact of HL, and provide improved access to hearing supports or interventions (e.g. facilitating referrals to audiology, education on personal amplification devices etc.). The team acknowledges the support received from many hearing professionals across the GTA in developing this new program. They are already giving back by educating University of Toronto students and sharing their insights on initiating hearing services at other Toronto Rehab sites.

The hearing booth featured a hearing loss simulation, a game on safe earwax removal, and an interactive quiz with prizes. Learners across all disciplines including allied health, physicians and nurses had the opportunity to learn about the impact of HL in rehab, safe wax removal practices, and when and how to refer to hearing services when there is a need. Interprofessional dialogue was sparked about how to best address hearing loss in the rehab/complex continuing care setting. "The best part of the event was witnessing all of the efforts that went into developing the program culminate into a valuable learning experience. We saw the 'aha' moments as our colleagues' made connections that were relevant and meaningful to their daily practice." says Kara, S-LP. "Unfortunately, impaired hearing can prevent patients from fully engaging in their care. We hope that educating our colleagues about the hearing program will enable patients to receive accommodations sooner."



Collaborative Change Leadership™

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2024 Virtual Program

February - December 2024

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Centre for Advancing Collaborative Healthcare & Education (CACHE)

UHN Toronto General Toronto Western Princess Margaret Toronto Rehab Michener Institute



INCLUDING & ENGAGING COMMUNITY & PARTNERSHIP

Real Teamwork in a Mock Disaster

***Christopher J. Collins**, Ed.D.(c), L.L.M., M.Sc. (Professor, Police Foundations Program, Centennial College)*
***Dean Lising**, PT, BSc, BScPT, MHSc. (IPE Scholar-in-Residence, Centennial College and Integration Lead, CACHE)*

Teamwork is an essential aspect of achieving success both in school and in the professional arena. The 2023 Centennial College Mock Disaster was a simulated disaster exercise to practice collaboration of first responders, health, and social providers to deal with a fictional train derailment. Within this scenario, the resultant explosion/fire caused a wildfire and heat-dome that required evacuation of urban, rural and Indigenous communities.



This school-wide, facilitated teamwork simulation provided students the opportunity to put into practice their knowledge and skills under the experienced guidance of subject matter experts, faculty, and external partners. The event included police officers, firefighters, paramedics, doctors, nurses, social workers, pharmaceutical professionals, emergency management professionals, and a host of observers/ dignitaries.

On the day of the exercise, there were well over 400 people participating in the mock disaster, hence the importance of planning and designing. Planning and development for the 2023 Centennial College Mock Disaster started with a core group of approximately six people and expanded to over 20 subject matter experts, including Dean Lising, interprofessional education (IPE) Scholar-in-Residence, a dual role with CACHE to support IPE at Centennial College. The views, ideas, and concepts were engaged, discussed, and debated, considering design concepts, exercise format, and other logistical requirements (Foster & Yaoyuneyong, 2016).

As a result, the student participants exhibited teamwork, interprofessional collaboration, agency interoperability, leadership, and problem-solving.



The exercise encouraged creativity and innovation among the students, as well as collaborative learning from subject matter experts. Having multiple perspectives from community, health providers, and first responders helped individuals see things from different angles and identify potential solutions that would have otherwise been overlooked. Three-way conversations (repeat back) helped teams overcome expected and unexpected challenges. Debriefings supported further learning for students and subject matter experts to communicate effectively, share responsibility, resolve conflicts, and form strong relationships.



Lastly, the exercise helped individuals learn how to handle pressure and manage stress, competing priorities, and conflicting viewpoints. The exercise was a great success in demonstrating how important teamwork is crucial for success in both school and the professional world. We welcome you to use emergency management exercises and concepts as a learning and teamwork tool.

Foster, J., & Yaoyuneyong, G. (2016). Teaching innovation: Equipping students to overcome real-world challenges. Higher Education Pedagogies, 1(1), 42–56. https://doi.org/10.1080/23752696.2015.1134195





UNE's Inaugural Reproductive Health Leadership Program Concludes with Kit Assembly Event

***Tulley Hescock**, BA (University of New England)*

On April 25, over 30 students from the University of New England's programs in occupational therapy, nursing, physician assistant studies, and osteopathic medicine, among others, gathered in a classroom in Girard Innovation Hall to fill bags and boxes full of reproductive health essential items for two local organizations.

