

## Collaborative Practice and Interprofessional Education

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



# Monday 03 September, 2018

0700 – 1530 (approx.)	PRE-CONFERENCE HOBBITON TOUR		
0830 – 0900	Pre-Conference Workshop Registration (AM workshops) Room: WG306 Foyer, Sir Paul Reeves (WG) Building, AUT		
0900 – 1200	Pre-Conference Workshops		
<b>Room</b>	<b>WG901-902</b>		<b>WG908-909</b>
0900 – 1200 <i>Includes morning tea (1020 – 1040)</i>	Denise Wilson <i>Being Culturally Responsive</i>		Roger Dunston, Tagrid Yassine & Gary Rogers <i>Sustaining interprofessional education in a uni-professional environment. A focus on work occurring within the Australian context</i>
1230 – 1300	Pre-Conference Workshop Registration (PM workshops) Room: WG306 Foyer, Sir Paul Reeves (WG) Building, AUT		
<b>Room</b>	<b>WG901-902</b>	<b>WG908-909</b>	<b>WG801-802 Time: 1300 - 1500</b>
1300 – 1600 <i>Includes afternoon tea (1420 – 1440)</i>	John Gilbert <i>IPE/IPP/IPC: From Practice to Policy – and Back Again: Doing things right for the right reasons</i>	Monica Moran <i>Influencing Change: Developing a mosaic of skills, frameworks and artefacts to support interprofessional working</i>	Jill Thistlethwaite & Liz Anderson <i>The Scott Reeves Memorial Workshop - Fostering the next generation of interprofessional researchers and writers</i> <i>ATBH IX Title: Writing for Publication</i> <i>Includes afternoon tea (1500-1520)</i>
1600 - 1700	Conference Registration Room: WG306 Foyer, Sir Paul Reeves (WG) Building, AUT		
1700 - 1900	Powhiri & Welcome Reception – Formal welcome & INVITED SPEAKER, Minnie Baragwanath Room: WG201/306 Foyer, Sir Paul Reeves (WG) Building, AUT		
1830 - 2000	HEALTHCARE TEAM CHALLENGE BRIEFING SESSION – Form teams, briefing and general discussion Room: WG901-902		

# Tuesday 04 September, 2018

0800 - 0900	Registration, Tea & Coffee Room: WG201/306 Foyer & WA224A&B, Sir Paul Reeves (WG) Building, AUT							
0900 - 0930	CONFERENCE OPENING, WELCOME & MIHI WHAKATAU Room: WG403							
0930 - 1030	KEYNOTE ADDRESS: Professor Denise Wilson - <i>Culturally-responsive interprofessional education and practice beyond mere rhetoric</i> Room: WG403							
1030 - 1110	Morning Tea & Posters Room: WG201/306 & WA224A&B							
1110 - 1230	Concurrent Oral Presentations #1							
Chair	Peter Bontje	Stephen Miller	Charon Lessing	Heather Congdon	Ben Darlow	David Dickter	Benny Efendie	
Room	WG901-902	WG607	WG608	WG609	WG703	WG808	WG908-909	
1110 - 1130	<b>OP #1321</b> <i>Raising the bar: Developing accreditation standards for interprofessional education programs.</i> <u>Margaret Purden</u> , McGill University.	<b>OP #1252</b> <i>The Tairawhiti Interprofessional Programme: What the inaugural students say after 5 years in the workplace.</i> <u>Christine Wilson</u> , University of Otago.	<b>OP #1272</b> <i>Rural interprofessional education: a portmanteau of case studies and outcomes.</i> <u>Lorraine Walker</u> , Monash University.	<b>OP #1159</b> <i>Interprofessional stroke collaborations: Working together for better patient care.</i> <u>Dean Lising</u> , Centre for Interprofessional Education, University of Toronto.	<b>OP #1210</b> <i>Architecting health: Embedding design thinking into interprofessional education for architecture and health students.</i> <u>Margo Brewer</u> , Curtin University.	<b>OP #1264</b> <i>Preparing for integration of clinical pharmacist in the community healthcare: How can IPE help?</i> <u>Elizabeth Anderson &amp; Chris Sanders</u> , University of Leicester, <u>Neena Lakhani</u> , De Montfort University.	<b>OP #1162</b> <i>A comparative analysis of interprofessionalism in educational and clinical institutions based in five European countries.</i> <u>Marion Huber</u> , University of Applied Sciences of Zurich.	
1130 - 1150	<b>OP #1327</b> <i>Fostering interprofessional collaboration: The role of the professional association.</i> <u>Lynn Williams</u> , American Speech-Language-Hearing Association.	<b>OP #1154</b> <i>Impact of Health Care Team Challenge on interprofessional learning attitudes of postgraduate healthcare professionals.</i> <u>Esther Tai</u> , National University Hospital Singapore.	<b>OP #1308</b> <i>Educating for collaborative healthcare opportunities (ECHO): Evolution on a rural landscape.</i> <u>Jane Ferns, &amp; Alexandra Little</u> , University of Newcastle.	<b>OP #1250</b> <i>Stomatognathic system disorders: Improving management through collaborative practice.</i> <u>Karen Smart</u> , Central Queensland University.	<b>OP #1165</b> <i>Addressing stereotypes through student interprofessional education: Police &amp; youth work collaboration.</i> <u>Philip Semple</u> , Centennial College.	<b>OP #1207</b> <i>Interprofessional knowledge from a grassroots community coalition.</i> <u>Jennifer Bailey</u> , Medical University of South Carolina.	<b>OP #1313</b> <i>Balancing professional expertise and the soft care skills of collaboration among health and social care professionals: An attitudinal change study.</i> <u>Hiroyuki Fujii</u> , Nihon Fukushi University, <u>Kosuke Kohashi</u> , Matsudo City General Hospital, <u>Kumi Ogawa</u> , Saitama Prefectural University.	

