

Collaborative Practice and Interprofessional Education

Transforming the Landscape of Healthcare – *Ohomairangi te Hauora Manaaki*



Tuesday 04 September, 2018

1300 - 1400 Lunch & Poster/Soapbox Presentations Room: WG201/306 & WA224A&B 1300 – 1315: Lunch is served 1320 – 1350: Poster Presentations (Lunch continues) 1350 – 1400: Lunch concludes					
1320 - 1350	Poster Presentations #1				
Group	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
Chair	Keith Adamson	Sawsan Al Mukdad	Andrea Anderson	Nicky Baker	Cindy Beel-Bates
1320 – 1325	#1381 <i>Kaiawhina: Leading a strengths-based co-design approach to transforming the healthcare landscape in New Zealand.</i> <u>Cathy Cooney</u> , Kaiawhina Workforce Action Plan.	#1371 <i>Development of IPE combined with community collaborative education: Experiment at a university with welfare and health care faculties in Japan.</i> <u>Hiroyuki Fujii</u> , Nihon Fukushi University.	#1426 <i>Developing intentional interprofessional practice on the West Coast.</i> <u>Jane George</u> , West Coast District Health Board.	#1280 <i>Pharmacist/physician co-visits may enhance interprofessional collaboration in a family medicine residency program.</i> <u>Courtney Murphy</u> , University of Minnesota College of Pharmacy.	#1111 <i>Attitudes related to teamwork in different groups of the health sciences curricula and within professional settings.</i> <u>Bernard Cerutti</u> , University of Geneva.
1325 - 1330	#1420 <i>Design, health, and participation: Landscape architecture and occupational therapy.</i> <u>Jescelle Major</u> , Mithun.	#1189 <i>Prolonging discharge of neonates as a result of lack of knowledge and trust of community resources.</i> <u>Myuri Manogaran</u> , University of Ottawa.	#1218 <i>Public health nurses' roles of educating, making use of, and connecting other professionals in building support systems for children with autism spectrum disorder (ASD) suited to local characteristics.</i> <u>Chiemi Neyoshi (Takahashi)</u> , Ishikawa Prefectural Nursing University.	#1302 <i>The influence of stigma on provision of HIV Pharmaceutical Care in New Zealand</i> <u>Charon Lessing</u> , Auckland University of Technology.	#1132 <i>Ascertaining factors that affect teamwork in interprofessional research projects.</i> <u>Ciraj Ali Mohammed</u> , Manipal Medical College.
1330 - 1335	#1402 <i>Developing interprofessional education outcomes using co-curricular community health clinics for underserved populations.</i>	#1286 <i>The impact of introducing corroborative working in child protection at Japanese pediatric medical center.</i> <u>Kosuke Kohashi</u> , Matsudo City General Hospital.	#1338 <i>Interprofessional online learning for primary health care: Findings from a scoping review.</i> <u>Simon Fletcher</u> , Kingston University.	#1099 <i>Integrated behavioral health collaboration in a family medicine clinic: Insights from residents, physicians, and pharmacists.</i> <u>Keri Hager</u> , University of Minnesota College of Pharmacy.	#1331 <i>Reliability and cultural adaptation of Assessment of Interprofessional Team Collaboration Scale (AITCS) in Japanese.</i>

	<u>Therese Poirier</u> , Southern Illinois University Edwardsville.				<u>Yu Yamamoto</u> , Central General Clinic.
1335 - 1340	#1312 <i>Quality improvement project – an interprofessional matter between students and staff in health care practice.</i> <u>Annika Falk</u> , Linköping University.	#1284 <i>Nurse-directed transitional care interventions and their impacts on family caregivers.</i> <u>Denise Wilfling</u> , University of Lübeck.	#1225 <i>Client outcomes from an addiction counselling education & interprofessional treatment program.</i> <u>Leamor Kahanov</u> , Misericordia University.	#1369 <i>Baseline assessment on the quality of interprofessional collaboration among Filipino mental health professionals: Are we a quality mental health care team?</i> <u>Michael Sy</u> , Tokyo Metropolitan University.	#1229 <i>The double helix of teaching interprofessionalism and teamwork.</i> <u>William Gordon</u> , Rosalind Franklin University of Medicine and Science.
1340 - 1345	#1359 <i>Lesson learn from implementation of IPE community project in Faculty of Medicine Universitas Sebelas Maret, Surakarta, Indonesia.</i> <u>Eti Poncorini Pamungkasari</u> , Universitas Sebelas Maret.	#1288 <i>Attitudes of team members to interprofessional collaboration in a thoracic oncology service: baseline results of a pilot study.</i> <u>Katja Krug</u> , University Hospital Heidelberg.	#1144 <i>An examination of interprofessional collaborative practice and shared decision making within a structural, humanistic, political, and symbolic framework.</i> <u>Gail Jensen</u> , Creighton University.	#1387 <i>Accomplishment and evaluation of SART (sexual assault response team) training program.</i> <u>Naomi Kano</u> , Ibaraki Prefectural University.	#1157 <i>How interprofessional team dynamics influence the effectiveness of quality improvement teams: A scoping review.</i> <u>Dean Lising</u> , Centre for Interprofessional Education.
1345 - 1350	#1081 <i>Barriers to interprofessional education - An Asian perspective.</i> <u>Derrick Lian</u> , KK Women's and Children's Hospital.	#1361 <i>Effectiveness of an interdisciplinary medication self-administration program in an inpatient rehabilitation setting in Nova Scotia, Canada.</i> <u>Kathleen MacMillan</u> , Dalhousie University.			#1301 <i>Development of Interprofessional Performance Scale in Conference (IPSC).</i> <u>Junji Haruta</u> , University of Tsukuba.

