All Together Better Health VIII

6-9 SEPTEMBER 2016
OXFORD UK
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### ATBH VIII ORGANISING COMMITTEE

**Dr Ann Ewens**, Head of Department Applied Health and Professional Development, Oxford Brookes University  
**Professor Bill Fulford**, Fellow of St Catherine’s College and Member of the Philosophy Faculty, University of Oxford; and Emeritus Professor of Philosophy and Mental Health, University of Warwick Medical School.  
**Dr Lucy Fulford-Smith**, Nuffield Department of Surgical Sciences, University of Oxford  
**Dr Richard Gray**, CAIPE Chair, Chair of the organising committee  
**Mr Ashok Handa**, Associate Professor of Surgery and Consultant Vascular Surgeon, University of Oxford. Fellow in Clinical Medicine, St Catherine’s College, Oxford  
**Elizabeth Howkins**, CAIPE Executive member and Treasurer; Honorary Fellow, University of Reading  
**Helena Low**, CAIPE Vice Chair, Executive member  
**Professor Ed Peile**, Emeritus Professor of Medical Education, University of Warwick  
**Dr Liz Westcott**, Head of Department of Nursing, Oxford Brookes University, Vice Chair of the organising committee

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Events management: Archer Yates Associates Ltd | helen@archer-yates.co.uk
Welcome to Oxford and the All Together Better Health Conference VIII

Dear colleagues

A warm welcome to Oxford and All Together Better Health VIII and our conference themed Values Based Interprofessional Education and Practice.

On behalf of the organising committee representing CAIPE, Oxford Brookes University and University of Oxford, we wish you a very enjoyable conference and hope you get many opportunities to enjoy the city, network with friends and make new links.

We have a packed programme based on our theme of Values Based Interprofessional Education and Practice. We have internationally renowned keynote speakers at the Sheldonian Theatre at the start and end of each day and a great social programme to enjoy in the evenings.

The committee look forward to meeting you and hope you have a great time in Oxford.

We welcome also colleagues from Pittsburg who hosted in 2014 and from Auckland, New Zealand who will be hosting in 2018.

From Dr Richard Gray, Dr Liz Westcott, and the ATBH VIII organising committee (see page 2)
Acknowledgements

All Together Better Health VIII is a joint collaboration between Oxford Brookes University, University of Oxford and the Centre For The Advancement Of Interprofessional Education (CAIPE).

The All Together Better Health steering group would like to thank Elsevier Publishers for printing the conference programme.

The All Together Better Health steering group would like to thank Elsevier Publishers for printing the conference programme.

NHS Health Education England for the support they have given towards the conference.

We would also like to acknowledge the Laces Trust for underwriting some conference finances.

Sponsors

The All Together Better Health VIII organising committee would like to sincerely thank their sponsors for generously supporting the conference.

Exhibition stands will be found in the North and South Schools.
Welcome from the World Coordinating Committee (WCC)

Dear conference participant

The World Coordinating Committee (WCC) oversees the ATBH conference series and promotes knowledge about interprofessional practice and education worldwide. The committee includes representatives from regional networks across the world: Australasia (AIPPEN), Europe (CAIPE, EIPEN and NipNet), Japan (JAIPE and JIPWEN), North America (AIHC and CIHC), and Sub-Saharan Africa (AfriPEN). Information about the committee and criteria for membership is on our website www.atbh.org, through which you may also access the regional member networks.

To find out more about the work of the WCC and contribute to future development we invite you to our open meeting here on Thursday 8 September from 5.15 to 6pm. We encourage you to visit the exhibition stands of the regional networks. If you are an academic or a practitioner in a region where there is currently no network for collaborative practice and interprofessional education, we hope this conference motivates you to set one up and seek WCC membership.

We wish you an inspiring conference and hope to see many of you at the next ATBH conference in Auckland, New Zealand in 2018. The call for hosts for ATBH X in 2020 will be announced at the WCC open meeting.

Andre Vyt, Chair, and Marion Helme, Secretary, on behalf of the WCC
Your stay in Oxford

Oxford is a beautiful and bustling city and is within easy reach of London to the east and the Cotswolds to the west. The venues and evening social events at the conference are all within easy walking distance of the centre, however if you do need transport there are a range of taxi firms available. The City of Dreaming Spires also hosts world renowned museums such as the Ashmolean, the first museum in the world, The Natural History museum and the Museum of the History of Science, located next to the Sheldonian Theatre. Please do also walk up Woodstock Road and view the site of the Old Radcliffe Infirmary, built in 1770 and where the first penicillin injection was given and is now the site of many Oxford academic centres.

GETTING AROUND
All venues for the conference are within easy reach of each other by foot. If you are staying outside the centre there are well served bus routes and see below for link for timetables and further information: http://city.oxfordbus.co.uk/timetables-fares/

MEDICAL HELP
For emergencies in the UK please dial 999 and for urgent but non-emergency advice please dial 111. If you feel unwell at the conference please go to the registration desk where help will be sourced for you.

This website gives you details about NHS care in the UK during your stay here: www.nhs.uk/NHSEngland/AboutNHSservices/Emergencyandurgentcareservices

SHOPPING
There is a large shopping area in the centre of Oxford with most well-known brands and also specialist shops in the Covered Market.

Some visitors to the UK also like to visit Bicester Village, a retail outlet 12 miles North of Oxford. Find out more here: www.bicestervillage.com

RELIGION AND WORSHIP IN OXFORD
For times of workshop at various Oxford venues please go to this website www.dailyinfo.co.uk/oxford/guide/religion
Resources

BADGES
Badges must be worn at all times to enter the sessions, events, and exhibits and when attending social events that you have signed up for in advance. Your badge will indicate what events you have signed up for / paid for.

WI-FI
To access wireless Internet, please get details at the registration desk at the Examination Halls.

RECORDING DEVICES
Recording devices are prohibited at ATBH VIII without prior authorisation. If you are taking photographs for social media use in any session, please seek agreement from the individuals concerned.

PRIVATE ROOM
A private room will be available throughout the conference for those needing private space (e.g., nursing mothers). Please see the registration desk for room location and access.

LUGGAGE STORAGE
On the final day of the conference, you are welcome to valet check your luggage at the registration desk for pickup at the end of the conference.

LOST AND FOUND
Attendees can report lost or stolen items or enquire about found items at the registration desk.

REGISTRATION AND BOOKINGS
For further information, registration or to book on to the social events:
Visit the registration desk located in the Examination Halls, 75-81 High Street, Oxford (map located at the back of this handbook)

Phone: 01865 276905

Scan the code or visit: www.hls.brookes.ac.uk/atbh8 and click on the Conference + Social Programme link

Oxford University Examination Halls, 75-81 High Street
INTRODUCTION

INTRODUCTION

Whether you are a practitioner, service user, student, teacher, manager, policy maker or researcher, this conference is your opportunity to compare perspectives, exchange experience and share expertise.

The theme of Values Based Interprofessional Education and Practice (VBIP) sits alongside evidence-based practice as a process, based on learnable practice skills, that supports balanced decision-making in practice. This is particularly important when considering complex and conflicting values, such as needs, wishes and preferences.

A key part of the process of VBIP is the collaboration of the interprofessional team. In VBIP, team members contribute to balanced decision making through a range of different value perspectives as well as from their knowledge and skills. Crucially the development of the mutual awareness and other skills for effective values-based teamwork depends on IPE.

GOALS/OBJECTIVES

- Broaden the understanding and adoption of Values Based Interprofessional Education and Practice internationally
- Discuss and share contemporary models of Values Based Interprofessional Practice
- Promote and disseminate research in Values Based Interprofessional Practice
- Inform national and international policy

CONFERENCE THEMES

The conference will be organised around the following themes within the context of Values Based Interprofessional Education and Practice.

Professionalism, Interprofessionalism and transprofessionalism:
- Leadership
- Resilience
- Respect

Interprofessional and Values Based Practice in Person-centred care:
- Care, Compassion and Empathy
- Coherence and co-production in interprofessional VBP
- VBP in assessment and diagnosis

Power, conflict and resolution:
- In taking forward IPE and VBP
- Maintaining and sustaining IPE and VBP

Involving and working with service users, carers, families and communities:
- Engagement with education
- Engagement with practice
- Patient safety

Policy, Strategy and Commissioning:
- Education and health reform
- Systems and organisational changes

Global health perspectives:
- Drivers of change
- Impact on resource poor settings
- Impact on development of IPE and collaborative practice

Diversity in Health and Social Care:
- Issues around national, professional and organisational and cultural diversity
- Impact on interprofessional education and practice
Technology and technological advances:
• Issues around current and future economic decisions
• Developments and impact on health and social care service delivery

Innovation, Implementation and Evaluation in interprofessional education in academic and practice settings:
• Teaching
• Learning
• Facilitation
• Supervision
• Maintaining and sustaining IPE and VBP

TYPES OF PRESENTATIONS

Plenary: Most plenary sessions will last approximately 60 minutes and will be delivered in lecture style in the Sheldonian Theatre. Speakers will present all information of interest during the presentation to the audience with time allocated at the end or during the presentation for questions.

Interactive workshops and symposia:
These will occur daily in the Examination Schools. Each workshop will be 1 hour and will provide a highly interactive element.

Oral presentations: These will occur on Wednesday, Thursday and Friday in the Examination Schools. Each oral presentation will be 15 minutes in length and will have a 5-minute Q&A at the end of the presentation.

Poster presentations: Poster presentations are on Wednesday and Thursday with different posters available to view on each day. They will be removed by 5.30pm each day.

TIMETABLE REFERENCING

Each presentation is timetabled per day and referenced as shown:
Social programme

Please find here details about the social events available. Pre-booking is essential (even when it is included in your conference fee). We look forward to you joining us!

Tuesday 6 September

2.30-4.30pm (2 hours)

OXFORD TOUR

Pick-up: Examination Halls
Drop-off: Blackwells Bookshop

INSPECTOR MORSE WALKING TOUR

‘Inspector Morse’ Walking Tour in English. Pick up point at the conference Registration Desk in the Oxford Examinations Hall; drop off outside Blackwells Bookshop (opposite the Sheldonian Theatre) in time for the start of the conference at 5pm. Tickets are £10 per person (cash only) and can be booked at the conference Registration Desk on arrival.

From 6pm

OXFORD UNION

Entrance on St Michaels Street

WELCOME RECEPTION

Drinks and Canapés Reception at Oxford Union. This event will take place immediately after the opening session of the conference. The cost of this event is included in your conference ticket however numbers are limited and you need to book. This will be a ticketed event and tickets will be issued with conference badges, to those who have booked.

Please scan for further information on these events and to register your places.

Maps can be found at the back of the handbook.
Wednesday 7 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5.30-7.30pm (2 hours) | **WALKING TOURS**
Walking Tours in English, ‘Inspector Morse’ or ‘Lewis Carroll’ tour. Pick up and drop off point outside Blackwells Bookshop. Tickets £10 per person (cash only) and can be booked at the conference Registration Desk on arrival. |

**OXFORD TOUR**
Pick up and drop-off outside Blackwells Bookshop

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm</td>
<td><strong>BLACKWELLS BOOKSHOP</strong></td>
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</table>

51 Broad Street

**DRINKS RECEPTION**
Drinks Reception at Blackwells Bookshop. The cost of this event is included in your conference ticket however numbers are limited and you need to book. This will be a ticketed event and tickets will be issued with conference badges, to those who have booked.

Thursday 8 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7pm</td>
<td><strong>BALLIOL COLLEGE</strong></td>
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Entrance on St Giles Street

**CONFERENCE DINNER**
This event will start with a drinks reception in the college garden (weather permitting) where guests will be entertained by a string quartet with dinner commencing at approximately 8pm. Tickets are £65 per person and due to limited numbers a maximum of 2 tickets can be purchased. Tickets will be issued with conference badges, to those who have booked.

Please note the dress code for evening social events is smart casual.
# Tuesday – At a glance

Please remember if you wish to attend the evening social events, you need to book your places at registration.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>11AM</td>
<td>REGISTRATION</td>
<td>Examination Halls</td>
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<tr>
<td></td>
<td>Registration takes place at reception in the Examination Halls, 81 High St, Oxford OX1 4AS</td>
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<tr>
<td>1.30-4.30PM</td>
<td>PRE CONFERENCE RESEARCH WORKSHOP</td>
<td>Examination Halls</td>
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<tr>
<td></td>
<td>Led by Professor Scott Reeves</td>
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<tr>
<td>2-4PM</td>
<td>PRE CONFERENCE OTTAWA WORKSHOP</td>
<td>Examination Halls</td>
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<tr>
<td></td>
<td>Facilitators: Gary D. Rogers, Ruby Grymonpre, Madeleine Abrandt Dahlgren, Liz Anderson</td>
<td></td>
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<tr>
<td></td>
<td>Further development of the Ottawa global consensus statement on the assessment of interprofessional learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>2.30-4.30PM</td>
<td>WALKING TOURS</td>
<td>Tour starts at Registration Desk</td>
</tr>
<tr>
<td></td>
<td>Inspector Morse Guided Walking Tour. Booking essential at registration.</td>
<td></td>
</tr>
<tr>
<td>5PM</td>
<td>WELCOME AND INTRODUCTION</td>
<td>Sheldonian Theatre</td>
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<td></td>
<td>Welcome: Professor Linda King and Professor Hugh Barr</td>
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<tr>
<td></td>
<td>Keynote speaker: Dr Jonas Nordquist</td>
<td></td>
</tr>
<tr>
<td>FROM 6PM</td>
<td>WELCOME RECEPTION</td>
<td>Oxford Union</td>
</tr>
<tr>
<td></td>
<td>Drinks and canapés reception at Oxford Union. This reception is included in the conference registration fee but please note booking is still essential as places are limited. Canapés and drinks will be provided.</td>
<td></td>
</tr>
</tbody>
</table>

Please note the programme is correct at the time of printing and may be subject to change.
Pre-conference Ottawa Workshop

Further development of the Ottawa global consensus statement on the assessment of interprofessional learning outcomes

Facilitators: Gary D. Rogers, Ruby Grymonpre, Madeleine Abrandt Dahlgren, Liz Anderson

Workshop to develop the new IPE Ottawa Consensus statement. This workshop will form part of a further round of consultation will be undertaken with the intention of publishing a final consensus document by the end of the year. Participants should leave the workshop with an improved understanding of the controversies related to the assessment of interprofessional learning outcomes and insights into how the new global consensus statement might be applied in their own settings.

*Limited spaces available (Complimentary)

Pre-conference Research Workshop

Workshop at the Examination School to be led by Professor Scott Reeves

Facilitators: Chris Green, Maggie Hutchings, Sundari Joseph, Issac Lim, Alison Machin, Shobhana Nagraj

This workshop will explore a range of methodologies and methods which can be employed to generate empirical evidence for interprofessional education. Through interactive presentation and small group work, the workshop will examine a number of key issues and activities linked to the design, implementation and dissemination of interprofessional education studies.

*Limited spaces available (Complimentary)
Professor Scott Reeves

Scott Reeves is a social scientist who has been undertaking health professions education and health services research for over 20 years. He is Professor in Interprofessional Research at the Faculty of Health, Social Care & Education, Kingston University & St George’s, University of London and Editor-in-Chief, Journal of Interprofessional Care. He has spent the last few years in the United States, where he was the Founding Director, Centre for Innovation in Interprofessional Education, University of California, San Francisco. Before this move he spent six years in Canada leading interprofessional research at the University of Toronto. His main interests are focused on developing conceptual, empirical and theoretical knowledge to inform the design and implementation of interprofessional education and practice activities. He has published numerous peer-reviewed papers, books, chapters, editorials and monographs. Many of his publications have been translated from English into other languages including French, Spanish, Japanese, Portuguese, Norwegian and Russian.

Professor Linda King

Linda joined Oxford Brookes in 1986 as a Lecturer in Virology and was promoted to Professor in 1998. She was Dean of the School of Life Sciences for eight years until she became Associate Dean for Research and Knowledge Exchange for the Faculty of Health and Life Sciences.

Linda completed her doctorate in molecular virology at Oxford University in 1985. Her research has focused on understanding the biology of insect viruses and on their exploitation in agriculture, medicine and biotechnology.

She is co-founding director of a joint Brookes and Natural Environment Research Council spin-out biotech company.

Having published more than 100 papers in peer-reviewed journals, reviews and book chapters, Linda has also spoken at numerous national and international meetings, including The American Society for Virology, The Society for Invertebrate Pathology, Peptalk, Global Protein Summit and Baculovirus Technology.
Hugh Barr, MPhil, PhD, is President of CAIPE, Emeritus Editor for the Journal of Interprofessional Care, and Emeritus Professor of Interprofessional Education and Honorary Fellow at the University of Westminster currently holding visiting chairs in Australia and the UK. He served on the WHO study group on interprofessional education and collaborative practice and was the first convenor for the World Interprofessional Education and Collaborative Practice Coordinating Committee.