1150 - 1210	<b>OP #1401</b> <i>Interprofessional collaborative practice: a cross-border descriptive study of regulation structures from 14 states and provinces.</i> <u>Marie-Andree Girard</u> , Canada Research Chair in Collaborative Culture in Health Law and Policy.	<b>OP #1193</b> <i>Development of a framework of interprofessional collaboration in primary care in a developing country.</i> <u>Heloise Agreli</u> , University of São Paulo.	<b>OP #1141</b> <i>Using situation monitoring strategies to enhance the care delivery of clinical interprofessional teams in rural primary care clinics.</i> <u>Susan Kimble</u> , University of Missouri Kansas City.	<b>OP #1303</b> <i>Transforming medicines administration for people with Parkinson's Disease: An interprofessional collaboration.</i> <u>Monica Oad</u> , The University of Auckland.	<b>OP #1423</b> <i>Designing a better nursing care innovation using multidisciplinary collaboration approach: How Thai nursing students work with engineering students.</i> <u>Adchara Khammathit</u> , Boromarajonani College of Nursing Udonthani.	<b>OP #1291</b> <i>An IP tool to increase sports participation and physical activity levels of children and young people with disabilities.</i> <u>Pirjo Orell</u> , Oulu University of Applied Sciences.	<b>OP #1405</b> <i>Adopting a community, a novel University wide Global Health placement in Kirakira, Solomon Islands.</i> <u>Peter Jones</u> , Bond University.
1210 - 1230	<b>OP #1365</b> <i>Bringing workforce planning, education and practice together around patients and populations not professions.</i> <u>Barbara Brandt</u> , US National Center for Interprofessional Practice and Education.	<b>OP #1299</b> <i>Covering two bases by engaging resident physicians as interprofessional facilitators: The intersection of CanMEDS roles and CIHC competencies.</i> <u>Mark Daly</u> , McGill University.	<b>OP #1223</b> <i>Understanding patient engagement in health professions education: Implications for advancing patient engagement in IPE.</i> <u>Sylvia Langlois</u> , University of Toronto.	<b>OP #1203</b> <i>The Value of interprofessional care: The Acute Hospitalization of a Left Ventricular Assist Device (LVAD) patient.</i> <u>Cathy Peters</u> , University of Rochester.	<b>OP #1256</b> <i>Maximizing the voices and values of the community in developing a village-based drug recovery program in the Philippines.</i> <u>Michael Sy</u> , Tokyo Metropolitan University.	<b>OP #1329</b> <i>Transforming the health of populations with speech-language pathologists and audiologists.</i> <u>Lynn Williams</u> , American Speech-Language-Hearing Association.	<b>OP #1326</b> <i>Transforming nursing students' perception of working with others: an international placement experience in rural Laos.</i> <u>Valda Frommolt, Lynne Brown &amp; Hazel Rands</u> , Griffith University.
1230 - 1300	<b>INVITED SPEAKER: Toa Waaka - Whakatīnanatia te Whakawhanaungatanga, hei Whakamārama ki a tatou katoa: Embody unity together, to enlighten all together; Increasing respect among our professionals based on culturally appropriate engagement models</b> <b>Venue: WG403</b>						
1300 - 1400	<b>Lunch &amp; Poster Presentations</b> <b>Room: WG201/306 &amp; WA224A&amp;B</b> 1320 – 1350: <b>POSTER PRESENTATIONS</b> (Lunch continues) (See poster programme)						
1315 - 1400	<b>NCIPECP Open Meeting</b> <b>Room: WG308</b>						

1400 - 1600	Concurrent Oral Presentations #2			Concurrent Workshop Presentations #1				
Chair	Alla El-Awaisi	Gerard Filies	Simon Fletcher	Dawn Forman	Jody Frost	Marion Gray	Michael Sy	Kelly Lockeman
Room	WG607	WG608	WG609	WG 701-702	WG 801-802	WG 803	WG 901-902	WG 908-909
1400 – 1420	<b>OP #1388</b> <i>Interprofessional collaboration does not work without focus on informal communication.</i>	<b>OP #1436</b> <i>"I never expected that" - a hot-spot learning experience for Medical and Pharmacy students,</i>	<b>OP #1295</b> <i>Experience-based design: Using quality improvement strategies to</i>	<b>WP #1171</b> <i>Building student leadership of interprofessional education (IPE): a practical guide to</i>	<b>WP #1412</b> <i>Assessing Interprofessional Professionalism (IPP) behaviors: Interprofessional</i>	<b>WP #1143</b> <i>Assessment of interprofessional learning outcomes: Where are we at?</i>	<b>WP #1319</b> <i>Learning from the IPE health training transformation in the Latin America continent.</i>	<b>WP #1323</b> <i>Whakawhanaungatanga: an interprofessional education approach to teach the process of</i>