The students are part of the inaugural Reproductive Health Leadership Program. The yearlong program is organized in partnership with Planned Parenthood of Northern New England to educate the interprofessional class on the science and social impacts of reproductive healthcare. The program was started by Maine Area Health Education Center (AHEC) Director Jennifer Gunderman-King, M.P.H., with help from Trisha Mason, M.A., Director of Service Learning within UNE's Westbrook College of Health Professions.



The Reproductive Health Leadership Program emphasizes interprofessionalism in order to understand the realities of care, especially in rural communities, that rely on the collaboration of multiple health professionals. This experience allowed students across all of the health professions to have discussions about both the physical and social aspects of reproductive health outside of clinical spaces. Students shared that this experience helped them to think about issues from a different frame of mind, which proved beneficial in the service-learning aspect of the program. The program also expanded beyond its curricula to allow each profession to spend more time learning about all aspects of healthcare, rather than just the aspects that applied to their individual fields.

Claire Dudek (M.S.P.A., '24) said the interprofessional aspect was key to dynamic learning. "It was interesting to have those discussions, because different professions would think about the problem at hand from a different point of view," Dudek said.

Gunderman-King said she has a lot of pride in the students and the program. "I feel like we've now got a group of students who have increased knowledge, they have increased attitude, and they have some increased skill," she remarked, noting that the program will continue next year.

Learning Towards Awareness - Personal Support Worker (PSW) Awareness Month 2023

***Noor Yassein**, BA(Hons) (Curriculum & Communications Assistant, CACHE)*

Throughout May 2023, Collaborative Advocacy & Partnered Education (CAPE) hosted Personal Support Worker (PSW) Awareness Month. As part of the month, we held a weekly scavenger hunt, with questions from our campaign on Twitter (www.twitter.com/CapeLearning).

During week 1, our theme was Awareness. Our aim was to spread awareness about PSW month, the work of PSWs, and opportunities to get involved. Scavenger hunt questions ranged from differing definitions of PSW work, to specific questions about testimonials from our social media channels throughout the week.

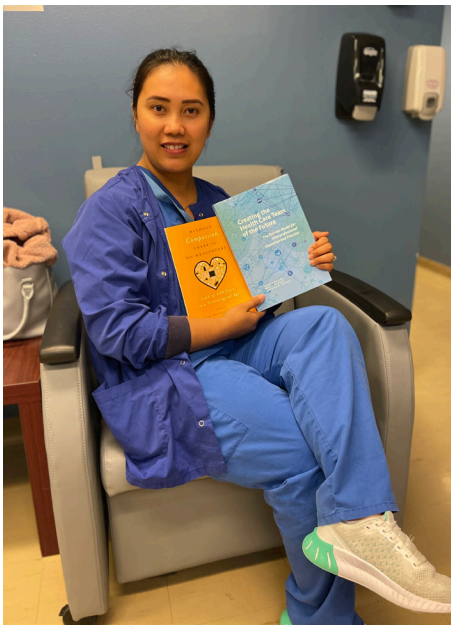


Photo: Ruchel Toda pictured with her scavenger hunt prizes for PSW month!

Week 2 & 3 focused on Interprofessional Inclusion and Recognition. One question we asked was more open-ended, and is an important one to answer when thinking about PSWs and the issues they face. We invite you to answer yourself while reading this: "What is something you can do moving forward to appreciate the PSWs you will inevitably encounter?"

With the final theme, Education, we aimed to spread awareness about CAPE's courses, made both with and for PSWs and for those who want to learn more about PSW work. They are all free and accessible on the website, www.capelearning.ca.

Thank you to everyone who participated in PSW Awareness Month 2023! We truly appreciate the time and effort you took to engage, and hope you will continue to do so throughout the year - the importance of learning and advocating with, and for PSWs does not stop here. Check out our Twitter page and website to learn more about how you can get involved, and stay tuned for more information about next year's campaign!