Wednesday 05 September, 2018

1300 - 1400	Lunch & Poster/Soapbox Presentations				
	Room: WG201/306 & WA224A&B				
	1300 – 1315: Lunch is served				
	1315 – 1320: SOAPBOX PRESENTATION (Lunch continues) - #SP 1130 <i>Mother Knows Best? A Mother and Daughter Discuss Life, Love, and...Interprofessional Care.</i> <u>Annie Friedrich</u> , Saint Louis University, <u>Cheri Friedrich</u> , University of Minnesota				
	1320 – 1350: Poster Presentations (Lunch continues)				
	1350 – 1400: Lunch concludes				
1320 - 1350	Poster Presentations #2				
Group	GROUP F	GROUP G	GROUP H	GROUP I	GROUP J
Chair	Heliose Agreli	Elizabeth Anderson	Jennifer Bailey	Sarah Berger	Amanda Hlushak
1320 – 1325	#1110 <i>Building a regional effort to develop and implement interprofessional education and practice: The Big Ten IPE Academic Alliance.</i> <u>Brian Sick</u> , University of Minnesota, <u>Frank Ascione</u> , University of Michigan, <u>Heather Congdon</u> , University of Maryland School of Pharmacy, <u>Andrea Pfeifle</u> , Indiana University.	#1268 <i>A regional study of speech pathologists and dental practitioners in interprofessional practice: Perceptions and views.</i> <u>Karen Smart</u> , Central Queensland University.	#1263 <i>INTERact: A developing model for embedding inter-professional education in student clinical placements.</i> <u>Ewan Kennedy & Maree Steel</u> , University of Otago.	#1156 <i>Interprofessional teams working to improve quality across the system of care: Understanding successes and challenges.</i> <u>Dean Lising</u> , Centre for Interprofessional Education, University of Toronto.	#1120 <i>An interdisciplinary case conference focused on severe and persistent mental illness: Session development, lessons learned, and future directions.</i> <u>Chris Paxos</u> , Northeast Ohio Medical University.
1325 - 1330	#1265 <i>Leadership in interprofessional practice: The development and evolution of a cross-discipline collaborative practice model.</i> <u>Nancy Searl</u> , Holland Bloorview Kids Rehabilitation Hospital.	#1352 <i>A comprehensive systematic review of pharmacy perspectives on interprofessional education and collaborative practice.</i> <u>Alla El-Awaisj</u> , College of Pharmacy, Qatar.	#1421 <i>An undergraduate, pre-professional curriculum based on IPE and IPCP.</i> <u>Yulong Gu</u> , Stockton University.	#1364 <i>Growing interprofessional practice from the grass roots.</i> <u>Anne Smart</u> , Eastern Health, Australia.	#1330 <i>Interprofessional learning in an international context: The unfamiliar as impetus for learning, also about oneself.</i> <u>Peter Bontje</u> , Tokyo Metropolitan University.
1330 - 1335	#1362 <i>Introducing interprofessional education to the workplace.</i> <u>Nicole Shaw</u> , Deakin University.	#1336 <i>Interprofessional collaboration in sports medicine: Findings from scoping review.</i> <u>Simon Fletcher</u> , Kingston University.	#1314 <i>The generalizability of educational effectiveness of the "step-by-step IPE program" in The International University of Health and Welfare.</i> <u>Toshinori Shimoj</u> , International University of Health and Welfare.	#1324 <i>An interprofessional education session for 60 participants: Discharge planning and documentation.</i> <u>Tika Ormond</u> , University of Canterbury.	#1353 <i>"To see you actually doing it - rather than just talking about it": a clinically based pre-registration interprofessional education pilot for cancer care.</i> <u>Pauline McChesney</u> , Mid-Central DHB.
1335 - 1340	#1375	#1416	#1435	#1311	#1199