	<u>Bo Morthorst Rasmussen</u> , University College South Denmark.	<i>using role-play, simulation and story-telling.</i> <u>Fiona Miller</u> , Griffith University.	<i>identify family and staff experiences in conversations at end-of-life.</i> <u>Jennifer Wong</u> , Sunnybrook Health Sciences Centre.	<i>establishing a student IPE Society.</i> <u>Sharon Buckley</u> , <u>Hirsch Christine</u> , <u>Travis Norton &amp; Kalyaani Vickneswaran</u> , University of Birmingham.	<i>Professionalism (IPP) tool kit.</i> <u>John Tegzes</u> , Western University of Health Sciences, <u>Jeffrey Stewart</u> , American Dental Education Association, <u>Jennifer Wise</u> , National Board of Medical Examiners.	<u>Sylvia Langlois</u> , University of Toronto, <u>Elizabeth Anderson</u> , University of Leicester, <u>Ruby Grymonpre</u> , University of Manitoba & <u>Gary Rogers</u> , Griffith University.	<u>Jose Rodrigues Freire</u> , Pan-American Health Organization (PAHO/WHO), <u>Eva Icaran</u> , Universidad Europea, <u>John Gilbert</u> , Canadian Interprofessional Health Collaborative, <u>Richard Pitt</u> , CAIPE.	<i>establishing relationships.</i> <u>Shirley Simmonds</u> , <u>Ben Darlow</u> , <u>Ben Gray</u> , <u>Eileen McKinlay</u> , <u>Sue Pullon</u> , <u>Jordan Tewhaiti-Smith &amp; Toa Waaka</u> , University of Otago Wellington, <u>Hazel Nesar</u> , University of Otago, Radiation Therapy.
1420 – 1440	<b>OP #1418</b> <i>Thrive: Accentuating the positive in the Emergency Department.</i> <u>Johanne Egan</u> , Waitemata District Health Board.	<b>OP #1126</b> <i>Yearning to yarn: Teaching for equity.</i> <u>Simon Munro</u> , University of Newcastle.	<b>OP #1366</b> <i>Fostering patient involvement and facilitating interprofessional healthcare team improvements.</i> <u>Kelly Kilgour</u> , University of Ottawa.					
1440 – 1500	<b>OP #1091</b> <i>Improving interprofessional communication: Tossing the DISC!</i> <u>Mary Von</u> , Pacific University College of Health Professions.	<b>OP #1176</b> <i>Cross-cultural communication competencies related to accents: A student survey.</i> <u>Yulong Gu</u> , Stockton University.	<b>OP #1267</b> <i>Patient engagement within an interprofessional health care team: A case study.</i> <u>Roslyn Compton &amp; Alex Olirus Owilli</u> , University of Saskatchewan.					
1500 – 1520	<b>OP #1230</b> <i>Playing to Learn: Manipulating risk and consequences to teach interprofessional teamwork in healthcare.</i> <u>Lori Thuente</u> , Rosalind Franklin University of Medicine and Science.	<b>OP #1211</b> <i>Key considerations in the design of team-based interprofessional student placements.</i> <u>Margo Brewer</u> , Curtin University.	<b>OP #1194</b> <i>Collaborative communities: engagement of service users towards prevention of Zika virus infection in Brazil.</i> <u>Heloise Agreli</u> , University of São Paulo.	<b>WP #1092</b> <i>Transforming Healthcare: One Student Leader at a Time!</i> <u>Mary Von</u> , Pacific University College of Health Professions.	<b>WP #1357</b> <i>Auditing Collaborative Client-Centred Practice – Preparation of facilitators.</i> <u>Carole Orchard</u> , University of Western Ontario, <u>Elizabeth Anderson</u> , Leicester Medical School, <u>Monica Moran</u> , Western Australian Centre for Rural Health.	<b>WP #1181</b> <i>Realist evaluation of interprofessional education interventions; developing a programme theory.</i> <u>Bronwyn Maddock &amp; Fiona Kent</u> , Monash University	<b>WP #1170</b> <i>Stepwise Approaches to building sustainable models of interprofessional education and collaborative care in ambulatory community settings.</i> <u>Gina Rowe</u> , University of Maryland.	<b>WP #1235</b> <i>Interprofessional patient-centredness: Refocus from structures and processes to relationships.</i> <u>Sue McNaughton</u> , Auckland University of Technology.

1520 – 1540	<b>OP #1293</b> <i>Exploring early professional socialization within the health professions.</i> <u>Sheri Price</u> , Dalhousie University.	<b>OP #1278</b> <i>Reflections on a module for health student engagement in interprofessional education.</i> <u>Margot Skinner</u> , University of Otago.	<b>OP #1142</b> <i>Expanding rural access to behavioral healthcare: Year Three implementation of telemental health services.</i> <u>Susan Kimble</u> , University of Missouri Kansas City.					
1540 – 1600	<b>OP #1425</b> <i>Becoming interprofessional: Foregrounding dispositional qualities.</i> <u>Brenda Flood</u> , Auckland University of Technology.	<b>OP #1350</b> <i>Development of an educational module “complementary and alternative medicine” in interprofessional education.</i> <u>Denise Wilfling</u> , University of Lübeck.	<b>OP #1360</b> <i>Transforming student understanding of patient-centred health through ‘Inspiring Health’ clinics.</i> <u>Nicky Baker</u> , Flinders University.					
1600 - 1620	<b>Afternoon Tea &amp; Posters</b> <b>Room: WG201/306 &amp; WA224A&amp;B</b>							
1620 - 1720	<b>Concurrent Oral Presentations #3</b>				<b>Concurrent Workshop Presentations #2</b>			
<b>Chair</b>	<b>Katja Krug</b>	<b>Cheri Friedrich</b>	<b>Annie Friedrich</b>	<b>Ziemowit Mazur</b>	<b>Alexandra Little</b>	<b>William Gordon</b>	<b>Priya Martin</b>	<b>Ellen Herlache-Pretzer</b>
<b>Room</b>	<b>WG607</b>	<b>WG608</b>	<b>WG609</b>	<b>WG703</b>	<b>WG809</b>	<b>WG 801-802</b>	<b>WG 803</b>	<b>WG 808</b>
1620 – 1640	<b>OP #1282</b> <i>Everyday team intelligence: Mindful extension of team training.</i> <u>Susan Sommerfeldt</u> , University of Alberta.	<b>OP #1355</b> <i>Establishing an IPE network by utilising Partnership Development Theory: A case study.</i> <u>Stefanus Snyman</u> , Nelson Mandela University.	<b>OP #1335</b> <i>Facilitating interprofessional team development across the system of care.</i> <u>Dean Lising</u> , Centre for Interprofessional Education, University of Toronto.	<b>OP #1414</b> <i>Interprofessional High Fidelity Simulation: Designing authentic experiences.</i> <u>Madeline Press</u> , Saskatchewan Polytechnic.	<b>OP #1261</b> <i>Online interprofessional education discussions: how do facilitators facilitate?</i> <u>Catherine Ward</u> , Deakin University.	<b>WP #1152</b> <i>Interprofessional leadership: Strategic re-framing for the future.</i> <u>Jody Frost</u> , National Academies of Practice, <u>Gail Jensen</u> , Creighton University, <u>Andrea Pfeifle</u> , Indiana University.	<b>WP #1149</b> <i>So you want to offer a practice-based interprofessional learning opportunity.</i> <u>Ruby Grymonpre</u> , University of Manitoba.	<b>WP #1231</b> <i>Exploring the contribution of theory to the design, delivery and evaluation of interprofessional curricula.</i> <u>Elizabeth Anderson</u> , University of Leicester, <u>Richard Pitt</u> , CAIPE.