Cover Art for *Together: Stories of Collective Impact*



Volume 1.1 (Fall 2022)

We welcome COVER ART [submissions](#) if you would like to have your artwork considered for the next issue.



Volume 1.2 (Winter 2023)



Volume 1.3 (Spring 2023)

SUBMIT

Cover Art for *Together's* Vol. 2.1 (Fall 2023) and/or Future Issues!



Volume 1.4 (Summer 2023)

INTEGRATING WAYS OF KNOWING
RESEARCH & INNOVATION

CACHE & Patient Engagement: What, Why, How, and Who?

CACHE Editorial Team

At CACHE, we are always striving toward more collaborative healthcare and education. Learn about CACHE's what, why, how, and who of patient/client and family/caregiver engagement. With humility, we are continuing to learn, grow, and push to ensure our engagement processes and practices are more ethical, meaningfully inclusive, and effective to fulfill the promises of patient engagement in healthcare and education.

At CACHE, we are fortunate to work closely with a committed group of patient/client & family/caregiver partners as well as patient advisors. This dedicated community contributes to the University of Toronto Interprofessional Education (IPE) curriculum, involving roughly 4500 pre-licensure health and social care students across 11+ professions and over 14 healthcare workplace contexts. Patient partners facilitate in the IPE curriculum, and many advise the CACHE Curriculum portfolio more broadly. Patient partners also contribute to CACHE's Professional Development portfolio, shaping programs and conferences (like Collaborating Across Borders).



Last month, on June 1, 2023, CACHE hosted a Patient/Family/Caregiver Partners Appreciation Event to recognize and emphasize the invaluable contributions of patient, family, and caregiver partners in healthcare and health education. These partners play a vital role in enhancing the learning experience of health professions students and healthcare workers, and in contributing to research and innovation, toward a more compassionate, person-centered, and excellent healthcare system.

Recently, Eileen Chang, a CACHE patient partner, wrote about her personal what and why for working with CACHE, in our magazine, *Together.* (*Together, Vol. 2 (Winter 2023).* pg. 5).

To ensure that healthcare is centred on understanding, care, compassion, and humanness, it is important to incorporate patient partners in health professions education. Kateryna Metersky, Rezwana Rahman, and Jennifer Boyle authored an article focusing on the vulnerability patient educators face as they share their lived experiences with learners, and offer recommendations for supporting patient partners in, Patient-Partners as Educators: Vulnerability Related to Sharing of Lived Experience, published in the *Journal of Patient Experience*. In the paper, Enabling Patients as Partners on Virtual Teams: A Scoping Review, Sabrina Teles, Vanessa Crudo, Ruheena Sangrar, and Sylvia Langlois draw attention to accessibility, and identify resources to enable adults with chronic health challenges to participate as partners on virtual teams.

To further CACHE's active commitment to patient engagement, CACHE's Research integration, Impact, Scholarship & Evaluation (RISE) portfolio is continually asking questions to push the ways in which we conceptualize and problematize patient engagement, towards more ethical and meaningfully inclusive approaches.

In Dilemmas of Representation: Patient Engagement in Health Professions Education, Paula Rowland, Arno K. Kumagai asks us to critically examine how patient representation is constructed as a concept and why patient representation is attempted in order to inform more reflexive, ethical approaches to patient engagement. In "It was great to break down the walls between patient and provider": liminality in a co-produced advisory course for psychiatry residents, Sacha Agrawal, Csilla Kalocsai, Pat Capponi, Sean Kidd, Charlotte Ringsted, David Wiljer, and Sophie Soklaridis elucidate the pedagogy of co-produced health professions education by employing Turner's theory of liminality (betwixt and between phase/space, shifting power relations, communication of *sacra*, reflexivity and transformation) to guide educators in partnering with service users in co-producing courses, and making sense of service user educators' and learners' experiences in and of the process. "We're back in control of the story and we're not letting anyone take that away from us": patient teacher programs as means for patient emancipation, by Emilia Kangasjärvi, Jacquelin Forsey, Jory Simpson, and Stella Ng examines the different ways that patient partners understand and interpret the role of patient teacher or advisor - i.e. as empowering and a way to regain some control within healthcare, or as a role that aims to entirely transform the healthcare system, toward emancipation from the status quo of healthcare institutions. In Power to the people? A co-produced critical review of service user involvement in mental health professions education, Csilla Kalocsai, Sacha Agrawal, Lee de Bie, Michaela Beder, Gail Bellissimo, Suze Berkhout, Andrew Johnson, Nancy McNaughton, Terri Rodak, Kim McCullough, and Sophie Soklaridis "call for a critical turn that foregrounds power relations to unlock the social justice-oriented transformative potential of service user involvement in mental health professions education and health professions education more broadly."