East Anglia and Southampton universities awarded Hugh honorary doctorates for his interprofessional work nationally and internationally.

Hugh’s earlier career included posts at local and national level in probation, prison after care, criminology and social work education.

Jonas Nordquist, PhD, is the director of the Medical Case Centre at Karolinska Institutet and he is the associate DIO, in charge of the strategic educational development for the residency programs at the Karolinska University Hospital. He received his PhD in political science from Stockholm University in Sweden in 2001 and joined Karolinska Institutet in 2003. He is since 2015 a visiting associate professor at the Medical College, Qatar University.

He has served as a WHO expert in medical education in the areas of curriculum design of international health professional education and sex and reproductive health.

Dr. Nordquist is a Harvard-Macy scholar in medical education at Harvard Medical School. He has been involved in projects in more than 40 countries around the world and is the author of three books and several peer-reviewed papers. He is currently involved in a global project on designing learning spaces in higher education for the Royal Institute of British Architects (RIBA).

Dr. Nordquist is an affiliated scholar at the Wilson Centre, University of Toronto. He is also visiting faculty at the International Medical University in Kuala Lumpur, Malaysia; Makerere School of Medicine, Kampala, Uganda; medical educational expert to the University of Addis Ababa, Ethiopia; visiting professor and external assessor to the Guatemala Medical Academy.

Jonas Nordquist is the co-chair for the International Residency Education Leadership Prize at the Royal College of Physicians and Surgeons of Canada.

Dr. Nordquist’s research focuses on educational leadership and on how physical space impacts on learning.
# Wednesday – At a glance

Please remember if you wish to attend the evening social events, you need to book your places at registration.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8.30AM</td>
<td>REGISTRATION</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>Registration at reception</td>
<td>SHELDONIAN THEATRE</td>
</tr>
<tr>
<td>9AM</td>
<td>OPENING</td>
<td>EXAMINATION HALLS</td>
</tr>
<tr>
<td></td>
<td>Keynote speaker: Dr Jim Campbell (WHO)</td>
<td>SHELDONIAN THEATRE</td>
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<tr>
<td></td>
<td>Discussion on Values Based Practice: Professor Ed Peile, Professor Bill Fulford, and Mr Ashok Handa</td>
<td>SHELDONIAN THEATRE</td>
</tr>
<tr>
<td>10AM</td>
<td>MORNING BREAK</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>Tea and coffee</td>
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<tr>
<td>10.30AM</td>
<td>MORNING SESSIONS</td>
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<td></td>
<td>For further details see pages 22-37</td>
<td></td>
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<tr>
<td>12.30PM</td>
<td>LUNCH BREAK</td>
<td>EXAMINATION HALLS</td>
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<td></td>
<td>Lunch is provided in the Examination Halls, North and South School (where the posters are located)</td>
<td>SHELDONIAN THEATRE</td>
</tr>
<tr>
<td>1.45PM</td>
<td>AFTERNOON SESSIONS</td>
<td>EXAMINATION HALLS</td>
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<td></td>
<td>For further details see pages 22-37</td>
<td></td>
</tr>
<tr>
<td>3.45PM</td>
<td>AFTERNOON BREAK</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>Tea and coffee</td>
<td></td>
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<tr>
<td>4-6PM</td>
<td>NETWORK MEETINGS</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>NIPNET open meeting in Room 14</td>
<td>SHELDONIAN THEATRE</td>
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<td></td>
<td>WCC closed meeting in Room 5a</td>
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<tr>
<td>4.15PM</td>
<td>PLENARY</td>
<td>BLACKWELLS BOOK SHOP</td>
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<tr>
<td></td>
<td>Keynote speakers: Lord Victor Adebowale and Jennifer Chevinsky</td>
<td></td>
</tr>
<tr>
<td>5.30-7.30PM</td>
<td>WALKING TOURS</td>
<td>BLACKWELLS BOOK SHOP</td>
</tr>
<tr>
<td></td>
<td>‘Inspector Morse’ Guided Walking Tour or the Lewis Carroll Guided Walking Tour. Please purchase tickets at registration</td>
<td></td>
</tr>
<tr>
<td>FROM 7PM</td>
<td>DRINKS RECEPTION</td>
<td>BLACKWELLS BOOK SHOP</td>
</tr>
<tr>
<td></td>
<td>Drinks reception at Blackwells Bookshop (pre-booking essential, admission by ticket only). You can book your places at registration</td>
<td></td>
</tr>
</tbody>
</table>

Please note the programme is correct at the time of printing and may be subject to change.
The Sheldonian Theatre, Broad Street

Blackwells Bookshop, Broad Street
Dr Jim Campbell


Dr Campbell is widely recognized as a keen advocate and champion of HRH issues and has worked closely with WHO and GHWA on several occasions. His collaboration includes work on the Global Code of Practice on the International Recruitment of Health Personnel (2010), WHO policy recommendations on ‘Increasing access to health workers in remote and rural areas through improved retention’ (2010) and ‘A Universal Truth: No Health Without a Workforce’ launched at the Third Global Forum on Human Resources for Health in Recife, Brazil (2013).

Dr Campbell has previously worked as Director of Instituto de Cooperacion Social Integrare which is a not-for-profit research institute working to reduce social inequalities and inequities that affect health, education and prosperity, with a particular emphasis on gender, marginalized populations and those living in poverty.

Dr Campbell was a main contributor to the 2013 report ‘A Universal Truth: No health without a Workforce’ (GHWA and WHO).

Lord Victor Adebowale CBE MA

Victor is Chief Executive of Turning Point, a health and social care organisation providing services for people with complex needs, including those affected by substance misuse, mental health issues and those with a learning disability.

Victor has a passionate interest in public service reform and reversing the inverse care law, (those who need public services most tend to get them least). In pursuit of this, he lectures and speaks widely on the subjects of poverty, social exclusion, equality and human rights, leadership and change management.

He is a Visiting Professor and Chancellor at the University of Lincoln and holds numerous honorary doctorates as well as being a Fellow of the City & Guilds of London Institute, an associate member of the Health Service Management Centre at the University of Birmingham and of Cambridge University Judge Business School, as well as on the Board of Governors for London School of Economics.

Victor is a Non-Executive Director of NHS England, President of the International Association of Philosophy and Psychiatry, and he is the founder and Chair of Collaborate at London South Bank University.

In 2000, Victor was awarded the CBE for services to the New Deal, the unemployed, and homeless young people and in 2001, was appointed a cross bench member of the House of Lords.
Jennifer Chevinsky

Jennifer Chevinsky is a fourth year medical student within the SELECT program between USF MCOM and LVHN who hopes to pursue a career in preventive medicine. She has completed internships at Georgetown’s Center for Clinical Ethics, Yale Center for Interdisciplinary Bioethics, UNESCO, Schlesinger Institute for Jewish Medical Ethics, and the CDC, culminating in multiple publications and presentations.

Jennifer served on the AMA-MSS Committee on Bioethics & Humanities and ASBH national board. Her recent interests include using social media to engage the public on healthcare ethics issues, as original author for Bioethics.net and creator of the first international bioethics tweetchat, @Bioethxchat.

VALUES BASED PRACTICE

Mr Ashok Handa

Ashok is a vascular surgeon in the Nuffield Department of Surgery at the John Radcliffe Hospital, Oxford. He is a Fellow by Special Election in Medicine at St Catherine’s College where he is also Tutor for Graduates. He is the Clinical Tutor in Surgery for the University and Associate Director of Clinical Studies for Oxford Medical School. Besides values-based practice he has a range of collaborative research interests including patient safety and outcomes.

Professor Ed Peile

Ed is Professor Emeritus in Medical Education, University of Warwick, a Fellow of three Royal Medical Colleges in the UK, and was awarded the 2009 President’s Medal of the Academy of Medical Educators for his lifetime achievement in medical education. He has now retired from clinical practice but remains active in academic life, researching and publishing on values-based practice. He was recently appointed Chair of the Education, Training and Standards Committee of the Academy of Healthcare Sciences.

Professor Bill (KWM) Fulford

Bill is a Fellow of St Catherine’s College and Member of the Philosophy Faculty, University of Oxford; and Emeritus Professor of Philosophy and Mental Health, University of Warwick Medical School. Values-based practice builds on his work in philosophical value theory. As Special Adviser for Values-Based Practice in the Department of Health (2007 – 2011) Bill led on a number of early training and policy initiatives combining evidence-based and values-based approaches.
# Wednesday – Timetable

<table>
<thead>
<tr>
<th>ROOM 6</th>
<th>ROOM 10</th>
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<tr>
<td><strong>9.00</strong></td>
<td>OPENING &amp; KEYNOTE SPEAKERS (SHELDONIAN THEATRE)</td>
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## Wednesday – Timetable

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<tr>
<th>Time</th>
<th>Room 14</th>
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WEDNESDAY – ROOM 6

W6-01 /201 10.30am
Leslie Portney
Gaurdia Banister
Carmen Vega-Barachowitz
Mary Knab
Maureen Schnider

**Strengthening the academic-practice partnership to support interprofessional clinical education**

Strong academic-practice partnerships are essential for establishing interprofessional experiences. We will describe development of acute-care Interprofessional Dedicated Education Units for students in nursing, physical and occupational therapy, physician assistant and speech-language pathology, focusing on challenges and benefits of creating a strong collaborative culture and addressing strategies to model interprofessional practice.

W6-02 /50 10.50am
Khashayar Amirhosseini
Lisa Sokoloff
Moira Cockburn
Patrick Secord
Deb Bonfield

**The Dysphagia Cook-off – A non-traditional partnership and interprofessional learning experience**

This project describes a unique collaborative 4-phase IPE experience that crosses healthcare/nonhealthcare, College/Teaching Hospital and Student/Professional boundaries. The focus is on providing safe and nutritious foods for older adults with swallowing disorders. Evaluations were overwhelmingly positive from all groups. The project influenced College curricula.

W6-03 /436 11.10am
Brian Simmons
Scott Reeves
Susan Wagner

**Elucidating the Enigma of Assessment in Interprofessional: Education, Structure, Function and Outcome**

This presentation explores a new model of assessment in IPE. It considers the processes of designing and implementing an assessment focusing on the structure (individual), function (team) and outcome (task). This clinical competency continuum model is illustrated employing the concept of milestones and entrusted professional activities in a performance framework.

W6-04 /433 11.30am
Elizabeth K. Tanner
Laura A. Hanyok
Anne Lin
Patricia Davidson
Chakra Budhathoki

**Using Experienced Student Facilitators in an Interprofessional Values-based Learning Experience**

Learners in nursing, medical and pharmacy school participate together in core IPE events over 2 years. More experienced, trained IPE students facilitate small groups in learning about roles and responsibilities needed for values-based practice. Pre-post evaluation using standard instruments and qualitative questions demonstrate effectiveness of this approach in 397 learners.

W6-05 /307 11.50am
Margo Brewer
Helen Flavell

**Leadership in interprofessional education and practice: What is the literature telling us?**

This presentation will outline the findings of a recent scoping review of the literature on leadership for interprofessional and practice within health care. The findings are analysed in relation to how leadership is defined, conceptualised, theorised and the capabilities identified. Implications for leadership research and practice will also be addressed.

W6-06 /54 12.10pm
Brenda Zierler
Erin Blakeney

**Catalyzing interprofessional collaborative practice in existing clinical teams: Interactive approaches**
Wednesday – Room 6

The need to accelerate integration of interprofessional collaborative practice (IPCP) approaches into clinical settings is increasingly recognized as essential to improving healthcare delivery and patient outcomes. In this presentation we will describe how we have successfully utilized interactive approaches called “Liberating Structures” to collaboratively identify and address practice transformation goals.

W6-08 /66 2.45pm
Andreas Xyrichis
Scott Reeves
Merrick Zwarenstein
Towards conceptual clarity in the practice and research of interprofessional working in healthcare: a critical review

Following a critical review of intervention studies, we validate an existing framework as a practical tool for standardising and communicating practice and research around interprofessional working. We define six key dimensions of interprofessional work, propose a modified typology and present a tool to assist in making decisions about classifying interventions.

W6-09 /65 3.05pm
Catherine Grus
Loretta Nunez
Kathy McGuinn
Jennifer Adams
Alexis Ruffin
Anthony Palatta
Colette Scott
Dana P Hammer
Elisabeth “Libby” Ross
Jody Frost
John Bentley
John Nishimoto
John Tegzes
Luke Mortensen
Neil Harvison
Use and Validation of a Tool to Assess Interprofessional Professionalism

The Interprofessional Professionalism Collaborative developed a behavioural assessment for preceptors/supervisors to rate how well their student is demonstrating professionalism when interacting with other health professionals. Final results from a study of the measure will be shared. Participants will use the measure to discuss Interprofessional Professionalism behaviours applied to a vignette.

W6-10 /99 3.25pm
Sharla King
Terra Manca
Elizabeth Taylor
Cori Schmitz
Alexis Ruffin
Anthony Palatta
Colette Scott
Dana P Hammer
Elisabeth “Libby” Ross
Jody Frost
John Bentley
John Nishimoto
John Tegzes
Luke Mortensen
Neil Harvison
Becoming Comfortable with Being Uncomfortable: Transformative Learning Experiences in IPE

This project gathered perspectives on IP learning experiences with 34 students from 8 health professional programs. Interview transcripts were analyzed for evidence of transformative learning during their first curriculum year. Students expressed discomfort with learning ‘soft skills’, highlighting the need to support them in being ‘comfortable with being uncomfortable’.
Wednesday – Room 10

W10-11 /63  10.30am
Liz Anderson
Jenny Ford
Dan Kinnair

A guide to developing short interprofessional values-based practice placements

We will share Guide: no 6 from the Journal of Interprofessional Care on how to develop a short (2-5 days) interprofessional practice-placements using a robust model. The learning centres around patient/service user experiences of practice which enables students to explore values-based practice. We offer tips on replication to any settings and further reading.

W10-12 /276  10.50am
Jorun Thoma

Nursing Case Managers experience their mediation between physicians and patients in their discharge-planning role. A primary research project

The defined role of Nursing Case Manager (NCM) at a teaching hospital in Germany is to take on patient-centred responsibility. Discharge management for patients with complex situations and conditions is a central task for NCMs. The aim of this study is to gain knowledge of how the NCMs experience their mediation role in their daily routine in order to further NCM practice development.

W10-13 /169  11.10am
Faith Boutcher
Lisa Sokoloff
Raquel Meyer

Preparing a values based landscape for excellence in seniors’ care: developing a culture of learning for interprofessional education and care

This presentation will:
• Describe a multifaceted approach to building an IPE/C based culture of learning
• Share strategies for leveraging challenges and opportunities in a complex health system
• Share a range of innovative IPE/C initiatives, partnerships and resources

Participants will leave with resources (e.g., activities, curricula) to implement in their organizations.

W10-14 /352  11.30am – 12.30pm
Mary Knab
Trisha Zeytoonjian
Rebecca Santos Inzana
Carmen Vega-Barachowitz
Ann Jampel
Maureen Schnider

Preparing Clinicians To Be Effective Interprofessional practice Instructors: A Faculty Development Workshop

Clinicians who effectively and efficiently integrate interprofessional teaching into their care delivery, facilitating learning focused on collaborative practice, are essential to expanding IPE in practice settings. Based on a faculty development program for hospital staff from multiple professions, workshop participants will experience selected teaching strategies and consider their own implementation challenges.
Perceptions of patient (un)involvement in the Surgical Safety Checklist; Implications for interprofessional collaboration within operating rooms

This ethnographic study found perceptions of patient involvement in the Surgical Safety Checklist varied across the interprofessional operating room team. The results suggest that the lack of patient involvement in the checklist might be the result of healthcare professionals’ assumptions rather than patients’ own preferences for involvement in their care.

Family leadership and facilitation in an interorganizational, interprofessional home visiting program

Little is known about family participation in co-design and facilitation of IPE activities. IPE and family leaders collaborated to merge a hospital uniprofessional home-visiting program and an university interprofessional health mentor program. Results indicate strong learner outcomes and facilitator evaluation, important for family/caregiver integration in value-based practice and education.