1640 – 1700	<b>OP #1150</b> <i>Learner and clinician interpretation of collaboration in interprofessional competency assessment.</i> <u>Sylvia Langlois</u> , University of Toronto.	<b>OP #1386</b> <i>Creating a national interprofessional practice and education core dataset.</i> <u>Barbara Brandt</u> , US National Center for Interprofessional Practice and Education.	<b>OP #1190</b> <i>Family centered care integrated into a multifaceted workflow in a NICU to facilitate the transitions of care of sick newborns.</i> <u>Myuri Manogaran</u> , University of Ottawa.	<b>OP #1262</b> <i>Organising learning at work: Simulation exercises for interprofessional teams to improve clinical outcomes of maternity care.</i> <u>Johanna Dahlberg</u> , Linköping University.	<b>OP #1379</b> <i>Interprofessional education on multidisciplinary team care in the virtual world.</i> <u>Ling Ting Wu</u> , National University of Singapore.			
1700 - 1720	<b>OP #1439</b> <i>IPE and learning about Hauora Maori. "It puts it into perspective as opposed to doing it in a lecture theatre". Final year student perceptions from the Tairāwhiti Inter-Professional Education Programme.</i> <u>Sue Pullon</u> , University of Otago Wellington.	<b>OP #1325</b> <i>Story of a journey to transform the landscape of social and healthcare in The Netherlands, through the introduction and dissemination of Interprofessional education and collaboration.</i> <u>Loes van Amsterdam</u> , Dutch IPEC network.	<b>OP #1358</b> <i>How can we measure client's self-care more effectively? Testing and validation of the Patients with Diabetes Self-Care Ownership Scale (PD-SCOS).</i> <u>Carole Orchard</u> , University of Western Ontario.	<b>OP #1296</b> <i>Communication at end-of-life: Using team and family experiences to shape a simulation-based education program.</i> <u>Jennifer Wong</u> , Sunnybrook Health Sciences Centre.	<b>OP #1349</b> <i>Are we on the same page? Variation among faculty when assessing collaboration in an online interprofessional learning activity.</i> <u>Kelly Lockeman</u> , Virginia Commonwealth University.			
1730	<b>CLOSE DAY 1</b>							
1730 - 1830	<b>WCC Open Meeting</b> <b>Room: WG901-902</b>				<b>AIPPEN open meeting for all Australia and New Zealand IPECP champions</b> <b>Room: WG908-909</b>			

# Wednesday 05 September, 2018

0800 - 0830	<b>Registration, Tea &amp; Coffee</b> <b>Room: WG201/306 Foyer &amp; WA224A&amp;B, Sir Paul Reeves (WG) Building, AUT</b>
0830 – 0845	<b>WELCOME, KARAKIA, WAIATA &amp; HOUSEKEEPING</b> <b>Room: WG403</b>
0845 – 0850	<b>Tribute to Professor Scott Reeves</b> <b>Room: WG403</b>
0850 – 0950	<b>KEYNOTE ADDRESS: Professor John Gilbert - Leadership: Interprofessional transformation – are we making a difference? Conjectures &amp; Refutations</b> <b>Room: WG403</b>