CACHE strives to answer the call for a critical turn in how we conceptualize and engage in patient partnerships within collaborative healthcare and education, working toward more compassionate care for all. Thanks to an initial gift by Lynne Sinclair and Dean Townsend and subsequent gifts that have followed, we have been able to improve how we recognize and remunerate the work of patient partners, which also moves us toward meaningfully diversifying who can participate as interprofessional educators. The work is never perfect and never done, and, for CACHE, always grounded in humility and informed by critical reflection. We are grateful to be learning together for a healthier world.



Sylvia Langlois named Editor, Journal of Research in Interprofessional Practice and Education (JRIPE)

CACHE Editorial Team



Dr. Hassan Soubhi is the founding Editor-in-Chief of the *Journal of Research in Interprofessional Practice and Education (JRIPE)* since 2009, which has aimed to create a forum for the exchange of research addressing the science of interprofessional education (IPE). Hassan is now passing the baton to a team of editors who will share the role. The three new editors transitioning to this role are Stephanie Fox (University de Montreal), Kelly Lackie (Dalhousie University), and Sylvia Langlois (CACHE, University of Toronto). In collaboration with Hassan and John Gilbert, they are hoping to expand the reach of the journal and promote the value of sharing perspectives and evolving educational science by publishing in this forum.

Learn more about JRIPE by visiting the website, https://jripe.org/index.php/journal

University of New England hosts 2023 Northeast Interprofessional Leadership Conference

***Alan Bennett**, BA (University of New England)*

The University of New England played host to the 2023 Northeast Interprofessional Leadership Conference on Saturday, March 25, 2023. The student-organized event was presented by the Phi Lambda Sigma (PLS) pharmacy honors society and UNE's College of Osteopathic Medicine.

More than 30 students from various health professions programs gathered in Arthur P. Girard Innovation Hall on UNE's Portland Campus for a day of building skills in communication and leadership while hearing from interprofessional health providers about the value of working across disciplines to improve patient outcomes.

"We all come to the table with different experiences and different training, and it's very important to see what everyone else is doing so that we can incorporate that insight into our own practice and learn our own ways," said Benjamin Pastore (Pharm.D., '24), one of the organizers of the event. "Everyone's getting the chance to ask questions of leaders not only in their own profession, but in every other profession. We have the opportunity to learn how to lead and become better practitioners."

In addition to breakout rooms and interactive activities to build communication skills, conference attendees heard a virtual keynote address from Lisa Letourneau, M.D., M.P.H., FACP, senior advisor to Maine Department of Health and Human Services Commissioner Jeanne Lambrew. They also engaged in an interprofessional panel of health providers from both the University and the community.



New Qualitative Study on Interprofessional Education in Healthcare

***Mariam Ahmed**, B.Sc Pharm, MD (Mount Sinai Academic Family Health Team, University of Toronto; Department of Family and Community Medicine, University of Toronto)*
***Lindsay Herzog**, MD, CCFP (Mount Sinai Academic Family Health Team, University of Toronto; Department of Family and Community Medicine, University of Toronto)*
***Naomi Steenhof**, B.Sc Pharm, RPh, Ph.D. (Faculty of Pharmacy, University of Toronto)*
***Shameelah Patel** (University of Toronto)*
***Dean Lising**, PT, BSc, BScPT, MHSc. (Centre for Advancing Collaborative Healthcare & Education, University of Toronto)*
***Suzanne Singh**, B.Sc Pharm, ACPR, PharmD, RPh (Mount Sinai Academic Family Health Team, University of Toronto; Department of Family and Community Medicine, University of Toronto)*
***Stella Ng**, PhD, Reg.CASLPO (Centre for Advancing Collaborative Healthcare & Education, University of Toronto)*

Effective collaboration in healthcare is crucial to providing good patient care, but currently no centralized curriculum exists at the University of Toronto's Department of Family and Community Medicine (DFCM) to teach this skill to its residents. In attempts to bridge this gap, our interprofessional team comprised of members from medicine, pharmacy, and the Centre for Advancing Collaborative Healthcare & Education (CACHE), conducted a qualitative study to answer the question: "What are the experiences and perspectives of family medicine residents and pharmacy students when engaging in an interprofessional education (IPE) activity using case-based learning, dialogue, and role-playing?"