Health Literacy: Enabling effective interprofessional communication with patients and families for safe, quality care

This presentation will define health literacy and describe its impact on patient care and experience. Presenters will highlight strategies for addressing health literacy.
### Wednesday – Room 8

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<tbody>
<tr>
<td>W8-19</td>
<td>10.30-11.30am</td>
<td>Ted Meyer, Shelley Cohen Konrad, Kris Hall</td>
<td>The “Patient” Patient: Blending Art, Relational Learning and Interprofessional Education</td>
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</table>

*Full partnership recognizes the complementary knowledge and expertise of professionals and patients yet despite its identified merits, use of patients as educators remains relatively rare. This session highlights the use of patient art, storytelling, wisdom, and instruction to raise awareness of the uncertainty and complexity of living with chronic illness.*

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<tr>
<td>W8-20</td>
<td>11.30am</td>
<td>Zoe Hull, Collyn Baeder, Rebecca Boulos, Adrian Jung</td>
<td>Visual Voices: An Innovative Artistic Methodology for Community-Based Participatory Research, Community Building, and Knowledge Transfer</td>
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*Community-Based Participatory Research (CBPR) is a growing paradigm that is gaining momentum as a means of equitably involving, empowering, and building upon the strengths of a community. During this presentation, participants will learn how to illuminate the voices of underserved populations through a new interprofessional, arts-based CBPR methodology, Visual Voices.*

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<tr>
<td>W8-21</td>
<td>11.50am</td>
<td>Elizabeth Taylor, Cori Schmitz, Terra Manca, Sharla King</td>
<td>Utilizing Student Reflections to Inform the Development of Interprofessional Education Experiences</td>
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*Health professionals must be reflective practitioners. A qualitative study exploring Year 1 students’ perspectives on IP education revealed that many students struggle to critically reflect, rather parrot facts or content. Barriers to reflective learning emerged which provoked educators to reflection on teaching reflective practice across programs.*
VALUES BASED INTERPROFESSIONAL EDUCATION AND PRACTICE

Wednesday – Room 8

**W8-22 /153 12.10pm**

Sylvia Langlois  
Leila Lax  
Laura Murphy  
Sharona Kanofsky  
Jon Oskarsson  
Sara Promislow

Assessment of Interprofessional Collaborator Competence of Health Sciences Students in the Interfaculty Pain Curriculum at the University of Toronto

Faculty are often challenged to find methods of providing meaningful feedback to students on their development of collaborative competencies. The modified Interprofessional Collaborator Assessment Rubric was used to assess student collaboration in an interprofessional pain curriculum. Results of comparative ratings for students within a team and overall usability of ICAR will be presented.

**W8-26 /303 2.45 – 3.45pm**

Sally J. Reel  
Ronald S. Weinstein  
Allan Hamilton  
Mike Holcomb

Real-Time Virtual Interprofessional Simulation: Linking the Simulation Theater to Smart Devices

This workshop will demonstrate a live, virtual, multi-site interprofessional simulation of a sudden cardiac arrest using smart device video conferencing technologies with attendees at ATBH VII, to demonstrate remote, facilitated team-delivered care to a simulation manikin experiencing a heart attack.
### Wednesday – Room 7

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<th>Session</th>
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<tr>
<td>W7-27</td>
<td>10.30am</td>
<td>Cross-professional differences in managing difficult conversations with healthcare providers</td>
<td>David N. Dickter, Sorrel Stielstra, Sheree Aston</td>
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<tr>
<td>W7-29</td>
<td>11.10am</td>
<td>Mind the gap: The potential role of national cultural dimensions in the development of IPE</td>
<td>Marjorie Bonello</td>
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<tr>
<td>W7-31</td>
<td>11.50am</td>
<td>Investigating the nature of interprofessional collaboration in Northern Italy: key findings from a mixed methods study</td>
<td>Scott Reeves, Maria Mischo-Kelling, Heike Wieser</td>
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<tr>
<td>W7-28</td>
<td>10.50am</td>
<td>Implementation of an Interprofessional Learning and Collaboration Culture in a Danish Hospital</td>
<td>Erik Vestergaard, Birgitte Nørgaard</td>
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<tr>
<td>W7-30</td>
<td>11.30am</td>
<td>A theoretical exploration of interprofessional practice competencies in the broader context of health practice competency</td>
<td>Kathryn von Treuer, Sherryn Evans, Graham Scott</td>
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<tr>
<td>W7-32</td>
<td>12.10pm</td>
<td>Logic Model Development for Organizational Learning and System Changes</td>
<td>Savithiri Ratnapalan, Sue Dopson, Chris Bennett, Melanie Darwent</td>
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**Cross-professional differences in managing difficult conversations with healthcare providers**

We examined professional differences in the propensity to challenge another provider about a patient’s plan of care. Using checklist items from a reliable, validated assessment developed for an interprofessional objective structured clinical examination (OSCE), we found performance differences between professions among graduate students in their clinical years.

**Mind the gap: The potential role of national cultural dimensions in the development of IPE**

The presentation presents a case study analysis undertaken to explore the concept of IPE as a possible model of practice at the Faculty of Health Sciences, University of Malta. It underscores the potential impact of national culture as a tangible construct in the development of IPE and other curricular innovations.

**Implementation of an Interprofessional Learning and Collaboration Culture in a Danish Hospital**

What does it take in relation to management, IPC promotion and training and patients’ involvement to establish an IPE/IPC culture? Based on a qualitative evaluation of a three years intervention program, this presentation will highlight learning outcomes of implementing an interprofessional learning and collaborative culture in a Danish Hospital.

**A theoretical exploration of interprofessional practice competencies in the broader context of health practice competency**

Inter-professional competency models inform course work to be taught in order to prepare work-ready health graduates. Academics and practitioners inspected key materials which were distributed prior to focus groups. Subsequent workshops refined the model which informs education of health practitioners.

**Logic Model Development for Organizational Learning and System Changes**

This study evaluates staff perceptions of the best feasible model of care for children visiting the Emergency Department at a University Teaching Hospital and the impact of the logic model framework used for implementation of organizational learning and system change to improve paediatric emergency care.
Wednesday – Room 7

W7-33 /64  1.45pm
Patricia Bluteau
Debra Cureton
Lynn Clouder
Developing [Inter]professionalism: An ecological systems theory analysis

This presentation shares the findings of a discourse analysis within two UK universities of an online interprofessional learning initiative. Using ecological systems theory, we critically appraise student’s professional progression in terms of identity and social care culture. The future applications of this ecological systems theory will be explored.

W7-34 /68  2.05pm
Leamor Kahanov
Leveraging a Campus Clinic to expand Interprofessional Education and Research

Often educational institutions must create interprofessional clinical experience due to the paucity of preceptor led interprofessional collaborations. We leveraged on-campus clinics to facilitate preceptor training. Profits garnered from fee for service on-campus clinics were used to support additional training of preceptors to advance clinical experiences for off-campus clinical/fieldwork rotations.

W7-35 /88  2.25pm
Ryoko Tomizawa
Naotugu Hirabayashi
Masahiro Sigeta
Scott Reeves
Validation of a global scale to assess the quality of interprofessional teamwork in mental health settings

Few scales currently exist to assess the quality of interprofessional teamwork through team members’ perceptions of working together in mental health settings. The purpose of this study was to revise and validate an interprofessional scale to assess the quality of teamwork in inpatient psychiatric units and to use it multi-nationally.

W7-36 /25  2.45pm
Sue Pullon
Margot Skinner
Breaking in new ground to develop an interprofessional education strategy - the importance of educational governance

Governance of health professional degree programmes is challenging. Interprofessional education involves students learning with from and about each other, and cross-institutional and cross-programme co-operation. This presentation will discuss the role effective governance plays in establishing interdisciplinary collaboration across multiple already-established degree programmes in developing and sustaining high quality, integrated IPE.

W7-37 /145  3.05pm
Nawal Lutfiyya
Barbara Brandt
Frank Cerra
Getting to the Workforce Needed to Transform Healthcare Delivery

Discerning health workforce requires alignment of education and collaborative practice in new models of care that improve health outcomes. This requires testing these new models and producing evidence of effectiveness. The National Center is discerning critical success factors, including workforce, needed for this transformation to a culture of health.

W7-61 /43  3.25pm
Lynda Eccott
Victoria Wood
How to develop an integrated interprofessional curriculum

No summary available.
Wednesday – Room 14

W14-39 /100 10.30am
Olga Heath
Adam Reid
Caroline Porr
Anne Marie Sullivan
Brenda Kirby
Danielle Stennett
Carolyn Sturge Sparkes
Hubert White
Erin Davis

The Interprofessional Education: Skills Training (IPST) program: Evaluation of a two-year longitudinal experiential learning initiative

Skills Training (IPST) consists of eight-sessions over a two-year period wherein students participate in consistent interprofessional teams to learn about, experience and personally reflect on the dynamics of health/social care team collaboration. This presentation describes IPST and the evaluation results from the first cohort of IPST teams.

W14-40 /101 10.50am
Hanne Lisby

Inter-professional Educational Groups as an effort for implementing patient’s teams in future health care system

Educational groups have been introduced all over in the clinical setting at Aalborg University Hospital. The purpose is to increase the understanding of interprofessional collaboration between all the health care students. The results show that all the involved professions have achieved great understanding for interprofessionalism as a key for patient-involvement.

W14-41 /107 11.10am
Kathy Chappell
Kate Regnier
Dimitra V. Travlos

Interprofessional Continuing Education (IPCE): Planning and evaluating for impact

Interprofessional continuing education (IPCE) is a strategy to improve interprofessional collaborative practice of the health care team and patient outcomes. US accreditors for medicine, nursing and pharmacy credential organizations that provide IPCE.

Examples of outcomes are opportunities for shared learning on how to plan and implement IPCE for impact.

W14-42 /162 11.30am – 12.30pm
Jayne Frisby

Facilitating Interprofessional Learning: exploring the requisite qualities, capabilities and values

This interactive workshop aims to explore the requisite qualities, capabilities and values required to effectively facilitate interprofessional education. Participants will be encouraged to reflect upon their own experiences of facilitating interprofessional groups or teams. The challenges associated with this will be identified along with strategies to enhance interprofessional learning.

W14-43 /233 1.45pm
Mulle Signe Nielsen
Anne Mette Rasmussen

Tell us a story and you will learn - Narrative Supervision, facilitating interprofessional value-based education and practice through narratives

Narrative supervision successfully implemented at a interprofessional student driven health clinic in order to facilitate value based learning for students at the health educations at metropolitan University College in Copenhagen, Denmark. Examples from the narrative method used in practice and results from the evaluation based on qualitative and quantitative data.
Wednesday – Room 14

**W14-44** /297  2.05pm
Mel Steer
Alison Machin

Implementing place-based local authority services and its potential to improve health and wellbeing through collaborative working

A local authority implemented place-based working in a small pilot area in England to save money and improve health and wellbeing outcomes. We describe one aspect of delivery that involved early intervention with families. This involved collaborative working across interprofessional boundaries with school nurses, social workers and local government officers.

**W14-46** /129  2.45pm
Bo Morthorst Rasmussen

Love, power and trust in interprofessional collaboration

This paper ‘Love, power and trust’ in interprofessional collaboration is a theoretical contribution to understanding collaboration in the absence of face-to-face leadership. When face-to-face or unified leadership is not possible, decision-making needs indirect power, trust and even love to produce “the right” coordinating and integrating decisions. Concepts, models and results based on this theory will be presented.

**W14-45** /206  2.25pm
Erika Erlandson
Lynne Jensen
Julia Blackburn
Jimmi Hatton-Kolpek

Using Simulation to Improve Transitions of Care: Kentucky Care Across Transitions for Stroke

A study designed to assess the use of simulation to improve communication of interprofessional teams in transition of care for patients with stroke. Secondarily, to collaboratively design an interprofessional transition of care tool for use in patient handoffs.

**W14-47** /136  3.05pm
Brenda Flood
Clare Hocking
Elizabeth Smythe
Marion Jones

The spirit of interprofessional practice

What might working in the ‘spirit’ of interprofessional practice (IPP) look like? This presentation explores aspects of health practitioner experience to reveal those things that call, enable and sustain them to work in the spirit of IPP. It considers how these insights may inform the development and delivery of interprofessional education (IPE).

**W14-48** /103  3.25pm
Annika Lindh Falk
Karín E. Thörne

Sociomateriality matters – researching in learning and change in health care practices

Professional practices and knowledge in health care need to be further researched to deepen the understanding of the relationship between practice, learning and change. By using a sociomaterial perspective on practice we get a better insight of the complexity in the work situations in health care.

**OPEN MEETING**

**W14-NIPNET**  4-6pm

Nordic Interprofessional Network (NIPNET) meeting

The aim is to strengthen the network and build relationship to support IPE/IPC in the Nordic countries. The board of Nipnet invites all interested in the Nordic network. The board will give an update of the work, and listen for ideas of future directions. The Nipnet meeting of 2017 will be announced.
Wednesday – Room 15

W15-49 /289 10.30 – 11.30am
Juan-Jose Beunza
Natalia Cuesta
Juan-Luis Gonzalez-Pascual
Olga Greciano
Elena-Maria Navarro-Saiz
Victor Garcia-Flores
Eva Icaran

Protocol checklist for teaching and assessing IPECP competencies through movies and role-playing: communication, authority and roles

Attendants will experience in the workshop a practical and friendly method to teach and assess IPECP competencies (communication, authority and roles) through protocol checklist applied to many different movies and role playing scenarios. This open method allows participants to choose their own response to common IP clinical situations, as opposed to close methods of teaching and evaluation, where a single correct answer is chosen.

W15-51 /266 11.50am
Julie Derbyshire
Alison Machin

The complex interplay between culture, structures and human agency and its influence on IPL for undergraduate health care students in practice

This paper will present a case study of how an acute neurological practice context facilitates IPL for undergraduate health care students. The findings show how the interplay between culture, structures and human agency are influential to the student IPL experience. Insights into how this study will inform and influence undergraduate IPL in practice will be discussed.

W15-50 /348 11.30am
Paula Rowland
Sarah McMillan
Patti McGillicuddy
Joy Richards

What is “the” patient perspective in patient engagement programs? Implicit logics and parallels to feminist theory

W15-52 /358 12.10pm
Mary Padden-Denmead
Lauren Del Rossi
Monika Pawlowska
Mary Kientz
Patricia Quinn McGinnis

Engaging with patients in order to inform the policies and programs of health services organizations is an international imperative. These patient engagement (PE) processes are complex and are deeply rooted in values frameworks. In this qualitative study, we explore how PE practices are operating in a Canadian health services network.

Baby Lab: An Innovative Approach to Incorporate IPE Across Curriculums

Coordinating interactive IPE activities can be challenging. Baby Lab is a fun and innovative approach to engage students from different healthcare professions to plan and interact with parents and infants and each other while observing infant developmental milestones. Assessment of achievement of learning outcomes is a focus of this presentation.

Implementing and evaluating the impact of an online interprofessional education (IPE) programme

This presentation will present the qualitative evaluation findings from health and social care students and facilitator perspectives in relation to their participation in a 5 week online IPE
Wednesday – Room 15

**W15-55** /164 2.25pm
Joanne Maxwell
Keith Adamson
Clinical Documentation in an Era of Increasing Transparency: The Impact of Electronic Portals in Care

Web-based portals make it easier for patients and caregivers to access health information. For clinicians, this shift in access to health information poses challenges and necessitates a different approach to documentation. In this workshop, participants will engage in discussion around the impact of consumer portals on clinical documentation and decision-making.

**W15-56** /189 2.45 – 3.45pm
Michiel Schokking
Anneke Welmers
Nina Aalfs
Tim Klaassen
Pitfalls and Progress in IPE-Development

In the Radboud Health Academy in Nijmegen, Netherlands, educational design research was used to develop and test IPE-material. We would like to share with you our pitfalls and progress. In the end we hope to learn from each other how to identify best practices in IPE for training programs.

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**W15-54** /49 2.05pm
Lisa Sokoloff
Cindy Grief
Pairing online learning with webinars for Interprofessional knowledge transfer in geriatric mental health

An on-line learning module was paired with a live interactive webinar to enhance and consolidate learning. The topic of depression in end of life and physician assisted death was very well received. Participants noted improved confidence with the topic and preference for the blended learning format.
**Wednesday – Room 9**

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<tr>
<td>W9-57 /3</td>
<td>10.30am</td>
<td><strong>A stakeholder approach to design, implement and evaluate IPE</strong>&lt;br&gt;Albine Moser&lt;br&gt;Anita Stevens</td>
<td>In 2011 Zuyd University of Applied Sciences (the Netherlands) started with an IPE programme at the Faculty of Healthcare, comprising six educational programmes. From the beginning stakeholder participation was pursued aiming at developing an IPE programme based on values of educational staff, students, health care institutions and patient organisations.</td>
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<tr>
<td>W9-58 /10</td>
<td>10.50am</td>
<td><strong>Objectively Measuring the Impact of Clinically-Relevant Interprofessional Education Experiences on Undergraduate Medical and Nursing Student Competencies</strong>&lt;br&gt;Valentina Brashers&lt;br&gt;Jeanne Erickson&lt;br&gt;Leslie Blackhall&lt;br&gt;John Owen</td>
<td>The aim of the presentation is first to demonstrate how interprofessional communication is taught in seminars with a large group of students at the Hochschule für Gesundheit in Bochum (Germany) and second to exemplify how this way of teaching generates data, which we can use for qualitative empirical research.</td>
</tr>
<tr>
<td>W9-59 /17</td>
<td>11.10am</td>
<td><strong>Communication teaching and research combined in interprofessional seminars</strong>&lt;br&gt;André Posenau</td>
<td>How interprofessional communication is taught in seminars with a large group of students at the Hochschule für Gesundheit in Bochum (Germany) and how to provide relevant value-based solutions. The session will conclude with a review of future technologies and their potential impact on healthcare educational outcomes.</td>
</tr>
<tr>
<td>W9-60 /7</td>
<td>1.45pm</td>
<td><strong>How Simulation Could Transform Patient Safety and Workforce Morale</strong>&lt;br&gt;Andy Anderson</td>
<td>Increasing access to interprofessional faculty development is necessary to support expansion of interprofessional education (IPE) and IP collaborative practice (IPCP). This presentation will describe the development, implementation, and evaluation of a national “train-the-trainer” (T3) IP Faculty Development Program (IFDP) in the United States (U.S.).</td>
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**Wednesday – Room 9**

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<td>W9-63 /186</td>
<td>2.05pm</td>
<td><strong>Implementing a national “train-the-trainer” (T3) interprofessional faculty development program in the United States: Progress report and lessons learned</strong>&lt;br&gt;Erin Blakeney&lt;br&gt;Brenda Zierler&lt;br&gt;John Owen&lt;br&gt;Barbara Brandt</td>
<td>Increasing access to interprofessional faculty development is necessary to support expansion of interprofessional education (IPE) and IP collaborative practice (IPCP). This presentation will describe the development, implementation, and evaluation of a national “train-the-trainer” (T3) IP Faculty Development Program (IFDP) in the United States (U.S.).</td>
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Wednesday – Room 9

W9-65 /76  2.25pm
Atle Ødegård
Susanne Lindqvist
Hans Petter Iversen
Synnøve Hofseth Almås
Frøydis Vasset
Elizabeth Willumsen

University teachers’ view of IPL and their role in helping students achieve outcomes – a comparative qualitative study

We will present findings from a study conducted at three universities in Norway and UK. The objectives was to explore university teachers’ views of IPL delivered at their own institution and their perceived role in supporting students’ in achieving learning outcomes linked to IPL within their own uniprofessional teaching.