0950 – 1030	<b>Morning Tea &amp; Posters</b> <b>Room: WG201/306 &amp; WA224A&amp;B</b>						
1030 - 1210	<b>Concurrent Oral Presentations #4</b>						
Chair	<b>Bernard Cerutti</b>	<b>Roslyn Compton</b>	<b>Johanna Dahlberg</b>	<b>Johanne Egan</b>	<b>Jane Miller</b>	<b>TBC</b>	<b>Jane Ferns</b>
Room	<b>WG901-902</b>	<b>WG608</b>	<b>WG609</b>	<b>WG703</b>	<b>WG803</b>	<b>WG908-909</b>	<b>WG808</b>
1030 – 1050	<b>OP #1304</b> <i>Creating an impactful interprofessional experiential learning opportunity: A case study.</i> <u>Sharla King</u> , University of Alberta.	<b>OP #1119</b> <i>Interprofessional supervision: one step too far?</i> <u>Priya Martin</u> , University of South Australia, <u>Monica Moran</u> , Western Australian Centre for Rural Health.	<b>OP #1320</b> <i>Un-siloed: Key organizational levers towards systemic collaboration.</i> <u>Keith Adamson</u> , University of Toronto.	<b>OP #1271</b> <i>Time for interprofessional education to harden up – the journey from “soft” to “hard” study outcomes.</i> <u>Craig Webster</u> , University of Auckland.	<b>OP #1228</b> <i>Using experiential learning to teach interprofessional knowledge, attitudes, skills and behaviors.</i> <u>Lori Thuyente</u> , Rosalind Franklin University of Medicine and Science.	<b>OP #1407</b> <i>Leadership is about knowing 'self' and knowing 'other'.</i> <u>Liz Smythe &amp; Peter Larmer</u> , Auckland University of Technology.	<b>OP #1187</b> <i>Including the patient's family in the interprofessional team to enhance efficient and effective transitions of neonatal patients from the neonatal intensive care unit.</i> <u>Myuri Manogaran</u> , University of Ottawa.
1050 – 1110	<b>OP #1317</b> <i>Evoking the invisible: creative pedagogies and methodologies for transforming interprofessional education.</i> <u>Maggie Hutchings</u> , Bournemouth University.	<b>OP #1185</b> <i>Interprofessional Clinical Educator workshops: Enhancing clinical supervisory skills across health science disciplines.</i> <u>Mark Adelung</u> , <u>Amanda Copes &amp; Lee Ann Guenther</u> , Stockton University.	<b>OP #1224</b> <i>Challenges of interprofessional collaborative practice in a newly established teaching hospital: a mixed method study.</i> <u>Amandha Boy Timor Randita</u> , Faculty of Medicine Universitas Indonesia.	<b>OP #1138</b> <i>How do we know who is collaboration-ready? Developing norm-referenced standards for interprofessional formative and summative assessment.</i> <u>David Dickter</u> , Western University of Health Sciences.	<b>OP #1236</b> <i>Interprofessional collaborative practice through an adult medicine based simulation.</i> <u>Jon Wietholter</u> , West Virginia University.	<b>OP #1098</b> <i>Interprofessional Leadership for Collaboration: A review of leadership practices globally.</i> <u>Dawn Forman</u> , University of Derby, <u>Marion Jones</u> , Auckland University of Technology, <u>Jill Thistlethwaite</u> , University of Technology Sydney.	<b>OP #1343</b> <i>Constructivist Grounded Theory on patient roles within interprofessional collaborative teams.</i> <u>Carole Orchard</u> , University of Western Ontario.
1110 – 1130	<b>OP #1239</b> <i>Varied satisfaction among health professions students with classroom-based interprofessional education (IPE).</i> <u>Wendy Madigosky</u> , University of Colorado.	<b>OP #1276</b> <i>Facilitators' experience of debriefing healthcare students in an interprofessional simulation learning activity.</i> <u>Margaret Purden &amp; Cynthia Perlman</u> , McGill University.	<b>OP #1277</b> <i>Interprofessional learning and practice in a new, purpose-built health clinic: mapping movements and interactions in place and space.</i> <u>Alexandra Bowmar</u> , Auckland University of Technology.	<b>OP #1177</b> <i>Assessing interprofessional competencies on the interprofessional training ward Heidelberg, Germany (HIPSTA) - a quantitative study.</i> <u>Katja Krug</u> , University Hospital Heidelberg.	<b>OP #1240</b> <i>IP simulation training as an effective learning experience.</i> <u>Tiina Tervaskanto-Mäentausta</u> , Oulu University of Applied Sciences.	<b>OP #1334</b> <i>Getting to the same page - leaders experiences in interprofessionalism in Qatar (2014-2018).</i> <u>Alla El-Awaisi</u> , College of Pharmacy, Qatar University, <u>Stella Major</u> , Weill Cornell Medicine-Qatar.	



1130 – 1150	<b>OP #1237</b> <i>Developing an across-institutional model for IPE – process and concept.</i> Sue Pullon, University of Otago Wellington.	<b>OP #1429</b> <i>Students view onto IPE facilitator's competencies.</i> Marion Huber & Markus Melloh, University of Applied Sciences of Zurich.	<b>OP #1411</b> <i>Patient safety: Policy representation and practical translation.</i> Simon Fletcher, Kingston University.		<b>OP #1289</b> <i>Knowing-in-practice – interprofessional collaboration and knowledge sharing in health care.</i> Annika Falk, Linköping University.	<b>OP #1410</b> <i>Speaking truth to power: Untying the interprofessional Gordian Knot.</i> Barbara Brandt, US National Center for Interprofessional Practice and Education.	<b>OP #1310</b> <i>Promoting self-determination through 'Inspiring Health'.</i> Nicky Baker, Flinders University.
1150 - 1210	<b>OP #1226</b> <i>Engaging new students in IPE: creation through teamwork!</i> Kirsty Hyndes, University of Nottingham.	<b>OP #1182</b> <i>Enhancing understanding of interprofessional roles in community health care management.</i> Jennifer Newton & Fiona Kent, Monash University.	<b>OP #1153</b> <i>Transforming interprofessional care culture: The development and integration of interprofessional competencies across health care organizations.</i> Dean Lising, Centre for Interprofessional Education, University of Toronto.	<b>OP #1222</b> <i>Assessment of collaborator competencies: Understanding the landscape in undergraduate medicine.</i> Sylvia Langlois, University of Toronto.	<b>OP #1279</b> <i>Sharing the knowledge: Oral health and speech pathology student clinical collaboration in preparation for workforce engagement.</i> Karen Smart, Central Queensland University.	<b>OP #1115</b> <i>Collaborative leadership? Contexts and mechanisms for success on hospital wards.</i> Fiona Kent, Monash University.	<b>OP #1283</b> <i>Understanding performativity: An inquiry into interprofessional teams supporting frail elderly to age-in-place.</i> Susan Sommerfeldt, University of Alberta.
1210 - 1300	<b>KEYNOTE ADDRESS: Dr Daniel R. Kambey – Cultural difference: Friend or a foe?</b> <b>Room: WG403</b>						
1300 - 1400	<b>Lunch &amp; Poster/Soapbox Presentations</b> <b>Room: WG201/306 &amp; WA224A&amp;B</b>						
	1315 – 1320: <b>SOAPBOX PRESENTATION</b> (Lunch continues) <b>#SP 1130</b> <i>Mother Knows Best? A Mother and Daughter Discuss Life, Love, and...Interprofessional Care.</i> Annie Friedrich, Saint Louis University, Cheri Friedrich, University of Minnesota. Chair: Eileen McKinlay						
	1320 – 1350: <b>POSTER PRESENTATIONS</b> (Lunch continues) (See poster programme)						