The study, approved by University of Toronto's Research Ethics Board, involved 9 first-year family medicine residents and 7 undergraduate pharmacy students from the University of Toronto. The groups participated in a novel IPE activity comprised of small and whole group components, followed by 2 independent semi-structured focus groups.

The obtained data from the focus groups were analyzed via thematic analysis using the inductive approach. From this, four themes were identified: power differentials in healthcare, operating in silos, lack of role clarity and understanding, and desire for transformative change. Our team evaluated the data using the concept of critical reflection and demonstrated that critical reflection took place with our activity design as evidenced by "thoughtful consideration of everyday experiences and social situations, with focused attention on issues of power, privilege, and social structures."

On May 31, 2023, this research was presented at Mount Sinai Hospital's annual "Resident Academic Project Day", winning best project at this University of Toronto teaching site. It was also presented at the DFCM level on June 7, 2023. With plans to publish our work, it is hoped that this is one step of many towards improving effective collaboration within healthcare.



Building High Performing Teams: Highlighting the Schulich Heart Program and the Sunnybrook Canadian Simulation Centre's Partnership in Enhancing Interprofessional Collaboration during a Code Blue

***Stephanie Fernandes**, MN-NP, HBSc, MHA, CHE (Nurse Practitioner & Schulich Heart Program Education Lead, Sunnybrook Health Sciences Centre); **Fuad Moussa**, MD, MSc, FRCSC, FACS, FCCP (Cardiac Surgeon & Schulich Heart Program Education Lead, Sunnybrook Health Sciences Centre); **Tarsila Da Cruz**, BScN (Project Lead, Sunnybrook Canadian Simulation Centre, Sunnybrook Health Sciences Centre); **Susan DeSousa**, RRT, B.Sc, (Educator, Sunnybrook Canadian Simulation Centre, Sunnybrook Health Sciences Centre); **Victoria May** (Simulation Specialist, Sunnybrook Canadian Simulation Centre, Sunnybrook Health Sciences Centre); **Agnes Ryzynski**, BHSc, MHSc, RRT (Director, Sunnybrook Canadian Simulation Centre, Sunnybrook Health Sciences Centre)*



Resuscitation during a Code Blue is a high-stress, high-stakes event requiring the seamless orchestration of the interprofessional team to achieve optimal patient outcomes. Last year, the Schulich Heart Program Education Committee in collaboration with the Sunnybrook Canadian Simulation Centre (SCSC) carried out a program needs assessment where Code Blue response was identified as an existing performance gap. 64% of survey respondents reported no Code Blue training in the past 5 years and 50% of respondents had little to no knowledge of what was expected of them during a Code Blue.

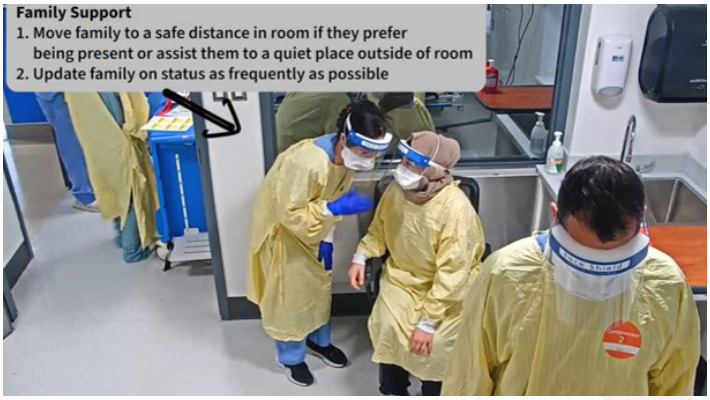
In response to this, the program Education Council and the SCSC designed and delivered in-situ interprofessional simulation education sessions for the management of Code Blue. The objectives included 1) demonstration of role clarity among team members responding to Code Blue, 2) demonstration of elements of a high-performing team.