W9-66 /71  2.45pm
Sofia Nyström
Johanna Dahlberg
Samuel Edelbring
Håkan Hult
Madeleine Abrandt Dahlgren

Training interprofessional collaboration using simulation: A sociomaterial perspective

This interactive research symposium concerns interprofessional simulation-based training with medical and nursing students. The intended target audience is professionals, students, educators and researchers. Starting in a problematizing discussion on IPL and simulation, three presentations will facilitate an interactive discussion of implications for design of simulation-based training of interprofessional skills.

W9-67 /83  3.05pm
Peggy Turner
Christi Barbee
Rhonda Sparks

Expanding Interprofessional Education X10

Starting from scratch, core faculty at a major university teaching campus brought the concept of IPE to life thanks to a privately funded foundation. After 3 years of researching and developing a curriculum for 80 students, the concept was then expand to over 800 student’s campus wide.

W9-68 /97  3.25pm
Olga Heath
Tanis Adey
Nicole Snow
Adam Reid
Mary Bursey
Brenda Kirby
Carolyn Sturge

Interprofessional education (IPE) facilitators: Improving facilitators’ ability to respond to challenging interactions which arise in small interprofessional groups

Although facilitation of IPE is complex, there is little literature on training facilitators to manage complicated group issues. We present a review of the IPE facilitator training literature, highlighting the paucity of information about facilitating complex interactions. We outline the development of a process training activity and demonstrate its use.
Wednesday – Room 11

W11-23 /252 10.30am
Heather Fraser
Sarah Roe
Stakeholder involvement in the development of an interprofessional service improvement module - Practising what we preach in “Working Together to Lead Service Improvement”

This session will focus on stakeholder involvement in developing an interprofessional module for undergraduate healthcare students at Coventry University. Topics covered will be the involvement of stakeholders throughout the module and evaluations of the experience from the perspectives of tutors, students, practice partners and service users.

W11-24 /265 10.50am
Laura Sherlock
Service Users as Educators – Improving Future Mental Healthcare

A paper exploring a narrative inquiry into a service user led, recovery focused, interprofessional education project in mental health at King’s College London. Speaking as service user, educator, and research student the presenter suggests reasons why the project is an excellent tool for improving future healthcare.

W11-25 /305 11.10am
Kelly N. Kilgour
Patient Engagement within Interprofessional Healthcare Teams: A Bedside Perspective

Patients and family caregivers’ perspectives of interprofessional teams and their patient engagements will be highlighted, based on an action research study conducted on two Canadian interprofessional teams. This presentation may assist health professionals to gain a greater understanding of their interprofessional collaboration practices along with patient engagement integration and impacts.

W11-70 /236 11.30am
Arinola Adefila
Steven Ball
Lynn Clouder
Patricia Bluteau
Meet HOLLIE: A virtual patient supporting the development of collaborative skills

To support interprofessional learning and practice, we have used a computer-supported collaborative learning environment to enhance interprofessional communication skills among health and social care students. This paper presents “HOLLIE,” the virtual patient students interact with, the technical and practical challenges associated with producing an interprofessional learning resource and students’ feedback.

W11-71 /239 11.50am
Sundari Joseph
Lesley Diack
Patrick Walker
Listening to cancer patients’ journeys to inform values based interprofessional education

This presentation will describe research on the cancer journeys experienced by patients and their engagement with different agencies including the NHS, social services, local authority, and voluntary sectors. Cancer patients were able to provide valuable insights and contribute to the curriculum development of future health and social care professionals.
Wednesday – Room 11

**W11-72 /398** 12.10pm

Issac Lim

**Cultural-Historical Activity Theory: Current and Potential Contributions to Interprofessional Research**

Theories are rarely used to understand interprofessional work although they are immensely useful. In this presentation, I will provide a review, synthesis, and critic of CHAT-inspired empirical literature related to the delivery of patient care in interprofessional settings, as well as an integrative schema for CHAT-inspired work.

**W11-73 /170** 1.45 – 2.45pm

Terri Fowler
Donna Kern
Sachin Patel
Shannon Phillips
Kelly Ragucci
Ken Ruggiero
Jane Zapka
Gail Stuart

**Virtual Interprofessional Education: An Innovative, Technology Driven Approach**

New and innovative approaches to interprofessional education need to be developed if academic settings are to provide high quality, high impact education. The Virtual Interprofessional Learning platform utilizes avatar technology in an online, asynchronous IP learning environment to engage learners across disciplines and geographies.

**W11-74 /52** 2.45pm

Libby Thomas

**Legitimising students clinical involvement through interprofessional full patient simulation**

Using phenomenological techniques, this study explored how simulation provides a previously unreported link between theory and clinical practice. Using the students’ narrative, this presentation describes how interprofessional full patient simulation offers students lived interprofessional experiences and appears to legitimise greater involvement in clinical practice.

**W11-75 /354** 3.05pm

Alan Dow

**Training Expert Collaborators: Creating a Developmental Model**

This presentation will describe the rationale and process for creating a developmental model for interprofessional competency. Then, the presenter will give examples of the applying this model to instruction, assessment, and evaluation of IPE curriculum.

**W11-76 /313** 3.25pm

Brian Sick
Connie C. Schmitz
Barbara Brandt

**Evaluating the Effectiveness of Interprofessional Education Programs for Foundation Learners in the Health Professions**

In this oral presentation, the viability of a systems level formative evaluation for studying IPE programs within larger training contexts will be discussed. It is designed for academic leaders who are responsible for creating or evaluating IPE programs for foundational (i.e., pre-licensure) learners.
### Wednesday Posters – North School

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<td>Keiko Abe, Hiroki Yasui, Manako Hanya, Yasushi Uchiyama, Etsuko Fuchita</td>
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<td>WN-02</td>
<td>Health Care Professionals' Readiness for an Interprofessional Orthogeriatric Unit: A Cross-Sectional Survey</td>
<td>Charlotte Abrahamsen, Birgitte Nørgaard, Eva Draborg</td>
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<td>WN-03</td>
<td>Implementation of Interprofessional Student Teams in Specialized Health Services - Implications for Models of Practice, Understanding, Interaction and Identity</td>
<td>Irene Aasen Anderson, Aud Berit Fossøy</td>
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<td>WN-04</td>
<td>Using Principles of Interprofessional Education to Transform Primary Care Practice</td>
<td>Christine Arenson, George Valko, Elizabeth Speakman</td>
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<td>WN-05</td>
<td>University IP Teams with Nursing, Social Work, and Medical Students Valuing ‘Real World’ Face-to-Face Interactions with Senior Mentors Leading to Learning about Healthy Aging</td>
<td>Jo Ann Bamdas</td>
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<td>WN-06</td>
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<td>Jo Ann Bamdas</td>
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<td>Online IPE – An Anachronism or Useful Tools for Learning Interprofessional Collaborative Practice?</td>
<td>Gerd Bjørke, Bente Kvilhaugsvik Synnøve, Hofseth Almås, Sigurd Roger Nilsen</td>
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<td>WN-08</td>
<td>Physicians’ and Nursing Staffs’ Attitudes to Interprofessional Education and Inter-professional Collaboration in Paediatrics</td>
<td>Sebastian Bode, Marcus Krüger, Christine Straub</td>
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<td>Promoting Resilience through Interprofessional Education</td>
<td>Margaret Brommelsiek, Jane A. Peterson</td>
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<td>Values-Based Collaborative Learning Through a Dentistry and Nursing Partnership</td>
<td>Blasé Brown, Jennifer O’Rourke</td>
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<td>Students’ Experience of a Successful Interprofessional Training Ward</td>
<td>Lisa Bergström, Elisabeth Bohman, Marie Sjöstedt, Ann-Christin Cardholm, Margaretha Forsberg-Larm, Uffe Hyllin</td>
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<td>We Develop Welfare Together – Locally</td>
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<td>Interprofessional Education, Nursing and Dental Hygiene: Interprofessional Values and Patient-Centered Care</td>
<td>Sally Decker, Kitrina Cordell Molly Rosebush</td>
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<td>Collaboration at Your Fingertips: Enhancing an Interprofessional Culture Through the Partial Re-Design of a Hospital Intranet</td>
<td>Siobhan Donaghy, Karen Johansen, Katherine Nazimek</td>
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Amanda Mayo
Jennifer Shaffer
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Joshua Chambers
Becky Baker
Susanne Lindqvist
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Sabine Homeyer
Roman F. Oppermann
Wolfgang Hoffmann
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Amani AlHaddad
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Linda Fowler
Supporting Sudden Parental Bereavement in children: the potential value of interprofessional and value based practice for improved outcomes

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Rachel Franklin
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Marion Waite
Clare Martin
David Duce
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Julian Grant
Values and evidence: developing a framework for the collaborative education for professionals who will work with children from birth to five years

NOTE TO POSTER AUTHORS
All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
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Rebecca Weaver Lewis
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Charlotte Beck
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Ben Mortenson
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Shayna Rusticus
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Anders Barheim
Law students in teams with health professional students. The experiences from students and nursing home staff

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Hisashi, Yoshimoto
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Kaori Ishikawa, Reiko Kuzuya and Miku Takahashi
Trial Workshops on Interprofessional working to support the mental health of residents in a Rural Area of Japan with Limited Social Resources for Mental Health Care

**WN-38 /35**
Flemming Jakobsen, Anne Mette Mørcke Torben Bæk Hansen
An investigation of how and why learning occurs in an interprofessional clinical placement in an orthopedic out-patient clinic: A focused ethnography study

**WN-39 /175**
Aino-Liisa Jussila
Tuomas Juustila
Tiina Tervaskanto-Mäentausta
Towards Interprofessional Collaboration in Vision Care

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**NOTE TO POSTER AUTHORS**
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Jonna Juntunen
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All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
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Jude Mohammed
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Enhancing the students’ experience of interprofessional education in practice

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Kiloran Metcalfe
G Alg
L Wright
C Merriman
S Thompson
Is Inter-professional education an effective way to teach geriatric medicine to medical and nursing students?

WS-57 /87
Daniel Mickool
A discussion and review of building a collaborative practice in order to optimize patient outcomes and teach learners interprofessional communication skills

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Courtney Murphy
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Sue Murphy
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Hikaru Nakamura
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Jan Sørensen
Adaptation and reliability of the Readiness for Interprofessional Learning Scale in a Danish student and health professional setting

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NOTE TO POSTER AUTHORS
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Yoshimichi Ogawa
Etsuko Higashikawa
Support Policy for People with Brain Injuries in Japan and its Practice and Development

**WS-66 /89**
Marg Olfert
Jennifer Stefura
Students’ Knowledge, Attitudes and Beliefs about Interprofessional Practice: Catching a Glimpse of Professional Identity in the Context of Peer Learning

**WS-67 /102**
Yu Han Ong
Issac Lim
Wee Shiong Lim
Trans-departmental Predictors of Shared leadership in Interprofessional Teams

**WS-68 /208**
Tika Ormond
Isabel Jamieson
Setting up of Interprofessional education experiences: Small steps leads to ....

**WS-69 /420**
Tika Ormond
Gina Tillard
Kate Cook
Technology and Social Media: How does social media impact on professionalism within the health professional student?

**WS-70 /9**
John Owen
Donna Lake
Transforming Traditional Continuing Education (CE) into Continuing Interprofessional Education (CIPE): Lessons from a Real-World CIPE Training Initiative

**WS-71 /141**
Isabel Paton
Narelle Paton
Joy Higgs
Preparing students for Interprofessional Practice

**WS-72 /96**
Adam Reid
Olga Heath
Danielle Stennett
Interprofessional practice-based learning: Interprofessional knowledge, skills and attitude changes in practice placement students from medicine, nursing, and pharmacy

**WS-73 /422**
Paula Rowland
Dean Listing
Lynne Sinclair
G. Ross Baker
How inter-professional team dynamics influence the effectiveness of quality improvement teams: A scoping review

**WS-74 /86**
Arlinda Ruco
Jillian Chandler
Peter Ash
Kathryn Nichol
Building capacity in health professionals to conduct quality improvement: insights from a collaborative multi-organizational program

**WS-75 /192**
Maria Da Conceição Carneiro
Pessoa De Santana
Nildo Alves Batista
Rosana Ap. Salvador Rossit
Interprofessionalism in multidisciplinary residency in health of northeast Brazil

**WS-76 /156**
Shinji Sato
Norie Oobu
Ryo Kubota
Noriko Shimase
Minoru Kawamata
Akihisa Matsuo
Hiromi Nakamura
Hiroko Ihara
Ako Yoshinaga
Kazunori Kayaba
Analyses of the results of a questionnaire administered to students participating in IPW training

**WS-77 /207**
Martha Sexton
Shipra Singh
Michael J. Peeters
A Team-Based Approach to Formative Assessment-FOR-Learning in IPE

**WS-78 /209**
Martha Sexton
Michael J. Peeters
Shipra Singh
Piloting a Team-based Assessment of Knowledge in an Interprofessional Education Course: Psychometric Considerations

**WS-79 /210**
Martha Sexton
Patrick McGrady
Constructing an IPE Field Study Based on Kolb’s Experiential Learning Theory
# Wednesday Posters – South School

<table>
<thead>
<tr>
<th>Poster</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS-80</td>
<td>Exploring the Impact of Interprofessional Clinical Rounding</td>
<td>Martha Sexton, Heather Langley, Tyler McNutt</td>
</tr>
<tr>
<td>WS-81</td>
<td>Educational Effects of the IPE Program Structured by PBL with Paper-based Patient on Nine Professions Students</td>
<td>Toshinori SHIMOI, Chie Saito, Yuko Komachi, Michiko Fukushima, Syogo Kojima, Naoko Kato</td>
</tr>
<tr>
<td>WS-82</td>
<td>Exploring the Evolution and Journey to Interprofessional Practice at the IWK Health Centre</td>
<td>Heather Simmons, Glenn Breen, Amy Crowley, Judy Elliot, Annette Fraser, Tonya Grant, Chantal LeBlanc, Melanie MacInnis, Rob Martell, Darren Oystreck, Mike Sangster, Tina Strickland, Kristin Taylor, Andrea Waters, Vicky Wolfe</td>
</tr>
<tr>
<td>WS-83</td>
<td>Africa Interprofessional Education Network (AfriPEN): New kid on the block!</td>
<td>Stefanus Snyman, Kitty Uys, Marius Hedimbi, and Firdouza Waggie</td>
</tr>
<tr>
<td>WS-84</td>
<td>Interprofessional case seminars – a high valued activity in a primary healthcare setting</td>
<td>Helena Sohlman, Eirini Mazneikou, Hässelby Akalla, Ulla Thörnbloom</td>
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<tr>
<td>WS-85</td>
<td>Turning to We: Performativity in interprofessional practices</td>
<td>Susan Sommerfeldt, Vera Caine</td>
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<tr>
<td>WS-86</td>
<td>Making the financial case for expanding interprofessional education and patient care to small and rural hospitals</td>
<td>Mate Soric, Jason Glowczewski, Rachael Lerman</td>
</tr>
<tr>
<td>WS-87</td>
<td>An Intersectoral Policy for the Education of Health Professionals: Aligning Health and Education as Learning Systems (with other Sectors)</td>
<td>Beat Sottas, Heidi Höppner, Ilona Kickbusch, Jürgen M. Pelikan, Josef Probst</td>
</tr>
<tr>
<td>WS-88</td>
<td>Cultivation of a conceptual framework for the delivery and evaluation of collaborative learning</td>
<td>Melanie Stephens, Elizabeth Tudor, Michelle Cullen</td>
</tr>
<tr>
<td>WS-89</td>
<td>Interprofessional Education Experience of Filipino Rehabilitation Professionals and Their Attitudes towards Interprofessional Collaboration</td>
<td>Michael Sy, Turu’ Allo, Wimzy Rizky Prabhat, Fitri Arkham, Florentina Carolin, Puspita Hapsari</td>
</tr>
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</table>