1400 - 1600	Concurrent Oral Presentations #5			Concurrent Workshop Presentations #3				
Chair	Jane George	Marie-Andree Girard	Keri Hager	Barbara Brandt	Margo Brewer	Junji Haruta	Marion Huber	Sharla King
Room	WG607	WG608	WG609	WG 701-702	WG 703	WG 801-802	WG 901-903	WG 908-909
1400 – 1420	<b>OP #1116</b> <i>Making explicit the learning required for collaborative practice: building a curriculum.</i>	<b>OP #1209</b> <i>Transforming healthcare education for collaborative practice.</i>	<b>OP #1204</b> <i>Evaluating IPEC Faculty Development Institutes- Are they</i>	<b>WP #1128</b> <i>Preceptor and practice site development to facilitate</i>	<b>WP #1167</b> <i>Imagining a different horizon: How to develop a longitudinal IPE simulation</i>	<b>WP #1306</b> <i>Me, myself and us: Unpacking the origins of our own interprofessional perspectives to</i>	<b>WP #1161</b> <i>Advancing the scholarship of interprofessional education and collaborative</i>	<b>WP #1168</b> <i>Building capacity to lead interprofessional collaborative practice teams: The</i>



	<u>Fiona Kent</u> , Monash University.	<u>Isabel Paton</u> , Charles Sturt University.	<i>making a difference?</i> <u>Jo Ann Regan</u> , Council on Social Work Education & <u>Jeffrey Stewart</u> , American Dental Education Association.	<i>interprofessional learning In practice.</i> <u>Brian Sick &amp; Cheri Friedrich</u> , University of Minnesota.	<i>curriculum in mental health.</i> <u>Jane Miller</u> , University of Minnesota.	<i>facilitate collaborative patient-centred care.</i> <u>Alexandra Little &amp; Jane Ferns</u> , University of Newcastle Department of Rural Health.	<i>practice: Learning from each other.</i> <u>Gail Jensen</u> , Creighton University, <u>Andrea Pfeifle</u> , Indiana University, <u>Sharla King</u> , University of Alberta & <u>Ruby Grymonpre</u> , University of Manitoba.	<i>Trusted Leader Model.</i> <u>John Owen</u> , University of Virginia.
1420 – 1440	<b>OP #1137</b> <i>Collaborating to build IPE capacity in a Canadian university – Lessons learned from an IPE faculty development needs assessment.</i> <u>Kelly Lackie</u> , Dalhousie University.	<b>OP #1100</b> <i>Is a geriatric interprofessional clinic reducing healthcare utilization?</i> <u>Shelley Bhattacharya</u> , University of Kansas Medical Center.	<b>OP #1243</b> <i>Exploring student perceptions when learning about patient/client partnerships with patient educators.</i> <u>Sylvia Langlois</u> , University of Toronto.					
1440 – 1500	<b>OP #1258</b> <i>Parallel processes: From campus to community.</i> <u>Valerie Jones &amp; Sally McCormack-Tutt</u> , University of New England.	<b>OP #1124</b> <i>Supporting safe prescribing through collaborative education.</i> <u>Dale Sheehan</u> , Unitec, <u>Avril Lee</u> , Waitemata District Health Board.	<b>OP #1356</b> <i>Collaborative leadership: Development and testing of its measurement.</i> <u>Carole Orchard</u> , University of Western Ontario.					
1500 – 1520	<b>OP #1202</b> <i>Including the student voice: A framework for bridging IP faculty and students.</i> <u>Andrea Anderson</u> , Medical University of South Carolina.	<b>OP #1140</b> <i>Team approaches to transforming inpatient advanced heart failure care.</i> <u>Erin Blakeney</u> , University of Washington.	<b>OP #1390</b> <i>Using network analysis to define the impact of interprofessional education across an institution.</i> <u>Alan Dow</u> , Virginia Commonwealth University.	<b>WP #1298</b> <i>Standardized patients in health profession student roles: Faculty development for interprofessional debriefing.</i> <u>Mark Daly, Cynthia Perlman &amp; Margaret Purden</u> , McGill University.	<b>WP #1294</b> <i>Conversations at end-of-life: Piloting an interprofessional simulation-based intervention.</i> <u>Jennifer Wong &amp; Jim Huth</u> , Sunnybrook Health Sciences Centre.		<b>WP #1241</b> <i>Learning without lecture: Teaching collaboration skills through engaged learning activities.</i> <u>Lori Thuente</u> , Rosalind Franklin University of Medicine and Science.	<b>WP #1342</b> <i>Enacting interprofessional leadership: Navigating explicit and implicit leadership barriers and facilitators.</i> <u>Monica Moran</u> , Western Australian Centre for Rural Health, <u>Michael Sy</u> , Tokyo Metropolitan University.
1520 – 1540	<b>OP #1339</b> <i>Interprofessional practice – walking</i>	<b>OP #1221</b> <i>Reflecting the reality of inter-</i>	<b>OP #1123</b> <i>The Longitudinal Interprofessional</i>					