Outcomes

- Participation of over 50 interprofessional staff (nursing, physicians, health professionals, personal support workers and clinical externs).
- 100% of session respondents stated this was a valuable interprofessional opportunity, and patient safety would improve as a result of participation.
- Development of role clarity tools (role labels, role checklists, and Code Blue training video) to support ongoing monthly simulations.

This program-wide quality improvement initiative aims to build high performing teams and enhance quality and patient safety through enabling interprofessional collaboration and implementing mitigation strategies towards identified gaps. Future education sessions will be ongoing to ensure capture of all staff within the program.





Johns Hopkins Hosts Generative AI and Health Professions Education Conference

***Toni Ungaretti**, Ph.D. (Director Johns Hopkins University Master of Education in the Health Professions (MEHP) Program, School of Education); **Sadik Bulut**, Ph.D. (Instructional Designer/Instructional Technologist, Hopkins University Master of Education in the Health Professions (MEHP) Program, School of Education)*



The Johns Hopkins University (JHU) Master of Education in the Health Professions (MEHP) Program held a virtual interprofessional conference: Generative AI and Health Professions Education on June 14th, organized by Sadik Bulut, MEHP Technology Expert, and Margaret Shamer MEHP Administrator. The purpose of the conference was to obtain a better understanding of AI in terms of its potential, and pitfalls in advancing interprofessional collaboration and education in health professions education (HPE). Toni Ungaretti, PhD, Director of the JHU MEHP, opened the conference with a Chat GPT generated introduction illustrating its smart and stupid responses. The keynote was provided by Mushtaq Bilal, PhD, University of South Denmark, a comparative literature scholar, known and followed internationally for his writing on simplifying the process of academic writing, and the effective incorporation of AI in academic writing. Mushtaq, an international expert on generative AI in research and education, engaged participants in an interactive keynote of AI capabilities, limitations, and cautions. The conference addressed AI as it relates to providing an interprofessional focus in HPE teaching, leadership, and research. The outcome both informed participants and provided guidance to interprofessional faculty teams who are building AI into HPE curriculum. Proceedings from the conference will inform curriculum development within the MEHP and assist participants to integrate generative AI into their own curricula. An AI in HPE interest group is being formed for information contact toni@jhu.edu.



Together Stories of Collective Impact

Did you read our previous issues?

Click HERE to read *Together*: Stories of Collective Impact, Volume 1.1 (Fall 2022)

Click HERE to read *Together*: Stories of Collective Impact, Volume 1.2 (Winter 2023)

Click HERE to read *Together*: Stories of Collective Impact, Volume 1.3 (Spring 2023)

Please share widely with your colleagues & networks

Centre for Advancing Collaborative Healthcare & Education (CACHE)

EVENTS

AMEE Annual Conference
AMEE Glasgow 2023 - Inclusive Learning Environments to Transform the Future
August 26 - 30, 2023 | Glasgow, Scotland & Online
Registration Open!

We are excited to welcome you back to Glasgow for our 51st Annual Conference. We hope that you can join us and many friends and colleagues to learn, share and network together in Scotland's largest city. If you are unable to join us in Glasgow you can follow and join the virtual content, in what will be a truly hybrid Conference.

AMEE brings together renowned experts and junior researchers from around the globe who are working at the cutting edge of the field of health professions education research. Whether you join us in-person or remotely you'll have unparalleled access to the latest ideas, methods and techniques being used in teaching, assessment and research, and will benefit from hearing about the experiences of people who have used them in many different contexts around the world.

Registration for in-person attendance is open - See all registration details HERE.

Visit the website to view the programme.