**NOTE TO POSTER AUTHORS**

All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
Wednesday Posters – South School

**WS-92** /135
Tuija Viking
A Model for Handling “Controversial” Controversies: theoretical ideas to promote Interprofessional Learning

**WS-93** /191
Gabriele Vilanova Rosana Rossit
Learn together to work together: interprofessional education for patient safety in Brazil

**WS-94** /230
Andre Vyt
Development and validation of a questionnaire to self-assess the quality of interprofessional team meetings in primary and community health care

**WS-95** /294
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Validation and factor analysis of a quickscan based on the Interprofessional Practice and Education Quality Scales (IPEQS)

**WS-96** /122
Susan Waller
Process is Paramount: Clinical Educators describe Values Based Practice Education

**WS-97** /123
Susan Waller
Valued Based Collaboration for Student Placements

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Birgit Wershofen Martin R Fischer
A pilot project evaluating an interprofessional communication seminar in nursing and medical education

**WS-99** /244
Jewelry Yep Luis I. Garcia Carole-Rae Reed Margaret Slusser Kelly Dougherty
Team Players or Lone Wolves? Assessing Preprofessional, Undergraduate Students’ Attitudes Toward Health Care Teams

**WS-100** /205
Marya J. Cohen Bonnie Blanchfield Katherine Shea Meissa Jones Patricia Reidy Amy Weinstein
Assessing Interprofessional Education in a Student-Faculty Collaborative Practice Network

**NOTE TO POSTER AUTHORS**
All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
### Thursday – At a glance

Please remember if you wish to attend the evening social events, you need to book your places at registration.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8AM</td>
<td>REGISTRATION</td>
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<td>Register at reception</td>
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<tr>
<td>9AM</td>
<td>OPENING</td>
<td>SHELDONIAN THEATRE</td>
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<tr>
<td></td>
<td>Keynote speakers: Dame Sue Bailey and Julia Samuel</td>
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<tr>
<td>10AM</td>
<td>MORNING BREAK</td>
<td>EXAMINATION HALLS</td>
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<td>Tea and coffee</td>
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<tr>
<td>10.30AM</td>
<td>MORNING SESSIONS</td>
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<td>For further details see pages 54-67</td>
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<tr>
<td>12.30PM</td>
<td>LUNCH BREAK</td>
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<td>Lunch is provided in the Examination Halls, North and South School (where the posters are located)</td>
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<tr>
<td>1.45PM</td>
<td>AFTERNOON SESSIONS</td>
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<td>For further details see pages 54-67</td>
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<tr>
<td>3.45PM</td>
<td>AFTERNOON BREAK</td>
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<td>Tea and coffee</td>
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<td>4.15PM</td>
<td>PLENARY</td>
<td>SHELDONIAN THEATRE</td>
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<tr>
<td></td>
<td>Keynote speakers: Professor Chris Lavy and Dr Ismail Casimjee</td>
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<tr>
<td>5.15-6PM</td>
<td>STUDENT SESSION</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>Informal gathering for students in Room 14</td>
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<tr>
<td>5.15-6PM</td>
<td>WCC OPEN MEETING</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>World Interprofessional Education and Collaborative Practice Coordinating Committee are holding an open meeting in Room 11</td>
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<tr>
<td>7PM</td>
<td>CONFERENCE DINNER</td>
<td>BALLIOL COLLEGE</td>
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<tr>
<td></td>
<td>Conference dinner at Balliol College (pre-bookng essential, admission by ticket only). You can book your places at registration.</td>
<td></td>
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</tbody>
</table>

Please note the programme is correct at the time of printing and may be subject to change.
Student Session

This session will be an opportunity for all students attending the conference, both pre and post registration to meet and get to know like minded colleagues from other health and social care professions and from other parts of the world. There will be opportunities to exchange experiences and discuss similarities and differences. All students are warmly welcome to attend.
Sue Bailey is a Consultant Child and Adolescent Forensic psychiatrist and Professor of Mental Health Policy in North West of England. She is also Non-Executive Director for UHSM – University Hospitals South Manchester.

Sue’s research interests include development of needs and risk assessment measures for use with young offenders with mental illness and development of community and secure inpatient treatment for young offenders both nationally and internationally.

As a past President of the Royal College of Psychiatrists, she worked with health and social care professionals, patients and carers to help bring about Parity of Esteem between mental and physical health which is now enshrined in Primary Legislation in England.

Current roles are Senior Clinical Advisor for Mental Health and Learning Disability for Health Education England. Chair, Academy of Medical Royal Colleges.

Sue was made an OBE in 2002 for services to Mental Health and young offenders and in 2013 made a DBE for services to Psychiatry and for voluntary service to People with Mental Health Conditions.

On an international platform, Sue is current Chair of UEMS CAP Section, elected member of EPA Council, secretary of EFCAP and member of programmes meeting of the WPA.

Julia is Counsellor for Paediatrics at St Mary’s Paddington, where her role for 22 years involved seeing families who have children or babies who die, and now is training and supporting the staff. She has a private practice where she sees families and individuals on a wide variety of issues. She worked to help establish and launch Child Bereavement UK and as Founder Patron continues to be very active in many aspects of the Charity’s work. Julia has been a Primary Tutor at Metanoia Institute for 9 years, training adults on a BA course in counselling and was an Honorary Fellow, Imperial College, 2004-2014. She is a Vice President of BACP.
Dr Ismail Cassimjee
CONSULTANT VASCULAR SURGEON, JOHANNESBURG, SOUTH AFRICA

Dr Ismail Cassimjee is a consultant vascular surgeon who is currently reading for a DPhil in the Nuffield Department of Surgery at the University of Oxford. He completed his undergraduate as well attaining his post graduate General Surgical and Vascular Surgery qualifications at the University of Witwatersrand in South Africa. He spent the last 12 years working in the Chris-Hani Baragwanath and the Charlotte-Maxeke Johannesburg academic hospitals. He has considerable experience with managing service delivery as well as training health care professionals in a resource constrained environment.

Professor Chris Lavy
OBE MD MCh FRCS

Chris Lavy is Professor of Orthopaedic and Tropical Surgery and Consultant Orthopaedic Surgeon at the University of Oxford. He is on the Council for the Royal College of Surgeons of England. He has set up two children’s hospitals in Malawi and Zambia and helped establish the College of Surgeons of East, Central and Southern Africa. He leads two programmes funded by DFID to improve clubfoot training, basic trauma training and orthopaedic surgical training in sub-Saharan Africa. He is a Commissioner for the Lancet Commission on Global Surgery, calling for universal access to safe and affordable surgery and anaesthesia care.

Oxford Brookes, Marston Road Campus, home of Health and Life Sciences
## Thursday – Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 6</th>
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<th>Room 11</th>
<th>Room 7</th>
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### 10AM Tea & Coffee

10AM TEA & COFFEE

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<td>T11-104</td>
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### 12.30-1.45PM Lunch Break

12.30-1.45PM LUNCH BREAK

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### 3.45PM Tea & Coffee

3.45PM TEA & COFFEE

### 6PM End

6PM END

**Oral presentation** | **Interactive workshop** | **Symposium**
# Thursday – Timetable

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<tr>
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<th>ROOM 15</th>
<th>ROOM 9</th>
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</table>
Thursday – Room 6

**T6-77 /351**  10.30 – 11.30am

Nanna Hauksdottir  
Bente Norbye  
Johanna Dahlberg  
Rita Jentoft  
Madeleine Abrandt Dahlgren

**From patient-centredness to partnership: Re-thinking the client’s role in IPE**

This workshop problematises interprofessional education and how students learn to include the client as partner in the interprofessional collaboration in health care. The expected outcomes are that participants will formulate central arguments in order to facilitate the re-conceptualising of the client role shifting from patient-centredness to client participation.

**T6-78 /70**  11.30am

Sawako Okamoto  
Miki Hamada  
Naoya Obana  
Tatsuya Noda  
Tomoaki Imamura

**Changes in DM-patients’ need for support from medical providers according to diagnosis phase**

Patients’ adherence to treatment is influenced by values embodied in their concerns and desires. We examined the need for medical provider involvement and support among diabetes mellitus (DM) patients at various clinical phases—immediately after diagnosis through decision-making. We found that patients’ anxiety appeared to compromise their adherence to treatment.

**T6-79 /19**  11.50am

Sue McNaughton  
Brenda Flood

**Where the rubber hits the road: An interprofessional model of care in action**

This presentation showcases an interprofessional model of care in action and considers practical tools and mechanisms that enabled fourteen students from eight different disciplines to collaboratively provide an interprofessional service to twelve clients/patients with diabetes. It also presents health outcomes and experiences as perceived by clients/patients, students and educators.

**T6-80 /4**  12.10pm

Eli Anderson

**Experiencing the Story**

To acknowledge the power of story is to understand its ability to provide healing and adaptation to various social and cultural ecologies for the person. It embodies thoughts, knowledge and heritage, and reveals the language of the world and community in which we live.

**T6-81 /342**  1.45 – 2.45pm

Carmelo C. Cunanan  
Daniel R. Kambey  
Lap Ki Chan  
Stefanus Snyman

**Starting IPECP networks from scratch: Sharing and learning from each other in overcoming challenges**

New interprofessional education and collaborative practice (IPECP) initiatives are mushrooming around the world. In this symposium delegates from four diverse IPECP contexts will share their breakthroughs and challenges, before facilitating an interactive discussion to learn from other attendees in their efforts to finding guidance in establishing relevant and sustainable IPECP.
Thursday – Room 6

**T6-82 /281  2.45pm**

Carole Orchard

**Challenging existing assumptions about patients (service users) role within collaborative teams: An exploration to derive a theorized model for testing**

Interprofessional client-centred collaborative practice postulates that patients are included team members; patient’s role enactment is rarely discussed. Studies focusing on collaborative practice rarely discuss integration of self-care between patients and health providers. This session will explore a theorized understanding of patients’ self-care role. A refined model will be presented.

**T6-83 /80  3.05pm**

Genevieve Beaard
John Dent
Jessica Keim-Malpass
Valentina Brashers

**Patient Perceptions of Teamwork in Interprofessional Bedside Rounding Processes**

This presentation will share the findings from a study assessing patient perceptions of teamwork when exposed to a structured interprofessional bedside rounding process. Using surveys and observations, our team was able to discover key insights into specific teamwork behaviours found in a successful rounding structure.

**T6-84 /124  3.25pm**

Samantha Shepard
Morgan Mitchell
Shelley Cohen Konrad
Edward Bilsky

**Patient-informed Chronic Pain Practice: An Innovative Teaching and Practice Model**

Utilizing lecture, case studies and short case narrative viewings, this presentation provides insight into the importance of patient-voice and interprofessional practice in healthcare. In addition to enhancing the perspectives of students, professionals and scholars, this presentation focuses on a multifaceted model for pain treatment, generalizable to other populations of patients.
THURSDAY – Room 10

T10-86 /158 10.50am
Peggy Wros
Launa Rae Mathews
Jennifer Boyd

I-CAN: An Innovative Interprofessional Clinical Practice and Education Project

The Interprofessional Care Access Network (I-CAN) is an innovative academic-practice model for collaborative practice and education designed to enhance the healthcare experience, improve population health outcomes, and reduce healthcare costs for disadvantaged and underserved individuals, families, and populations by addressing social determinants of health, health education, and health navigation.

T10-87 /159 11.10am
Cora Visser
Rashmi Kusurkar
Tineke (H.E.) Westerveld
Gerda Croiset
Olle ten Cate

Clinical Interprofessional Education: what students value, from a motivational perspective

For successful IPE, affective factors (‘Why learn?’) could be more important than content. According to the Self-Determination Theory of motivation, feeling of choice, feeling capable, and feeling of belonging drive autonomous motivation and can improve performance. We interviewed students after IPE on a ward, for elements influencing their motivation.

T10-88 /8 11.30am – 12.30pm
Anthony Breitbach
Scott Reeves
Simon Fletcher

Utilizing Sport to Study and Improve Global Interprofessional Collaborative Health Care

This workshop hosts a research study to understand the relationships between sports medicine and interprofessional healthcare in order to form the foundations of a shared research agenda. Participation in this study, optional for workshop attendees, will involve engagement in a consensus event using a World Café technique for stakeholders (e.g. practitioners, educators, researchers) from the fields of sports medicine and Interprofessional health care. This study has received ethical approval (SLU IRB #27224). Data and audio recordings in the World Café will be collected anonymously to protect participants.

T10-89 /349 1.45pm
Paula Rowland
Sarah McMillan

Patient engagement programs for organizational change: Multiple value frameworks at play

Ideally, patient engagement (PE) programs create space for patients to use their experience – and their values – to inform organizational change. The purpose of this study was to examine the various value sets that are at play within PE programs. This was accomplished through an analysis of PE documents in Canada.

T10-90 /374 2.05pm
Sarah Berger
Cornelia Mahler
Katja Krug

“Health Care English”: a medium for facilitating interprofessional communication in non-native speakers at undergraduate level

The aim of an Interprofessional Seminar - Health Care English was to deliver foreign language health-related course content while promoting interprofessional communication competence development in students from different health professions. It proved to be a unique and exciting medium... (continued on next page)
for health care students to practice and develop interprofessional communication competencies.

**T10-91 /387 2.25pm**

Debra Hain
Reinaldo Rosario
Ruth Tappen
Robb McGory
Maureen Merrick-Rose

**Patient-Interprofessional Team Partnership in Ethnically Diverse Adults with Chronic Kidney Disease**

Engagement in self-management is essential for improved health in adults living with advanced chronic kidney disease who are required to manage a complex medical regimen; however, this can be challenging and often necessitates self-management support. A patient-interprofessional team partnership model of care offers a unique, integrative approach for self-management support.

**T10-92 /168 2.45pm**

Christie Newton
Deborah Kopansky-Giles

**An Interprofessional ‘How-To’ Guide for Teaching and Assessing the Collaborator Role competencies in Family Medicine Residency training**

Collaborative practice competencies are essential for effective practice in today’s health care system. However, identifying and assessing collaborator role competencies through health professional and residency training remains challenging. This presentation will introduce a new Canadian How-To Guide for teaching and assessing these competencies and share implementation strategies.

**T10-93 /182 3.05pm**

Dianne Allen
Carole Orchard
Mickey Kerr
Eunice Gorman
Marilyn Evans

**Interprofessional Role Clarification Among Health and Social Care Practitioners: Conceptualization, Enactment and Measurement**

Interprofessional role clarification (IPRC) is a required component of interprofessional collaboration. In this session, the concept of IPRC will be summarised and role theory and the CIHC IP Competency Framework as underpinnings will be discussed. Finally, a model related IPRC and the development of the IPRC Scale will be presented.

**T10-94 /183 3.25pm**

Margaret Brommelsiek
Jane A. Peterson

**Embracing Silence: Enhancing Nonverbal Communication in Interprofessional Practice**

Learning to process non-verbal cues of patients and members of interprofessional teams is an important element of patient-centered care requiring an ability to read body data and a willingness to embrace silence through open listening and keen observation skills. Health professions students attended immersion sessions focused on developing these skills.
Thursday – Room 11

T11-95 /36 10.30 – 11.30am
Phillip G. Clark
Joyce Engel
Donna McAuliffe
Andrew Papanikitas

What Would a Field of Interprofessional Ethics Look Like? Professional Perspectives and International Contexts

Interprofessional ethics is emerging as an important component of interprofessional education and practice. We present perspectives from the professions of nursing, social work, medicine, and public health and the national contexts of Canada, Australia, UK, and US on this new field. This session combines presentations and interactive case study discussion.

T11-96 /163 11.30am
Caroline Long Burry
Margarete Parrish
Jane Ewbank

Five Professions, Two Countries, Six Students and One Psychiatric Hospital: What Could Possibly Go Right?

This presentation describes the rewards and challenges of conducting an interprofessional international research project with post-graduate students in social work, law, nursing and pharmacology.

T11-97 /178 11.50am
Alison Machin
Suzanne Crozier
Julie Derbyshire

The relationship between leadership, followership and interprofessional learning facilitation skills: reflections on research, theory and practice

This paper presents a qualitative study of IPL facilitators’ perceptions of the skills required for the role. The importance of values based transformational leadership skills for IPL is established and the potential influence of IPL student followership in classroom based IPL explored. Implications for IPL staff development are identified.