	<i>the talk and translating the rhetoric through the development of interdisciplinary teaching resources.</i> <u>Nicky Baker</u> , Flinders University.	<i>professional working: inter-professional handover education for improved patient safety.</i> <u>Elaine Hill</u> , University of Central Lancashire.	<i>Study: the impact of pre-registration interprofessional education on graduate attitudes to health care teams and team skills.</i> <u>Ben Darlow</u> , University of Otago, Wellington.					
1540 - 1600	<b>OP #1374</b> <i>Case studies and storyboarding: Transforming how we implement interprofessional learning across undergraduate curricula.</i> <u>Lyn Gum &amp; Nicky Baker</u> , Flinders University.	<b>OP #1160</b> <i>Supporting interprofessional facilitation and faculty development of an interfaculty pain curriculum.</i> <u>Dean Lising</u> , Centre for Interprofessional Education, University of Toronto.	<b>OP #1351</b> <i>Measuring team development in interprofessional education: Phase one of an instrument refinement study.</i> <u>Wendy Madigosky</u> , University of Colorado, <u>Kelly Lockeman</u> , Virginia Commonwealth University.					
1600 - 1620	<b>Afternoon Tea</b> <b>Room: WG306</b>							
1620 - 1720	<b>COUCH SESSION: Culture and indigenous ways of knowing as drivers for IPE and IPC</b> <b>Room: WG403</b> <b>Chairs: Gary Rogers &amp; Denise Wilson</b>							
1720	<b>CLOSE DAY 2</b>							
1830 - 2230	<b>CONFERENCE DINNER</b> <b>Room: WG306/201</b>							

# Thursday 06 September, 2018

0800 - 0830	<b>Registration, Tea &amp; Coffee with a light breakfast</b> <b>Room: WG201/306 Foyer &amp; WA224A&amp;B, Sir Paul Reeves (WG) Building, AUT</b>
0830 - 0840	<b>WELCOME, KARAKIA, WAIATA &amp; HOUSEKEEPING</b> <b>Room: WG403</b>
0840 - 0940	<b>KEYNOTE ADDRESS: Professor Monica Moran – What do Clients really want?</b> <b>Room: WG403</b>

0940 - 1100	HEALTHCARE TEAM CHALLENGE Room: WG403						
1100 - 1130	Morning Tea & Posters Room: WG201/306 & WA224A&B						
1130 - 1215	INVITED SPEAKER: William Pike – <i>How I survived a volcanic eruption, just.</i> Venue: WG403						
1215 - 1230	HEALTHCARE TEAM CHALLENGE – Prize Giving Room: WG403						
1230 - 1330	Lunch & Poster/Soapbox Presentations Room: WG201/306 & WA224A&B 1245 – 1250: <b>SOAPBOX PRESENTATION</b> (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. <u>Fiona Miller</u> , Griffith University. Chair: Sue Pullon 1250 – 1320: <b>POSTER PRESENTATIONS</b> (Lunch continues) (See poster programme)						
1330 - 1530	Concurrent Oral Presentations #6					Concurrent Workshop Presentations #4	
Chair	Hossein Khalili	Gail Jensen	TBC	Leamor Kahanov	Ewan Kennedy	Kelly Kilgour	Fiona Kent
Room	WG607	WG608	WG609	WG703	WG803	WG 901-903	WG 908-909
1330 – 1350	<b>OP #1151</b> Preparing Students to Lead: Results from a Student Facilitator Program. <u>Sylvia Langlois</u> , University of Toronto.	<b>OP #1108</b> Escaping the professional silo: Creation and implementation of simulated healthcare escape rooms. <u>Cheri Friedrich</u> , University of Minnesota.	<b>OP #1260</b> The facilitation of online interprofessional education: what do we know and what are the gaps? <u>Catherine Ward</u> , Deakin University.	<b>OP #1297</b> Aristotle in action: How we made our team stronger than the sum of its parts. <u>Catherine Crofts &amp; David White</u> , Auckland University of Technology.	<b>OP #1307</b> Clinical handover: effectiveness and perception in interprofessional simulation education. <u>Amanda Hlushak</u> , Charles Sturt University.	<b>WP #1122</b> Mega-What? Designing an interprofessional mega-simulation. <u>Ellen Herlache-Pretzer</u> , <u>Andrea Frederick &amp; Jean Prast</u> , Saginaw Valley State University.	<b>WP #1212</b> Interprofessional student led health promotion for homeless people in the UK: Project LIGHT. <u>Elizabeth Anderson &amp; Steve Malcherczyk</u> , University of Leicester, <u>Jenny Ford</u> , CAIPE.
1350 – 1410	<b>OP #1266</b> Students as learning collaborators in an interprofessional training ward for future interprofessional teamwork. <u>Annika Falk</u> , Linköping University.	<b>OP #1103</b> Using Mask-Ed™ (KRS Simulation) to enhance realism, diversity, and collaboration in inter-professional education. <u>Johanna Rhodes</u> , Southern Institute of Technology.	<b>OP #1205</b> Online interprofessional education as a mode to address the behavioral health gap. <u>Maureen Rubin</u> , University of Nevada.	<b>OP #1191</b> Contributions of team climate for teamwork and interprofessional collaboration: A mixed methods study. <u>Heloise Agreli</u> , University of São Paulo.	<b>OP #1322</b> Together we stand, divided we fall: How Schwartz Rounds is transforming healthcare environments for clinical and non-clinical staff. <u>Keith Adamson</u> , University of Toronto.		
1410 – 1430	<b>OP #1158</b> Unlocking the potential of inter-professional students to advance health care: Developing	<b>OP #1166</b> Interprofessional simulations can significantly improve role awareness,	<b>OP #1255</b> Talking inter-professional change through online collaboration.	<b>OP #1316</b> Educating the Interprofessionals of Tomorrow - Transforming the	<b>OP #1382</b> Discovering a five stage model for Inter-professional learning in play with		