If you have any questions about our upcoming conference, or any other aspect of AMEE, please get in touch by emailing conferences@amee.org



The Canadian Interprofessional Health Collaborative (CIHC)
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Nexus Summit 2023: Working Together for Impact

September 18-19, and 28-29, 2023 | Virtual Summit

Nexus Summit 2023 marks eight years of the interprofessional practice and education community gathering, learning about, from and with each other, discussing the thorny questions and pushing for solutions that lead to ACTION through this forum. This year, the *Nexus Summit 2023: Working Together for Impact*, prompts us to think even more critically about our role.

- What are the necessary knowledge, skills, and attitudes of interprofessional educators in order to effectively prepare future and current health professionals for collaborative practice/teamwork/delivery care in today's changing health systems?
- How do people work meaningfully together in practice and education partnerships to have a positive impact on learning and health outcomes?
- How can we impact closing the gap between education and practice?
- How can and do we make a difference for health teams providing care and those they serve?

We also have a new theme on interprofessional leadership to help us all think about the cultures and environments we need for this work for the future. The Nexus Summit continues to be the leading interprofessional gathering that empowers attendees to turn what they are learning into outcomes that matter most to the communities we learn from, collaborate with, and serve. And, as you have come to expect from the Nexus Summit, we will have plenaries and Conversation Cafes to push our thinking and dialogue together.

Nexus Summit 2023 returns to a fully virtual format, enabling diverse contributors to attend, learn and work together over four days on September 18-19, and 28-29. The National Center's innovative More Than a Meeting™ platform empowers attendees to create their own learning plans, interact with synchronous sessions and asynchronous content, network and make real-time connections with mentors and collaborators.

Visit the Registration page on the Summit website to learn more about registration packages, pricing, and AIHC member discounts!

EVENTS

Annual CQuIPS Symposium 2023

November 1, 2023 | The Peter Gilgan Centre for Research and Learning, 686 Bay Street Toronto, Canada

Registration Open!

We are incredibly excited to finally be able to host our event in-person once again. We look forward to you joining us for stimulating presentations, thought-provoking talks and invaluable networking and community building opportunities.

Our goals for the Annual CQuIPS Symposium 2023:

- Develop and expand skills to accelerate and deepen the work of individuals and teams seeking to improve quality and patient safety
- Foster connections and conversations that spark new ideas and collaborations
- Enable knowledge exchange through scholarly dissemination of quality improvement and patient safety work

Key Dates:

- August 15th, 2023: Last day for early bird registration
- October 27th, 2023: General registration closes

Visit the website for more information or email communications@cquips.ca

CQuIPS Centre for Quality Improvement & Patient Safety

All Together Better Health

All Together Better Health ATBH XI

November 6 - 9, 2023

Welcome to the 11th International Conference on Interprofessional Education and Collaborative Practice (IPECP), All Together Better Health (ATBH) XI, to be held in Qatar on November 6-9th, 2023 bringing this biennial event to the Middle East for the first time! ATBH provides a collaborative forum for transnational champions to promote IPECP towards improving global health through consensus-based partnership, share ideas and address emerging healthcare challenges.

Our conference theme is *Cultivating a Collaborative Culture: Sharing Pearls of Wisdom*. We are now accepting abstract submissions in the following sub themes related to interprofessional education and collaborative practice:

- SHARING models of best practice
- INFORMING national, regional, and global policies and standards
- ADVOCATING for health and wellbeing
- EMBRACING diversity, equity, inclusion, and belonging
- PROMOTING safety in and beyond health services

Visit the website for more information.

Simulation Canada - SIM Expo

December 11 - 12, 2023 | Ottawa, ON Canada | Free Virtual Simulation Workshop

Theme: The Rise of Simulation
Marking the 10th anniversary of SIM Expo, we look back at our progress and ahead to the importance of simulation to build a sustainable, equitable healthcare ecosystem.

The 2023 SIM Awards call for nominations is now open!
All nominations are due August 25th, 2023. Nominate a leader now!

Visit the website to learn more, SIM Expo - Simulation Canada



Collaborative Change Leadership™ (CCL) Program

February - December 2024 | Virtual Program
Applications deadline November 1, 2023!
Early bird deadline: September 15, 2023 | Save $100 per person
Teams of three or more save 5% on registration

CCL is a certificate program offered by the University Health Network (UHN) in collaboration with the University of Toronto (UofT) Centre for Advancing Collaborative Healthcare & Education (CACHE).