T11-98 /241 12.10pm
Stefanus Snyman
Maryke Geldenhuys

Did exposing an interprofessional class of first years to an underserved community contribute to the students’ contextualisation of the determinants of health?

Undergraduate students often don’t see the relevance of Public Health. This study investigated how exposing an interprofessional class of first years to an underserved community, changed this perception. Results indicated an improved understanding of social determinants of health and motivated students to help address health inequity.

T11-99 /157 1.45pm
Terri Dentry
Melanie Block
Deborah Zion
Andrew Stewart

Branching Out: Implications for enhanced client advocacy through joint sessions as part of an interprofessional practice program

The Branching Out program utilized interprofessional practice principles to support change in key domains contributing to chronic pain experience. Client outcomes were correlated to team advocacy, empowerment and increased health literacy. Relational ethics was employed for exploring issues related to teamwork, care and autonomy of clients within this setting.
Thursday – Room 11

**T11-100 /172 2.05pm**

Jenny Lorimer

**How do students learn from service users during Interprofessional Education (IPE)?**

The study was designed examine in detail students’ responses to service user narratives. The students’ written feedback to the service users was examined using inductive and deductive strategies. Supporting the students in reflecting on their learning in a supportive environment in which the importance of emphasising positivity and commonality was found to be important.

**T11-102 /385 2.45pm**

Kristina Jäkel Denise Wilfling Jost Steinhäuser

**Transitional care and its effects on caregivers in interprofessional primary care – A systematic review**

Transitional care comprises transitions from one care setting to another, transitions within a care setting and, especially in the context of caregiving, the transition into the role of a caregiver. This systematic review identifies and discusses transitional care measures, professions involved and their effects on family caregivers.

**T11-103 /327 3.05pm**

Margo Brewer Hugh Barr

**Team-based interprofessional student placements: Applying an Australian – European model**

The presentation will disseminate experience in devising, delivering and evaluating team-based interprofessional placements for pre-

**T11-104 /447 3.25pm**

Pip Hardy Neil Churchill

**Decoding the DNA of Care: creating digital stories with staff across the interprofessional spectrum**

Stories are the DNA of care, transmitting information, shaping cultures, deepening reflection, offering learning opportunities, prompting discussion and promoting greater understanding. Staff across the interprofessional spectrum created Patient Voices digital stories that have resulted in greater understanding, connectedness and compassion for themselves, each other and their patients.
Thursday – Room 7

### T7-105 /188 10.30am

Rosana Rossit  
Sylvia Helena Batista  
Nildo Alves Batista  

**Professional training in the perspective of the interprofessional education: perception of graduates**

As proposed pioneer in Brazil and after completing the training program based on interprofessional education, graduates of physical education, physiotherapy, nutrition and occupational therapy evaluated the training received, after two years of practice. An exploratory study was developed, using the attitudinal scale with 26-assertive for three dimensions: teamwork and collaboration; professional identity; patient-centered care.

In order to evaluate interprofessional education appropriate instruments are necessary. A structured review was performed to identify instruments and make recommendations for use according to the modified Kirkpatrick levels. Nine reviews were found with heterogenous instruments, mainly in English language. Translated instruments are necessary for international comparability.

### T7-106 /213 10.50am

Avril Lee  
Dale Sheehan  

**Collaborative practice medicine and pharmacy working together to teach safe prescribing of opioids in the clinical setting**

This presentation shares a three site initiative between pharmacy and medicine to encourage safe prescribing in the junior doctor workforce. The project took an interprofessional and multifaceted approach to education design using a matrix of teaching and supervision interventions. We will share our results and intentions for the future.

### T7-107 /235 11.10am

Uffe Hyllin  
Lisa Bergström  
Elisabeth Boman  
Marie Sjöstedt  
Ann-Christin Cardholm  
Margaretha Forsberg-Larm  

**Team building – a way of enhancing interprofessional learning**

The objective with this presentation is to give knowledge about methods for how students from different health care educational programs can be facilitated in their development towards a team. The presentation will give an understanding how to create teamwork activities, how teamwork develops and how to communicate interprofessionally.

### T7-108 /187 11.30am

Cornelia Mahler  
Sylvia Kaap-Fröhlich  
Marion Huber  
Theresa Scherer  
Jan Ehlers  

**Scoping Review: Instruments to evaluate interprofessional education**

We present how five community care teams have worked with students and researchers in an action research project to develop a ‘thermometer’ to monitor and improve their interprofessional collaboration. Besides the use of this ‘thermometer’ they used practice development methods to facilitate the change process to perform more successful.
Thursday – Room 7

**T7-110 /231 12.10pm**
Natalia Cuesta
Juan Luis González-Pascual
Andrés López-Romero
Juan José Beúnza

**Training students to succeed: Development of a novel undergraduate Interprofessional Education program in Primary Care in Spain**

To date, Spanish universities lack interprofessional learning opportunities in practice which engage a team of health care students. The Universidad Europea de Madrid has implemented a novel program of Interprofessional Education in Primary Care for Medicine and Nursing undergraduate students. 100 students of Medicine and 60 of Nursing have participated.

**T7-111 /251 1.45 – 2.45pm**
Maggie Hutchings
Janet Scammell
Jane Fry

**Agency, connectivity and humanisation for fostering and sustaining caring practice**

The symposium invites participants to consider what it takes to enact and sustain the praxis of humanising care in being ‘professional’, by focusing on different facets of a conceptual values based framework for humanisation, used as a touchstone, template, and roadmap to guide professional interprofessional and transprofessional caring practice.

**T7-112 /44 2.45pm**
Lynda Eccott
Victoria Wood

**Integrating ethics content across health professional programs**

This presentation will provide an overview of the development and evaluation of an integrated ethics curriculum that is allowing programs to replace existing ethics content with common learning; enhance unidisciplinary teaching by integrating interprofessional concepts; and implement interprofessional learning as a required component of programs rather than as an add-on.

**T7-113 /253 3.05pm**
Elizabeth McLaney
Robyn Davies
Diana Goliss
Sara McEwen
Siobhan Donaghy

**Developing a Hospital-based Interprofessional Team Evaluation Framework**

Effective interprofessional collaboration (IPC) is multi-faceted, fostered by foundational values, competencies & organizational culture. A hospital-based evaluation framework was developed to guide teams through a reflective evaluation of interprofessional team collaboration, ranging from a brief annual review of core competencies, to a more in-depth review of organizational structures and supports.

**T7-114 /277 3.25pm**
Nancy Searl
Keith Adamson
Sonia Sengsavang

**Understanding the Impact of Compassionate Care Rounds: The Canadian Experience**

In order to enhance the patient experience and promote empathy, Holland Bloorview forged the first Canadian partnership with the renowned Schwartz Center. This session will share the lived experience of the values that stimulated this partnership and its positive impact on the psychosocial aspects of care among Canadian healthcare professionals.
Different instructional methods and their relevance to values-based interprofessional education

Values-based IPE benefits from a sequence of sessions with different instructional methods, as student perception data imply. Raising the awareness of the similarity and diversity of one’s own and the other professions’ characteristics through interaction and reflection is expected to stimulate mutual respect – an essential element of effective interprofessional practice.

A Value-Oriented Approach to Managing and Coordinating Post-Discharge Trauma Care Using Patient-Specific, Non-Physician Led Teams

The UPMC Falk Outpatient Trauma Clinic implemented an adaptive, tailored team approach in the delivery of rehabilitative care. This session will:
1) describe the implementation;
2) show the effects of the new value-based selection strategy on patient characteristics; and
3) evaluate the economic sustainability of this tailored-team approach.

interprofessional learning to allow students to serve homeless people throughout their training and beyond

Students, faculty and practitioners share our interprofessional volunteering opportunities within undergraduate curriculum. Project LIGHT, (Leicester Initiative Good Health Team) requires an interprofessional learning module as pre-requisite for student volunteering to serve our local homeless population. This interactive workshop will share our step-by-step progress towards 5 years of sustainable volunteering.

Preparing students for their role as facilitators of Interprofessional Learning in the promotion of values based collaborative practice

In 2015-16, UEA trained and prepared nine students to facilitate IPL for first-year participants. This presentation aims to share our experiences of preparing and supporting the students in their role, to share findings relating to the experience from their perspectives, and to discuss and identify best practice for the future.
Thursday – Room 14

T14-120 /377  2.05pm
Audrey Raynault
Marie-Claude Vanier
Paule Lebel
Luce Gosselin
Isabelle Brault

Using technologies to promote virtual collaborative learning in IPE

The University of Montreal recently added an online collaborative diary in the IPE curriculum on interprofessional collaboration and partnership in care. The online collaborative diary is built in the collaborative writing tool Google DOCS. This communication will describe the preliminary results of use of the collaborative diary by 320 teams of students from 13 different health programs.

T14-121 /128  2.25pm
Julian Grant

Exploring values and beliefs alongside disciplinary knowledge: ‘We all want to help the children; there are just so many barriers’

Commonalities of language were explored with early years’ professionals across health, education and welfare through structured, workshop based, focus groups. For interdisciplinary professionals to work effectively in the early years, structural change is required to enable interdisciplinary relationship building. This change requires valuing relational capital within values based practice.

T14-122 /357  2.45pm
Tara Magdalinski
Marie Tierney
Dymphna Casey

Using Social Learning for Interprofessional Education: Curatr and the UCD-NUIG IPE project

This presentation outlines our experience of using the social learning platform Curatr to deliver a five week online, inter-institutional IPE programme. We explore the mechanics of social learning in the context of inter-professional learning and analyse the data collected by Curatr and compare these with student perceptions of the programme.

T14-123 /397  3.05pm
Elizabeth Hall-Lipsy
Aline Gomez Maqueo Chew
Janet Cooley
Jean McClelland
Jill Guernsey de Zapien

Developing an assessment tool for an interprofessional, binational, service learning activity for health professions students focusing on empathy, advocacy, and cultural competency outcomes

A bi-national, interprofessional team developed an evaluation tool to assess student reported change in domains related to empathy, social justice and advocacy, and cultural competency as a way to evaluate the impact of student participation in a binational, interprofessional service learning program.

T14-124 /369  3.25pm
Kathleen Becker
Paula Teague
Laura Hanyok

Interprofessional Debriefing: A novel synthesis of the 3D model and systems centered therapy

In this presentation we describe a novel application and synthesis of two complementary models of debriefing, the 3D Model and System Centered Therapy. This newly conceptualized model provides a more robust approach to the debriefing encounter. 26 faculty representing four professions; nursing, medicine, pharmacy and spiritual care utilized this debriefing approach in a longitudinal IPE curriculum.
Thursday – Room 15

T15-125 /190 10.30am
Myriam Jaam
Francis Arevalo
Nicola Dsouza
Ghada Abdelaziz
Farah Al Sayyed
Ali Khairat
Mohammed ibn Hamza
Alya Babiker
Alla El-Awaisi

IPE Student Society in A Middle Eastern Setting: Take on the challenge and ride the journey

This presentation will describe the journey and the start of the first IPE Student Society in Qatar, the conducted events, the challenges facing the society and end with a final message to all attendees especially those that are from academia. Target audience are those in academia; instructors, students and administrators.

T15-126 /218 10.50am
Cynthia Arndell
Loren Kelly
Betsy Vanleit

Integrating Interprofessional Education (IPE) into an Academic Health Sciences Institution: What are the key challenges we face in faculty engagement?

Recognizing the crucial role of faculty members in successful IPE curricular implementation, the University Of New Mexico

T15-127 /115 11.10am
Carolyn Giordano
Luce Gosselin
Kevin Lyons
Lauren Collins
Elizabeth Speakman

The Jefferson Teamwork Observation Guide: Using a Mobile Application Platform to Assess Behavior of Interprofessional Teams

The easy to use educational tool called the Jefferson Team Observation Guide (JTOG) was developed to help individuals recognize competency-based characteristics of well-functioning teams. Results demonstrate that this validated checklist, which can serve as both a teaching and evaluation tool helps individuals understand and practice characteristics of effective team behaviour.

T15-128 /204 11.30am
James Rawson

Co-designing patient and family centered care involving individuals, a department and a professional society

This presentation will review two decades of experience engaging patients in a wide range of activities at Augusta University Health with specific focus on Radiology. The presentation will also present the first year’s results of the American College of Radiology’s Commission on Patient and Family Centered Care.

T15-129 /226 11.50am
Yvette Brown
Patricia Bluteau
Arinola Adefila

Working in partnership with service users and carers to develop Values Based Recruitment e-resources

The presentation will focus on the development of two e-resources that ensured the voice of service users and carers was central in our Values Based Recruitment Framework in order to promote a values-based workforce and how we worked in partnership with service users and carers, academic staff and learning technologists to achieve this.
Thursday – Room 15

**T15-130 /110 12.10pm**
Johanna Dahlberg
Mattias Ekstedt
Anni Lindh Falk
Madeleine Abrandt Dahlgren

The Linköping case: Creating a curriculum for interprofessional learning. Strategic development of undergraduate programs in medicine and health sciences

The presentation will focus on the issues around IPL/IPE/IPC. We will address these based on the experiences from the revision of the IPL-curriculum at the Faculty of Medicine and Health Sciences, Linköping University. We will also specifically present how increased interaction between students and teachers can be facilitated.

**T15-132 /287 2.05pm**
Alla El-Awaisi
Maguy El-Hajj
Sundari Joseph
Lesley Diack

Middle Eastern Perspectives of Pharmacy Academics towards Interprofessional Education and Collaborative practice

This oral presentation aims to explore the attitudes and views towards IPE and collaborative practice, of pharmacy academics in Arabic speaking Middle Eastern countries. This research is part of a larger study investigating Pharmacy Perspectives of Interprofessional Education and Collaborative Practice in Qatar & the Middle East.

**T15-131 /284 1.45pm**
Alla El-Awaisi

Integrating Interprofessional Education into the Pharmacy Curriculum: A Middle Eastern Perspective

This presentation will provide a brief overview of the unique journey that has taken place so far at the College of Pharmacy in Qatar University to integrate interprofessional Education into the curriculum through the Interprofessional Education Committee with representation from each of the healthcare colleges in Qatar.

**T15-133 /300 2.25pm**
Myuri Manogaran
Ivy Bourgeault
Thierry Daboval
John Gilbert
Brenda Gamble

Interprofessional collaboration as a catalyst to enhancing efficient and effective transitions of neonatal patients from the neonatal intensive care unit

As transitions of care (ToC) is a key indicator of the efficiency of the system of health services, this research examined how interprofessional collaboration (IPC) can act

**T15-134 /77 2.45 – 3.45pm**
Shobhana Nagraj
Kate Parkin
Lesley Bowker

Teaching and Learning Interprofessional Clinical Skills in a Simulated Practice Setting

This workshop will consider innovative methods of interprofessional education in clinical skills within a simulated practice setting, based on our experience at the University of East Anglia. Participants will actively engage in discussions around simulated learning and develop ideas for future practice in interprofessional clinical skills teaching.
Thursday – Room 9

**T9-135 /167 10.30am**
Lydia ten Den

**Presenting a web-based ‘thermometer’ for measuring quality of interprofessional team collaboration**

A demonstration of the product of our two-year study on interprofessional collaboration in community care teams: an online diagnostic instrument that teams use to identify their quality of collaboration on 9 success factors. In small groups, we will discuss and collect values-based examples and ideas for improving each of these factors.

**T9-137 /46 11.10am**
Ali Yildirim

**The experiences of recently qualified speech and language therapists in interprofessional collaborative practice**

The presentation will be about the experience, knowledge and role of the recently qualified speech and language therapist in interprofessional collaborative practice and interprofessional education.

**T9-138 /45 11.30am**
Christie Newton
Louise Nasmith
Victoria Wood

**Building capacity for collaborative practice in a technologically advancing world**

No summary available.

**T9-139 /302 11.50am**
Andrea Frederick
Jean Prast
Ellen Herlache-Pretzer
Catherine Macomber

**Integrating Interprofessional Activities, Community Practice Partners and Simulations into Health Care Professions Programs**

Interprofessional simulation enhances development of interprofessional competencies in health professions students. The authors developed Interprofessional Education simulations for integration into the curricula of multiple health professions programs in their College. This presentation provides an overview of the simulations and how community partners participated in simulation development and implementation.

**T9-140 /333 12.10pm**
Sharon Buckley
Sue Thomas
Laura Torney
Gemma Dixon
Christine Hirsch
Geraldine Nevin
Louise Small
Marie-Clare Ngeumshe

**Health Care Team Challenge (West Midlands) 2015: experience and lessons learned**

In 2015, students from three universities and six professions participated in the first Health Care Team Challenge to be held in England. We report our experience of developing and running this highly successful event, which Health Education England have cited as an example of good practice in patient safety education.