	<p><i>hospital based student led environments in academic teaching hospitals.</i>  <u>Dean Lising</u>, Centre for Interprofessional Education, University of Toronto.</p>	<p><i>particularly in the context of workforce shift.</i>  <u>Sharon Buckley &amp; Hirsch Christine</u>, University of Birmingham.</p>	<p><u>Charlotte Smith &amp; Joanne Keeling</u>, University of Central Lancashire.</p>	<p><i>Landscape of Healthcare.</i>  <u>Kirsten Falk, Karen Meier Rasmussen</u>, Metropolitan University College.</p>	<p><i>multidisciplinary health professionals involved in a simulated deteriorating patient scenario.</i>  <u>Lindy King</u>, Flinders University.</p>		
1430 – 1450	<p><b>OP #1315</b>  <i>Student volunteers’ interprofessional learning experiences at an inner-city student-driven clinic.</i>  <u>Deanne Johnston</u>, University of the Witwatersrand.</p>	<p><b>OP #1133</b>  <i>When being slick just isn't enough! The Simulation Leaders Interprofessional Instructor Course (SLIIC): interprofessional approaches to simulation-based education.</i>  <u>Kelly Lackie &amp; Stephen Miller</u>, Dalhousie University.</p>	<p><b>OP #1106</b>  <i>Use of gaming for interprofessional education: Nursing and Occupational Therapy.</i>  <u>Sally Decker &amp; Jill Innes</u>, Saginaw Valley State University.</p>	<p><b>OP #1344</b>  <i>Monash Health Care Team Challenge - Using Competition-based Learning to Enhance Interprofessional Collaboration.</i>  <u>Benny Efendie</u>, Monash University Malaysia.</p>	<p><b>OP #1363</b>  <i>An Interprofessional Birth Suite Clinical Placement Model.</i>  <u>Nicole Shaw</u>, Deakin University.</p>	<p><b>WP #1112</b>  <i>Team communication essentials: Development and implementation of online learning modules embedded into existing curriculum.</i>  <u>Cyndee Stull &amp; Cheri Friedrich</u>, University of Minnesota.</p>	<p><b>WP #1227</b>  <i>Developing your first IPE activity: a failsafe approach for the daunted and perplexed.</i>  <u>Elaine Hill</u>, University of Central Lancashire.</p>
1450 – 1510	<p><b>OP #1220</b>  <i>Interprofessional Education: the use of SIM case studies to facilitate development of teamwork and understanding of MDT management.</i>  <u>Kirsty Hyndes</u>, University of Nottingham.</p>	<p><b>OP #1186</b>  <i>Providing patient-centered care; An interprofessional approach to breaking bad news in a simulated acute care setting.</i>  <u>Stephen Miller &amp; Shauna Houk</u>, Dalhousie University.</p>	<p><b>OP #1206</b>  <i>Utilizing telehealth technology for interprofessional case conferences with diverse learners.</i>  <u>Jennifer Bailey</u>, South Carolina Area Health Education Consortium.</p>	<p><b>OP #1173</b>  <i>Building an Interprofessional Society using a Team-building Weekend Away and Student-led Healthcare Team Challenge: experience and lessons learned.</i>  <u>Sharon Buckley</u>, University of Birmingham.</p>	<p><b>OP #1417</b>  <i>Conversational analysis of online interprofessional education: Proof of competency.</i>  <u>Madeline Press</u>, Saskatchewan Polytechnic.</p>		
1510 – 1530	<p><b>OP #1097</b>  <i>A systematic review of programmes promoting the core competencies of interprofessional collaborative practice among allied health students.</i>  <u>Gerard Filies</u>, University of the Western Cape.</p>	<p><b>OP #1109</b>  <i>Together “punching above their weight”: an analysis of collaborative decision-making by undergraduate health care students.</i>  <u>Sarah Berger</u>, Medical Faculty Heidelberg.</p>	<p><b>OP #1180</b>  <i>Impact of Interprofessional Education (IPE) Clinic on Student Self-Reported Collaborative Behaviors.</i>  <u>Heather Congdon &amp; Gina Rowe</u>, University of Maryland.</p>	<p><b>OP #1292</b>  <i>One minute paper: Student Reflections on Interprofessional Communication following a world café activity.</i>  <u>Cynthia Perlman</u>, McGill University.</p>	<p><b>OP #1234</b>  <i>Unexpected findings! New understanding about interprofessional learning from a dual designated interprofessional education experience.</i>  <u>Cindy Beel-Bates</u>, Grand Valley State University,</p>		

					Kelly Lackie, Dalhousie University.		
1530 - 1600	CLOSING REMARKS Venue: WG403						
1600 - 1630	Afternoon Tea Room: WG201/306 & WA224A&B						

# FRIDAY 07 September, 2018

- Post-Conference Waiheke Island Wine and Olive Oil Tour (approx. 1030 - 1530)

We're pleased to announce that the All Together Better Health IX Conference activities have been endorsed by The Royal New Zealand College of General Practitioners (RNZCGP) and have been approved for up to **6 CME** credits (per day) for the General Practice Educational Programme (GPEP) and Continuing Professional Development (CPD) purposes.