During the COVID-19 pandemic, our alumni are reaching out to share that the Collaborative Change Leadership (CCL) Program has enhanced their ability to be the leaders needed for these challenging and uncertain times. As alumni are engaging their teams and communities in compassionate and meaningful ways to co-create and sustain system change, they are achieving rapid, efficient and unprecedented results. CCL is specifically designed for the time in which we find ourselves. The need for emergence, adaptation, co-creation, and highly effective implementation rooted in compassion has never been more critical.

Program Dates:

- February 1 - 2, 2024
- April 4 - 5, 2024
- June 6 - 7, 2024
- September 26 - 27, 2024
- December 5 - 6, 2024

Applications deadline November 1, 2023!

For more information visit the program website or email, belinda.vilhena@uhn.ca



Why CCL? Click the video above to learn more.

Centre for Advancing Collaborative Healthcare & Education (CACHE)

EVENTS

The International Congress on Academic Medicine (ICAM)

April 12th – 15th, 2024 | Vancouver, Canada

The International Congress on Academic Medicine (ICAM) is the first international gathering dedicated to academic medicine. It will be the place for the academic medicine community to meet, network, and develop new relationships and collaborations with colleagues from around the world.

ICAM will showcase innovation and scholarship in medical education and health research. Medical students, residents and graduate students will have the opportunity to present their work, network and connect with medical education and research mentors as well as prospective employers.

The ICAM Medical Education Abstract Submission process is now open!
Submit here until September 15, 2023.

For more information visit our website.

- World-renowned international speakers
- Cutting edge plenaries and accredited courses tackling global themes in academic medicine
- International presentations and symposiums like the Gairdner Symposium
- Workshops/orals/poster presentations from the best and brightest emerging talent
- Dynamic and memorable networking opportunities (in-person and online)
- A five-day career fair and exhibit hall welcoming the top-talent in Canadian and international medicine
- The AFMC Awards and AFMC's 80th anniversary celebration



VITAL: Virtual Interprofessional Teaching And Learning Program

A six-module virtual learning series covers key best practices and core competencies for interprofessional education (IPE) and virtual facilitation.

The newest technologies and virtual active learning strategies are co-facilitated and modelled by two CACHE faculty, leveraging didactic theory bursts, small group breakouts, large group discussions/reflections, virtual stretch breaks, real-time polling, chat boxes and team simulation videos. The unique use of best practice videoconferencing team norms supports participant psychological safety, equity, and attention to engagement in a new virtual environment.

Stay Tuned for 2023/24 Program Dates

Module 1: Overview of IPE/IPC Evidence, Literature and Best Practices

Module 2: Role Clarification

Module 3: Interprofessional Communication and Conflict - Focus on Patient Safety / Quality Improvement

Module 4: Relationship Centred Care: Patients / Caregivers and Teams

Module 5: Team Functioning/Teamwork - Psychological Safety and Leadership - Pulling it All Together

Module 6: Interprofessional Facilitation Simulation, Tips and Resources

For more information visit our website or email belinda.vilhena@uhn.ca

BOOST! Building Optimal Outcomes from Successful Teamwork Workshop

Stay Tuned for 2023/24 Program Dates

We are offering an innovative foundational team-based care workshop in a virtual synchronous interactive 2.5-hour format with an aim to improve interprofessional collaborative practice for clinical and project teams across organizations.

We welcome interprofessional team members to come together to work collaboratively on their teamwork or individually to bring learnings back to their team. To optimize collaborative learning, we utilize virtual large group reflections, small group breakout discussions, video team simulation and best practices in virtual team facilitation. Teams in all areas of healthcare are striving to provide collaborative models of care that optimize patient outcomes and experiences, particularly with the challenges and silver lining of a COVID-19 impacted system. This is an opportunity to enhance the collaborative practice environment for all staff and students.

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

- Apply interprofessional competency-based tools to optimize communication, conflict and performance for virtual and non-virtual teams
- Promote a climate of psychological safety and team functioning in virtual and non-virtual interactions and meetings
- Reflect on and develop an action plan for improving quality, safe team-based care in your context

For more information visit our website or email sabrina.bartlett@uhn.ca

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