**T9-141 /58 1.45 – 2.45pm**
Brenda Zierler
Barbara Brandt
Scott Reeves
Malcolm Cox
Patricia Cuff

**Critically Examining the Evidence for Interprofessional Education: Findings from an Institute of Medicine Consensus Committee Study**

Four members of a consensus committee convened by the U.S. Institute of Medicine... (continued on next page)
examined methods needed to measure the impact of IPE on collaborative practice and/or patient outcomes. The committee identified gaps in the evidence linking IPE to patient, population, and system outcomes and made targeted recommendations to key stakeholders.

**T9-143 /261 3.05pm**

Sylvia Langlois, Rebecca Singer
Dean Lising

**Training Students to Lead: Development of competencies in an Interprofessional Student Facilitator Program**

This presentation is a report of ongoing work exploring student experiences and competency development of students who participate in an interprofessional student facilitator education program, including a workshop component and two experiential facilitation opportunities. Feedback from peers and experienced facilitators as well as self-reflection will be explored.

**T9-144 /278 3.25pm**

Susan Sommerfeldt
Shela Hirani

**Team in healthcare: What do you mean?**

The word “team” is ubiquitous in healthcare literature, the signifier of a concept that lacks clarity in the context of healthcare. A concept analysis provides the basis of discussion about language and assumptions in light of the attributes, antecedents and consequences as they currently appear in healthcare literature usage.

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**T9-142 /238 2.45pm**

Essi Varkki
Tiina Tervaskant-Mäentausta
Minna Manninen

**Interprofessional training in outpatient primary health care**

No summary available.
## Thursday Posters – North School

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<td>Keith Adamson, Joanne Maxwell, Nancy Searl</td>
<td>Managing sensitive information on interprofessional teams: navigating the complexity of information in the dawn of the electronic health record</td>
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<td>Heloise Agreli, Marina Peduzzi, Pilar Espinoza, Jaqueline Alcantara Silva</td>
<td>A contingency approach to interprofessional work: preliminary findings of a multiple case study</td>
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<td>Michelle Butler, Yvonne Botma, Corlia Janse van Vuuren</td>
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<td>Translation and Cultural Adaptation of the UWE IQ Interprofessional Learning Scale and the Interprofessional Relationship Scale</td>
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<td>TN-13 /106</td>
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### NOTE TO POSTER AUTHORS
All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
### Thursday Posters – North School

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Julie Combes  
Doug Pendse  
Andrew Wendruff  
Creating a shared understanding of the system and team efficiency in Radiology during a critical clinical event

**TN-16 /274**  
Julie Combes  
Faith Warner  
Clinton John  
Gemma Carroll  
Efficient use of commissioned funding for multi-professional education, meeting all the learning needs: can it be done?

**TN-17 /367**  
Heather Congdon  
Characterization of Curricular Implementation at Universities across the United States with an Established IPE Infrastructure

**TN-18 /384**  
Heather Congdon  
Kimberly Cate  
Development and Integration of an IPE CARE Clinic Visit Flow Sheet for Students

**TN-19 /427**  
Heather Congdon  
Talia Gimeno  
Jana Goodwin  
Implementation of an Interprofessional Education (IPE) Clinical Experience into a Safety-Net Primary Care Clinic

**TN-20 /406**  
Marcelo Viana da Costa  
José Rodrigues Freire Filho  
Raquel Autran Coelho  
Deploying interprofessional education: analysis of a process

**TN-21 /368**  
Mark Daly  
Liliane Asseraf-Pasin  
Cynthia Perlman  
Preparing faculty to debrief: The value of simulated student teamwork scenarios

**TN-22 /280**  
Terry Eggenberger  
Bernardo Obeso  
Kathryn Keller  
A Mixed Methods Assessment of Interprofessional Practice: Leveraging Respect & Coming to Know Colleagues

**TN-23 /185**  
Erika Erlandson  
James Ballar  
Madeline Aulisio  
Leadership Legacy: An Interprofessional Leadership Experience

**TN-24 /250**  
Morten Finnemann  
Jette S. Holtzmann  
Jette Hovedskov  
An Interprofessional Competency Framework. A way to open the silos in Health Care and build bridges between practice, policy and strategy

**TN-25 /286**  
Kenneth Nord  
Mats Johansson  
Practice and learn together in order to work together

**TN-26 /364**  
Loris Franco  
Joan Campbell  
Liliana Staffoni  
David Gachoud  
Camille Becherraz  
Anne Mairesse  
Fabienne Teike Leuthi  
Patricia.Hildebrandt-Bydzovsky  
Sylvie Têteau.  
Developing an IPE programme at the University of Health Sciences (Lausanne): reflections upon using simulation situations

**TN-27 /394**  
José Rodrigues Freire Filho  
Marcelo Viana da Costa  
Interprofessional education for teamwork: an analysis from the Support Center for Family Primary Health Care in Brazil

**TN-28 /268**  
Jayne Frisby  
Peer Assisted Learning: “learning with, from and about each other”

**TN-29 /258**  
Jan Furlong  
Patricia Bluteau  
Joshua Bluteau  
Andrew Brooks  
Creating a Patchwork Approach: Developing Sustainable Inter-Professional Learning in Practice

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**NOTE TO POSTER AUTHORS**  
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Thursday Posters – North School

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Brenda Gamble
Randy Wax
Navigating patients’, providers’, stakeholders’, and researchers’ values to establish a community-based resuscitation research collaborative

TN-31 /449
Fraide Ganotice
Lap Ki Chan
Construct Validation of Readiness for Interprofessional Learning Scale (RIPLS) for Chinese Undergraduate Students

TN-32 /291
Victor Diaz-Flores García
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Interprofessional Education for Dentist: The Spanish Case

TN-33 /328
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Reflection as a tool to encourage students’ engagement and collaboration in interdisciplinary and cross-professional activities

TN-34 /259
Juan Luis González-Pascual
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Elena María Saiz-Navarro
José Miguel Cachón-Pérez
Marta Rodríguez-García
Juan José Beuza-Nuin
IPE Implementation and Evaluation in the Nursing Degree at the Universidad Europea de Madrid (Spain)

TN-35 /147
William Gordon
Scott Rothenberg
An Early Report in Pre-practice Interprofessional Service Learning

TN-36 /395
William Gordon
Tamzin Batteson
Beyond University Walls: The Engagement of Community Workers and Unlicensed Providers on the Healthcare Team

TN-37 /409
William Gordon
Rebecca Durkin
Professions, Personality, Motivation, and Needs: Diversity and Inclusion Awareness in the Formation of Interprofessional Partners

TN-38 /275
Olga Greciano
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Gustavo Gonzalez Cuevas
Juan-Jose Beunza
Inter-professional teaching sessions for improving team work and communication skills of undergraduate healthcare students in Spain

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Interprofessional practice and shared decision-making with patients at community based mental health settings

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Emily Russell
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TN-41 /7
Sabine Homeyer
Wolfgang Hoffmann
Roman F. Oppermann
Adina Dreier
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TN-42 /256
Kazuichiro Hori
Hiroki Hori
Michael Reich
Advocacy strategy from the experience of Zambia WHO Fatal Injury Surveillance Pilot Study

NOTE TO POSTER AUTHORS
All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
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**TN-43** /401
Yogini Jani
Julie Combes
*Human Factors & Medication Safety: Inter-Professional Education to Optimise Safe Medication Practice*

**TN-44** /269
Andrew Jenkins
Mathew Smith
Louise Hughes
Efi Mantzourani
*Facilitators and barriers to Interprofessional working? Community pharmacists’ thoughts*

**TN-45** /73
Leamor Kahanov
*Mobile Outreach Clinics: Augmenting Interprofessional Clinical Experience*

**TN-46** /332
Naomi Kano
Hiroyuki Tsushima
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Takeshi Baba
Toshiyuki Shoji
Megumi Takizawa
Reiko Takeshima
Mika Tomita
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*Development of student competence scale for interprofessional collaborative practice at the time of graduation*

**TN-47** /421
V.Kai Kennedy
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*Innovative IPE: Community-Based Health Programming from Start to Finish*

**TN-48** /388
Hossein Khaliili
Janice Elliott
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*Piloting an Interprofessional Education for Internationally Educated Nurses Clinical Placement Program: Lessons Learned*

**TN-49** /391
Hossein Khaliili
*Patient Views on Active Participation in Shared Decision Making About Own Health*

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**TN-51** /405
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*Improving the use and study of interventions in continuing education: Highlights from creating a guideline on Interprofessional Education*

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*Evaluation on Interprofessional Education Programme for Sustainable Development*

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**TN-54** /381
Raffael Konietzko
*Can a student initiative improve IPE at a University?*

**TN-55** /254
Deborah Kopansky-Giles
Ashley Skiffington
Bev Bulmer
Norman Dewhurst
Fok-Han Leung
Lindsay Beavers
Bekah McNeil
Ellen Newbold
Kerri Porretta
Lori Whelan
Lianne Jeffs
Maria Maione
Kari White
*Development, evaluation and implementation of an Interprofessional Collaboration Competency Framework – Experiences from an Inner City Teaching Hospital*

**TN-56** /257
Deborah Kopansky-Giles
Judith Peranson
Ian Waters
*Recognizing your Hidden Faculty: Integrating and Supporting the Role of Health Professional Educators in Family Medicine*

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**NOTE TO POSTER AUTHORS**
All posters must be removed by 5.30pm or they will be disposed of by the organising committee.
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<td>TS-59</td>
<td>/246</td>
<td>Siew Tiang Laugesen</td>
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<tr>
<td></td>
<td>An Inter-Professional Community Education Programme: A quasi-experimental study to explore its impact on nursing students</td>
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<td>TS-60</td>
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<td>TS-61</td>
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<td>TS-62</td>
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<td>Sylvia Lovato</td>
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<td>TS-63</td>
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<td>Derek Manis, Brenda Gamble</td>
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<td>Substance Use and HIV in Suburban Communities: Does Geography Influence Values?</td>
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<td>TS-64</td>
<td>/430</td>
<td>Ziemowit Mazur, Michel Statler</td>
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<td>Reflections on transition from multi-professional to an interprofessional education model</td>
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<td>Developing &amp; Implementing Organizational Core Competencies for Interprofessional Team Collaboration</td>
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<tr>
<td>TS-67</td>
<td>/366</td>
<td>Katherine Morgan, Kathleen Brown, Karen Lasater, Shaun Rowe</td>
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<td></td>
<td>Inter-Professional Education, Training, and Practice with a Rural Community Practice Partner in the South Appalachian Mountain Counties of Tennessee, U.S.A</td>
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<td>TS-68</td>
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<td>Jennifer Newton</td>
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<td>TS-69</td>
<td>/418</td>
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<tr>
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<td>Carole Orchard, Susan Bursey, Sue Verrilli</td>
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<td></td>
<td>Impact on Interprofessional client-centred practice from a team building intervention using TEAMc</td>
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**NOTE TO POSTER AUTHORS**

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Rafael Ornelas  
Daiana Bonfim  
Danielle da Costa Palacio  
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**TS-72 /29**
Matthew Palethorpe  
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**TS-73 /412**
Maria-Stella Peccin  
Mauricio Wanderlei  
Moral Sgarbi  
Paulo Ricardo Giusti  
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**TS-74 /290**
Marina Peduzzi  
Ana Estela Haddad  
Valéria Marli Leonello  
Competencies in Brazilian Primary Health Care professionals regarding teamwork and interprofessional collaborative practices

**TS-75 /408**
Staffan Pelling  
Ylva Ståhl  
Tomas Kirkhorn  
Interprofessional learning about improvement using quality registries

**TS-76 /372**
Cynthia Perlman  
Margaret Purden  
Helene Ezer  
Mark Daly  
Melanie Mondou  
Kelly Root and Liliane Asseraf-Pasin  
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**TS-77 /390**
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Emmanuelle Careau  
Anne Marie Pinard  
Isabelle Savard  
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**TS-78 /380**
Eleanor Price  
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Jewelry Yep  
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The Interprofessional Healthcare Partnership: Teaching Collaboration with Compassionate Chronic Care

**TS-83 /373**
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Julia Coles  
Richard Croft  
Sylvie Thorn  
Claire Scott  
Interprofessional education in person-centred care for long term conditions

**TS-84 /319**
Gary Rogers  
PC Chan  
Libby Bancroft  
Kwong Chan  
Linda Humphreys  
Fiona Ellem  
Evaluating the effectiveness of the world’s first for-credit university course in human patient simulation for interprofessional learning

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### Thursday Posters – South School

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</tr>
<tr>
<td><strong>TS-87</strong> /435</td>
<td>Social work: The newest member of IPEC strengthening innovative educational opportunities for IPE. Maureen Rubin.</td>
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<td><strong>TS-88</strong> /263</td>
<td>Interprofessional education in grades of nursing and medicine in simulated scenarios. Elena Saiz Navarro, Jose Miguel Cachón Perez, Marta Rodríguez García, Juan Jose Beunzas Nuin.</td>
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<td><strong>TS-89</strong> /382</td>
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<tr>
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<td><strong>TS-95</strong> /346</td>
<td>Interprofessional and intercultural health promotion. Tiina Tervaskonto-Mäentausta, Essi Varkki.</td>
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<td>Building Core Competencies through Community Partnerships in an Undergraduate Pre-Professional Program. Tiina Tervaskonto-Mäentausta, Johanna Dahlberg, Jette S. Holtzmann, Gerd Bjørke.</td>
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Thursday Posters – South School

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<td>Nicole Thomson Michael Iwama</td>
<td>Susan Wagner Denyse Richardson Scott Reeves</td>
<td>Elaine Williams</td>
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<tr>
<td>Disability talks...The importance of language in inter-professional collaborative practice</td>
<td>Keeping Up With Technology: How Should We Teach and Develop Effective Policies on Privacy in the Digital Age?</td>
<td>Improving mental and physical healthcare for older adults: An inpatient service development project by frontline staff</td>
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<th>TS-99 /322</th>
<th>TS-104 /442</th>
<th>TS-109 /296</th>
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<tr>
<td>Yoshiharu Tokita Mana Shimizu Kaon Takeuchi Yoshiharu Tokita Tomoyuki Kawashima Shioimi Kanaizumi Takatoshi Makino Hiroki Matsui Bumsuk Lee Takayuki Saitoh Yumiko Abe Fusae Tozato, Hiromitsu Shinozaki Hideomi Watanabe</td>
<td>Linn Weden Leo Brandt</td>
<td>Donald Woodyard Kelly Scolaro Carol Durham Jamie Woodyard</td>
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<tr>
<td>The outcome of IPE programs – from a students’ perspective–</td>
<td>Interprofessional team work in the student union of the Faculty of Medicine and Health Sciences at Linköping University</td>
<td>Interprofessional Handoffs: Using the Mnemonic b-SAFER to Deliver Safer Patient Handoffs</td>
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<tr>
<th>TS-100 /329</th>
<th>TS-105 /326</th>
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<tr>
<td>Mika Tomita Takeshi Baba Junko Kira</td>
<td>Diane Wensley Neena Lakhani Marilyn McGowan Rakesh Patel Sara Coulson Stephen Christopher</td>
<td>Diane Wensley</td>
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<tr>
<td>Effect of Interprofessional Education using Team-based Learning on Awareness of Nursing Students towards Teamwork in Healthcare</td>
<td>Challenges in the Community- Do we need to leave the Classroom?</td>
<td>Interprofessional Education Supports the Transfer of Learning in the Workplace</td>
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<tbody>
<tr>
<td>Inter-professionalism and the rehab profession: In whose interest?</td>
<td>Effectiveness of communication training programmes for multiprofessional dementia care: A systematic review</td>
<td>Stimulating active collaborative practice by enrolling students of the Interprofessional education undergraduate curriculum of the five health departments, in public and social health promotion projects</td>
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<table>
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</thead>
<tbody>
<tr>
<td>Susan Wagner Scott Reeves</td>
<td>Hiroki Yasui Hirotaka Kato</td>
<td>Effects of an IPE program on healthcare students with palliative care patients in the community hospital</td>
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<tr>
<td>Transforming Assessment in Interprofessional Education: Creating Milestones and Entearable Professional Activities</td>
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<th>Event</th>
<th>Location</th>
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<td>8AM</td>
<td>REGISTRATION</td>
<td>EXAMINATION HALLS</td>
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<tr>
<td></td>
<td>Register at reception</td>
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<tr>
<td>9AM</td>
<td>MORNING SESSIONS</td>
<td>SHELDONIAN THEATRE</td>
</tr>
<tr>
<td></td>
<td>For further details see pages 82-88</td>
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<tr>
<td>10.20AM</td>
<td>MORNING BREAK</td>
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<tr>
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<td>Tea and coffee</td>
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<tr>
<td>10.50AM</td>
<td>STUDENT CHALLENGE</td>
<td>SHELDONIAN THEATRE</td>
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<tr>
<td></td>
<td>Health and Social Care Team Challenge</td>
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<tr>
<td>12.30PM</td>
<td>CONFERENCE ROUND-UP</td>
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<tr>
<td></td>
<td>Keynote speaker: Dr Barbara Brandt</td>
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<tr>
<td>1PM</td>
<td>CLOSING CEREMONY</td>
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<td>Presentation of awards to winners of Student Health &amp; Care Challenge poster competition</td>
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<td>Presentation from ATBH IX</td>
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<tr>
<td>13.15PM</td>
<td>LUNCH</td>
<td>EXAMINATION HALLS</td>
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<td>Sandwich lunch provided</td>
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<tr>
<td>2.15-4.30PM</td>
<td>POST CONFERENCE MEETINGS</td>
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<tr>
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<td>The international networks will be holding post-conference meetings that are open to all. Please see the timetable on page 80 for room allocations.</td>
<td></td>
</tr>
</tbody>
</table>

Please note the programme is correct at the time of printing and may be subject to change.
Dr Barbara F. Brandt, Ph.D.
DIRECTOR, NATIONAL CENTER FOR INTER-PROFESSIONAL PRACTICE AND EDUCATION
ASSOCIATE VICE PRESIDENT FOR EDUCATION, UNIVERSITY OF MINNESOTA ACADEMIC HEALTH CENTER, MINNEAPOLIS

As center director of the United States National Center for Interprofessional Practice and Education housed at the University of Minnesota, Dr. Brandt is responsible for engaging leaders and experts across the country in this ground-breaking effort to improve health by realigning health professions education with transforming health care delivery. In addition to her responsibilities as center director, Dr. Brandt serves as associate vice president for education at the University of Minnesota Academic Health Center.