	<p><i>Navigating leadership for beginner to intermediate clinicians through a structured education and training program.</i> <u>Nigel Cronin</u>, Sydney Local Health District.</p>	<p><i>Interprofessional research experiences.</i> <u>Madeline Press</u>, Saskatchewan Polytechnic.</p>	<p><i>IPE student association: Shifting towards interprofessional collaboration.</i> <u>Sawsan ALMukdad</u>, College of Pharmacy, Qatar University.</p>	<p><i>Older adults' goals in healthcare: a systematic review and meta-synthesis.</i> <u>Nicky Baker</u>, Flinders University.</p>	<p><i>Interprofessional team training for sixteen educational programmes in health care in higher education.</i> <u>Helle Wijk</u>, Institute of Health and Care Sciences, Sahlgrenska Academy, Gothenburg University.</p>
1340 – 1345	<p>#1253 <i>Practising, preaching and modelling collaboration – staff experiences of learning together as educators in inter-professional education.</i> <u>Joanne Keeling</u>, University of Central Lancashire</p>	<p>#1333 <i>Unravelling collaborative practice through Bourdieu's 'Theory of Practice'.</i> <u>Kate Norris</u>, Ara Institute of Canterbury.</p>	<p>#1136 <i>Integrating model and strategy into clinical supervision.</i> <u>Amanda Copes</u>, <u>Mark Adelung</u> & <u>Lee Ann Guenther</u>, Stockton University.</p>	<p>#1273 <i>Information-sharing about post-acute elderly patients who transfer to long-term care wards: Survey of professionals in a long-term care ward in Japan.</i> <u>Yu Maruyama</u>, Saitama Prefectural University.</p>	<p>#1413 <i>The HDR Café - a multidisciplinary group supervision model for Master and PhD students.</i> <u>Marion Gray</u>, University of the Sunshine Coast.</p>

Thursday 06 September, 2018

1230 - 1330 Lunch & Poster/Soapbox Presentations				
Room: WG201/306 & WA224A&B				
1230 – 1245: Lunch is served				
1245 – 1250: SOAPBOX PRESENTATION (Lunch continues) - #SP 1437 "I never imagined that could happen..." - students' experiences of simulation, role-play and subsequent story-telling with people from diverse backgrounds. Fiona Miller , Griffith University				
1250 – 1320: Poster Presentations (Lunch continues)				
1320 – 1330: Lunch concludes				
1250 - 1320		Poster Presentations #3		
Group	GROUP K	GROUP L	GROUP M	GROUP N
Chair	Ciraj Ali Mohammed	Shelley Bhattacharya	Erin Blakeney	Sharon Buckley
1250 – 1255	#1169 <i>Student and faculty perceptions of faculty IPE facilitation skills in an IPE course: How do they compare?</i> Cindy Beel-Bates , Grand Valley State University.	#1129 <i>Interdisciplinary but not yet interprofessional: A student perspective on interprofessional education in health care ethics.</i> Annie Friedrich , Saint Louis University.	#1281 <i>The state of the art of interprofessional assessment in undergraduate health care and social education: a scoping review.</i> Hester Smeets , Zuyd University of Applied Sciences.	#1287 <i>Simulated Client Interprofessional Education (SPICE).</i> Susan Waller , Monash University.
1255 – 1300	#1096 <i>Student self-assessment and faculty assessment of performance in an interprofessional error disclosure simulation training program.</i> Therese Poirier , Southern Illinois University, Edwardsville.	#1275 <i>Comparing clinical reasoning of physiotherapy and medical students.</i> Ewan Kennedy , University of Otago.	#1247 <i>The effectiveness of classroom based interprofessional education in bachelor health studies; a systematic review.</i> Rien de Vos , Academic Medical Center.	#1347 <i>Evaluating outcomes of an interprofessional health assessment simulation integrating primary medical and dental care.</i> Kelly Lockeman , Virginia Commonwealth University.
1300 – 1305	#1391 <i>Report on students' voluntary IPE activities: A lesson we learned from a new member.</i> Shota Ogawa , Gunma University.	#1242 <i>Interprofessional Student-led Grand Rounds provide practical teaching and learning opportunities.</i> Lori Thuente , Rosalind Franklin University of Medicine and Science.	#1309 <i>Confirmatory factor analysis of the professional version of the Readiness for Interprofessional Learning Scale (RIPLS) in Japanese.</i> Ryohei Goto , University of Tsukuba.	#1389 <i>Effect of interprofessional education using active learning towards teamwork in healthcare.</i> Mika Tomita , Ibaraki Prefectural University of Health Sciences.
1305 – 1310	#1135 <i>Student perceptions of interprofessional practice readiness before and after a year-long interprofessional clinical case-study course series.</i> Ziemowit Mazur , Rosalind Franklin University of Medicine and Science.		#1192 <i>Making interprofessional education impact! – Evaluating how clinical interprofessional education works.</i> Dean Lising , University of Toronto.	#1393 <i>Using the Regenstrief electronic health record clinical learning platform for interprofessional education and learning.</i> Andrea Pfeifle , Indiana University.
1310 - 1315	#1377		#1432	#1431

	<p><i>Reflections on developing written reports for clients in the Inspiring Health program – students' perspectives on their learning.</i> <u>Nicky Baker</u>, Flinders University.</p>		<p><i>Evaluation of students' views & experiences of interprofessional simulated learning opportunities at The University of Central Lancashire (UCLan).</i> <u>Erin Morehead</u>, University of Central Lancashire.</p>	<p><i>Creating a student online community of inquiry in IPE/IPCP Courses.</i> <u>Hossein Khalili</u>, Western University & Fanshawe College.</p>
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Presenters should be present at their poster for the whole 30 minutes poster allocation and are encouraged to engage with anyone during this time. Presenters should officially present their posters during their allocated time slot, noting 3 minutes for the presentation, and 1-2 minutes for Q&A and moving to other posters.