Health and Social Care Team Challenge

10.50am-12.30pm
SHELDONIAN THEATRE

The Health and Social Care Team Challenge is an exciting and dynamic opportunity for students from across the world to work together. It involves working in interprofessional teams with other students during the conference to address the care of a patient (presented as a case scenario), with the teams presenting a plan of care to the conference on Friday, the final day. An expert panel will judge the presentations and a winning team will be announced.
# Friday – Timetable

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<tr>
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<th>ROOM 6</th>
<th>ROOM 10</th>
<th>ROOM 11</th>
<th>ROOM 7</th>
<th>ROOM 14</th>
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<td>F10-147</td>
<td>F11-151</td>
<td>F7-153</td>
<td>F14-157</td>
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<td>F10-148</td>
<td>F11-152</td>
<td>F7-154</td>
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<td>F7-155</td>
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<td>F10-150</td>
<td>F11-152</td>
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**10.20AM TEA & COFFEE**

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<td>F10-VBP</td>
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<tr>
<td>12.30</td>
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<td>F7-EIPEN</td>
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**1.15PM SANDWICH LUNCH**

**4.30PM END**
## Friday – Timetable

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<td>10.20AM TEA &amp; COFFEE</td>
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<td>STUDENT CHALLENGE (SHELDONIAN THEATRE)</td>
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<td>1.15PM SANDWICH LUNCH</td>
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<tr>
<td>2.15</td>
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<td>F9- AIPPE</td>
<td>F8-CAIPE</td>
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<td>4.30</td>
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<td>4.30PM END</td>
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</tbody>
</table>
**Friday – Room 6**

**F6-145 /450 9.00 – 10.00am**

Beat Sottas  
Cornelia Mahler  
Ursula Walkenhorst  
Marion Huber  
Theresa Scherrer  
Sarah Berger  
Monika Schäfer  

**German Speaking Countries meet International IPE Experts**

German speaking countries overcome reluctancy towards IPE due to legal, cultural and corporatist reasons and are slowly taking up. Several initiatives encourage first movers and nurture positive debates. Members of an IPE-Committee would like to take profit of the international experts and discuss prevailing obstacles and how to make significant steps forward.

**F14-146 /165 10.00am**

Anne-Kathrin Cassier-Woidasky  
Sabine Proksch  
Minna Vanhanen  
Tiina Tervaskanto-Määntausa  

**Interprofessional Education as a Means of Improving the Quality of Care in Germany – Learning from Finland**

Tandems of German medical and nursing students cared collaboratively for patients while being advised by experienced Finnish facilitators from Oulu. The presentation describes their experiences and evaluates the international IPE workshop that was run in a German hospital as a pilot in order to implement this type of learning.
The Interprofessional Learning Outcome Scale (IpLOS): an alternative instrument to measure outcomes of IPE in pre-qualification health professionals

The aim of this research was to develop an instrument to measure outcomes of IPE in pre-qualification health professional students that overcomes the issue of validity, reliability and responsiveness identified with extant instruments. Using the Rasch Measurement Model, field trial and reliability data will be presented for this new instrument.

Exploring early professional socialization across five health professions

We currently lack understanding of how early professional socialization experiences may inform interprofessional respect and collaboration – a cornerstone towards ensuring effective and collaborative healthcare practice. We will present early findings of a multi-year study examining early professional socialization experiences among students from five health professions (dentistry, medicine, nursing, pharmacy, physiotherapy).

Teaching Ethics in IPE Curricula: Effective Strategies for Developing Moral Reasoning in the Health Professions

Values and ethics are a core domain of interprofessional education and practice, yet many faculty struggle with how to best teach and assess moral reasoning. This program will provide an overview of innovative and evidence-based ethics pedagogies that faculty can integrate into IPE programs in academic and clinical settings.

POST-CONFERENCE MEETING

Values-based Practice and Clinical Care: Implementation Network

Convened by the Collaborating Centre for Values-based Practice, St Catherine’s College (valuesbasedpractice.org), this meeting will establish a network focusing on practical proposals for collaborative research and development in values-based interprofessional education and practice.

Contact: Bill Fulford
kwm.fulford@philosophy.ox.ac.uk
### Friday – Room 11

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Speaker(s)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>F11-151</td>
<td>9.00–10.00am</td>
<td>Sundari Joseph, Lesley Diack, Patrick Walker</td>
<td>Developing values based education to safeguard vulnerable adults and enhance public protection: An Interagency Approach</td>
</tr>
</tbody>
</table>

Protecting and supporting vulnerable members of society is a fundamental aspect of different professionals including police, doctors, nurses & social workers. This workshop presents realistic evaluation research undertaken in Scotland. In small mixed professional groups you will view film clips and participate in discussions, contributing your perspectives to develop collaborative solutions.

<table>
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</thead>
<tbody>
<tr>
<td>F11-152</td>
<td>10.00am</td>
<td>Lisa Tabor Connor, Hanna Skove, Catherine Maher-Thomas, Krista Lehtonen</td>
<td>International Interprofessional 5-week Applied Innovation Education Program</td>
</tr>
</tbody>
</table>

The International Innovation Project is an international, multidisciplinary, 5-week residential intensive course. We will share the development, structure, student outcome data, successes, and challenges of an educational program focused on innovation theory and its application to community-based health services problems.

### Friday – Room 8

**POST-CONFERENCE MEETING**

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F8-CAIPE</td>
<td>2.15-4.30pm</td>
<td>Centre for the Advancement of Interprofessional Education post-conference meeting</td>
</tr>
</tbody>
</table>

Post-conference CAIPE meeting highlighting its UK and international work- open to all. An opportunity to focus on the themes elicited from the pre-conference workshops: IPE research; the development of interprofessional learning outcomes and collaborative practice through learning and working together.
Friday – Room 7

**F7-153  /131  9.00am**
Jo Ann M. Bamdas
Mariette Sourial

**Universities Partnering for Value Added-IPE Opportunities Promoting Effective Care Transitions**

While focusing on integrating US federal healthcare and initiative, Triple Aim, within an IPE workshop, pharmacy, social work, nursing, and medical students team together to learn legislation for patient protection and other initiatives promoting effective care transitions, then create a discharge plan from patient cases to meet Triple Aim dimensions.

**F7-154  /414  9.20am**
Aprilia Ekawati Utami
Daniel Richard Kambey
Intan Ahmad

**Reforming the national health professions education: Lessons learned from establishing independent National Accreditation Agency and National Agency of Competence Examination for Health Professions in Indonesia**

Strong collaboration between government and non-government entities is essential for reforming the national health professions education system in Indonesia.

**F7-155  /423  9.40am**
April Newton
Catherine Myser
Susan Tappert

**Interprofessionalism in the Global South - Creating Interprofessional Experiences**

Global health experiences are popular with health professions students during their professional education. Rosalind Franklin University, Illinois, created a global health Professional Practicum course for students to implement a project with foreign-trained interprofessional students and providers. This session describes the development and assessment strategies of the global health course.

**F7-156  /425  10.00am**
Susan Kimble
Carol Schmer
Heather J. Gotham

**Expanding access to behavioural health care services in a rural health care system**

This project expanded access to behavioural health care in outlying primary care clinics by utilizing telehealth. TeamSTEPPS training was utilized to assist in the telehealth process development. Increased access to behavioural health care for patients also resulted in improved communication between the clinics and the patients utilizing telehealth visits.

**POST CONFERENCE MEETING**

**F7-EIPEN  2.15-4.30pm**

The European Interprofessional Practice and Education Network (EIPEN) post-conference meeting
## Friday – Room 14

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Presenters</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>F14-157</td>
<td>9.00am</td>
<td>Karen T. Pardue, Shelley Cohen Konrad</td>
<td>Transforming Hearts and Minds in Interprofessional Education: Narrative Learning and Readers Theater</td>
</tr>
</tbody>
</table>

Readers Theatre is a formal scripted narrative dramatically read aloud. This innovative pedagogy provides an engaging learning experience, supporting participants to exchange ideas, analyse conflict, examine ethical dilemmas, and collaboratively problem-solve. This paper explores the theory and method of Readers Theatre as an effective interprofessional teaching strategy.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>F14-159</td>
<td>9.20am</td>
<td>Mary Knab, Linda Andrist Cahn, Alex Johnson, Leslie Portney</td>
<td>Making Interprofessional Education the Context for Learning: Building an Integrated and Comprehensive Curriculum</td>
</tr>
</tbody>
</table>

The MGH Institute of Health Professions has developed a comprehensive institutional approach to ensure that all programs embed interprofessional learning and assessment, supporting achievement of core competencies that incorporate but move beyond collaborative practice. A series of required and elective courses and experiences create a fully integrated interprofessional learning environment.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>F14-160</td>
<td>9.40am</td>
<td>Terry Eggenberger, Bernardo Obeso, Kathryn Keller</td>
<td>Creating Interprofessional Clarity: Tearing Down the Hidden Curriculum Barriers in Practice</td>
</tr>
</tbody>
</table>

This presentation will explore how the Hidden Curriculum impact begins in academic interprofessional education and extends into practice. When these influences are ignored, behaviours are encouraged that are in direct conflict with values-based practice. Tools and techniques to dismantle these obstacles will be explored.
Friday – Room 15

F15-161 /445  9.00am
Chloe Rosser
Kerrianne Mucklow
Anne Womack
Rhianna Dobson-Love

Feeling Valued on Health Profession Placements: The Students’ Perspective

This research study was conducted by BSc Occupational Therapy Students at Plymouth University into what makes students feel valued on allied health profession practice placements. The study consisted of six participants across varied health profession courses and found four main themes as to what effects feelings of value in students.

F15-162 /446  9.20am
Pip Hardy
Colette Hawkins

Cultivating compassion in end of life care: developing an interprofessional learning resource

Compassionate care at the end of life relies on excellent interprofessional collaboration as well as an interest in humanity, self-awareness, emotional intelligence and resilience. Digital stories created by staff and carers formed the basis for an innovative learning resource aimed at cultivating these qualities across the interprofessional team.

F15-164 /378  9.40am
Isabelle Brault
Marie-Claude Vanier
Paule Lebel,
André Néron
Luce Gosselin
Audrey Raynault

Revision of an online learning program in IPE and partnership in care: Ten keys for success

In order to respond to the evolution of knowledge in the field of patient partnership, an in-depth revision of University of Montreal’s IPE online program was undertaken. This presentation aims to reflect on ten keys to assure transformation success and to create a dynamic online program.
**Friday – Room 9**

**F9-165 /350  9.00am**

Tracey DasGupta
Elizabeth McLaney
Ru Taggar

**Living our Values: Evaluating the Organizational Impact of Interprofessional Education and Care**

This presentation describes the implementation and evaluation of an organizational strategy for interprofessional collaboration, co-created in partnership, with three areas of impact: enhancing organizational capacity, embedding interprofessional values and principles and transforming models of care. Evaluation will be shared related to culture change, patient experience, staff engagement, student experience and quality.

**F9-166 /415  9.20am**

Cordet Smart
Madeleine Tremblett
Sifiso Mhlanga
Jennifer Dickenson

**Healthcare meetings where the patient is absent: The ethical and values based implications for research**

This paper focuses on the lessons learned from studying Multi-Disciplinary-Team meetings about the conduct of values based research. It highlights some of the key issues that we identified during our research, and how we overcame these, endeavouring to provide guidance for the conduct of values based research on inter-professional working.

**F9-167 /14  9.40am**

Sue Pullon
Christine Wilson
Patrick McHugh
Peter Gallagher
Lesley Gray
Margo Skinner
Eileen McKinlay

**Rural interprofessional education meets multiple learning objectives for entry to practice**

In rural communities there is potential for several intentional collaborative learning objectives to be met concurrently. We investigated student learning experiences on a rural Interprofessional Education programme. Participating students were statistically significantly better prepared than non-participant colleagues in Interprofessional practice, Māori health, Rural health and Long-term condition management.

**F9-168 /229  10.00am**

Liz Anderson
Richard Gray
Kim Price

**The history of Patient safety: Looking back and looking forward to consider the place of interprofessional education in culture change**

A reflective discussion on the place of IPE in assuring collaborative practice to form safe teams. Patient safety is not new. We will use a historical context to consider the modern integration of learning from high impact organisations such as aviation. IPE has a place to play in the cultural shift taking place concerning human factors and safe team-based care delivery.

**POST-CONFERENCE MEETING**

**F9-AIPPEN  2.15-4.30pm**

**Australasian Interprofessional Practice and Education Network (AIPPEN) meeting**

The AIPPEN meeting is open to anyone committed to researching, delivering, promoting and supporting interprofessional learning and practice across Australia and New Zealand. Come along and hear what AIPPEN is doing. Matt Oates (La Trobe) and Kirk Reed (AUT) are the current conveners.

[www.aippen.net](http://www.aippen.net)
Artists in Residence

To enhance the creative atmosphere of our conference you will meet during the week artists in residence. These will be two poets and an artist and more details will be available each day as to what they are doing.

The Poetry Sessions Will Be Led By

**Dr Sophie Ratcliffe**
Fellow and Tutor in English, Lady Margaret Hall, Associate Professor in Nineteenth-century literature, University of Oxford

**Dr Andrew Schuman**
General Practitioner and Clinical Tutor for Undergraduate Medical Students

Anthony Gormley sculpture atop Trinity College, Broad Street
ALL TOGETHER BETTER HEALTH IX
9th International Conference on Interprofessional Education and Collaborative Practice

SEPTEMBER 2018
Auckland University of Technology
City Campus, Auckland, New Zealand
Contact details: events@aut.ac.nz

ALL TOGETHER BETTER HEALTH (ATBH) is the leading Global Interprofessional Practice and Education Conference.
No reira, nau mai haere mai ki Aotearoa.

We look forward to welcoming you to Aotearoa – the land of the long white cloud.

COME TO NEW ZEALAND SEPTEMBER 2018

FOR THE ALL TOGETHER BETTER HEALTH IX CONFERENCE
Abstract reviewers

The All Together Better Health VIII organising committee would like to acknowledge and thank all the individuals who have reviewed the abstracts.

**Anderson Elizabeth**: Professor of Interprofessional Education National Teaching Fellow, University of Leicester

**Baker Helen**: Lecturer, Adult Nursing Department of Clinical Health Care, Faculty of Health and Life Sciences

**Bamdas JoAnnM**: Director, Interprofessional Education & Transitioning Owls, Florida Atlantic University

**Beunza Juan Jose**: Director IPE & CP program, Universidad Europea de Madrid (Laureate International Universities)

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**Buelow Janet**: Professor of Health Services Administration, Armstrong State University

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**Fulford-Smith Lucy**: Nuffield Department of Surgical Sciences, University of Oxford

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**Grymonpre Ruby**: University of Manitoba

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Posenau Andre: Hochschule für Gesundheit

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Rixon Jo: Buckinghamshire New University

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Winter Julia: Principal Lecturer Quality Assurance Oxford Brookes University

Zaagman Peter: Principal Lecturer, Department of Nursing, Oxford Brookes University
EXAMINATION Schools

MAP OF THE EXAMINATION HALLS

EXAMINATION Schools

GREAT HALL

HIGH STREET

MERTON STREET

GROUND FLOOR

EXAMINATION Schools

9 8 7

11 12 13 14

15

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Oxford map

1. Sheldonian Theatre
   Broad Street

2. Examination Halls
   75-81 High Street

3. Blackwells Bookshop
   51 Broad Street
Oxford map

Source: Google Maps

4 Oxford Union
Entrance on St Michaels Street

5 Balliol College
Entrance on St Giles

Walking route between Sheldonian Theatre and Examination Schools (approx. 10 mins)