

The 7th International Conference on
Interprofessional Practice and Education

DRAFT CONFERENCE PROGRAM



ALL TOGETHER BETTER HEALTH VII
6 - 8 JUNE 2014 | PITTSBURGH



Welcome

Friends and Colleagues,

Welcome to All Together Better Health and the beautiful city of Pittsburgh, Pennsylvania, USA. Making its way to the US for the first time in its history, All Together Better Health is the world's largest and longest-running global biennial conference series with a goal of advancing interprofessional practice and education for better health. This year's conference represents the seventh in the series, first held in London in 1997.

The conference brings together providers, health system executives, educators, students, policymakers, and health care industry leaders to advance interprofessionalism worldwide. With over 524 confirmed presentations from individuals participating from 27 different countries, the program is rich with expertise and experience. The conference is designed to create a lively and dynamic exchange of ideas and practices that will benefit you immediately. Learn about theories, models, measurement, and evaluation. Interact with individuals developing strategies to align reimbursement with interprofessional care delivery and who are studying the economics of team-based care delivery. Dialogue with practice leaders who are educating teams and integrating advanced practice providers in the clinical practice environment. Compare and contrast models for redesigning educational programs to prepare a "collaboration ready" health care workforce. Engage in discussions around the regulatory and policy implications of interprofessionalism in education and practice. There is something for everyone at All Together Better Health VII.

Moving forward, the All Together Better Health conference series will be coordinated by the World Interprofessional Education and Collaborative Practice Coordinating Committee (WCC), established in 2013 to represent networks across the world sharing the same values in interprofessional education and practice. We look forward to hearing from Richard Gray, from the (UK) Centre for the Advancement of Interprofessional Education, during the closing plenary session with his invitation to All Together Better Health VIII, to be held in Oxford, England, in 2016.

Special thanks are due to the many people who have helped to shape this conference: our sponsors, the Global Conference Committee, the many individuals who served on the Review Committee, staff associates of the University of Pittsburgh Health Policy Institute, and the many student and faculty volunteers from the University of Pittsburgh Schools of the Health Sciences. Thank you for your participation in All Together Better Health VII and for helping shape the future of the global health workforce.

Best Regards,



Everette James, JD, MBA
Director, Health Policy Institute
and Associate Vice Chancellor
University of Pittsburgh



Susan M. Meyer, PhD
Chair, American Interprofessional
Health Collaborative
Associate Dean, Pharmacy
University of Pittsburgh



Barbara F. Brandt, PhD
Director, National Center for
Interprofessional Practice and
Education



General information

On behalf of the University of Pittsburgh and the National Center for Interprofessional Practice and Education, we welcome you to All Together Better Health VII, June 6 through 8, 2014, in Pittsburgh, Pennsylvania, USA.

Goals/objectives

The program will be designed to:

- Cultivate a global vision for collaborative practice in health care,
- Discuss new models of interprofessional care,
- Promote and disseminate research in the field,
- Explore educational strategies to prepare a “collaboration ready” workforce, and
- Inform national and international policy.

Conference themes

All Together Better Health VII will build on the themes of previous ATBH conferences. Reflecting the contemporary focus on improving health care and population health while lowering costs, the conference will be organized around the following themes within the context of interprofessional practice and education:

- New models of interprofessional practice and team-based care;
- Aligning reimbursement with interprofessional care delivery and the economics;
- Educating teams and integrating advanced practice providers in the clinical practice environment;
- Educational redesign to prepare a "collaboration ready" healthcare workforce;
- Legal and policy environment;
- Technology applications (e.g., electronic health records, telehealth, e-health, social media, etc.); and
- Theories, models, measurement and evaluation.

We encourage you to select sessions based on the session description (provided for all workshop and symposia/panel presentations), the type of presentation, as well as the theme of the presentation.

Types of presentations

- **Plenary:** Each plenary presentation will be 60 minutes and will be delivered in lecture style. 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.
- **Hands-on, interactive workshops:** Each workshop will be 90 minutes and will provide a highly interactive portion (at least 60 minutes of the workshop will be interactive).
- **Panel presentations:** Each symposium/panel presentation will be 90 minutes and will be a collection of various works on a particular subject by a number of contributors with ample time built in for audience questions and participation.
- **Roundtable discussion:** presenters will introduce a specific topic of interest related to one or more of the conference themes and facilitate in-depth discussion by audience participants and document discussion outcomes.
- **Oral presentations:** Each oral presentation will be 15 minutes in length and will have a 5-minute Q&A at the end of its presentation. These presentations will be grouped into a full 90 minute session and address a common conference theme.
- **Poster presentations:** Poster presentations have been grouped according to themes for viewing throughout the conference. Each half day of the conference will feature new posters.



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Resources

Registration and Information Desk location and hours

Registration and an information desk will be available at the following locations and times:

- Thursday, June 5th, 8:00am to 8:00pm William Pitt Union 1st Floor Foyer
- Friday, June 6th, 6:30am to 5:00pm Alumni Hall 1st Floor Foyer
- Saturday, June 7th, 7:30am to 4:00pm Alumni Hall 1st Floor Foyer
- Sunday, June 8th, 7:30am to 5:00pm Alumni Hall 1st Floor Foyer

Badges

Badges must be worn at all times to enter the sessions, events and exhibits.

Recording devices

Recording devices are prohibited at ATBH VII without prior authorization.

Private room

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

Poster storage

Poster presenters are encouraged to store their poster cases and posters in the “Poster Valet” on the first floor of Alumni Hall. All posters left in the valet at the conclusion of the conference will be discarded.

Luggage storage

On the final day of the conference you are welcome to valet check your luggage in the Connolly Ballroom on the first floor of Alumni Hall for pickup at the conclusion of the conference.

Lost and found

Attendees can report stolen items or inquire about found items at the Information Desk.

Social media at ATBH VII



Follow us on Twitter @atbh7



Like us on Facebook ‘All Together Better Health VII’



At-a-Glance Agenda

Thursday, June 5th

9:00am to 5:00pm	Pre-conference session Creating the Future of Collaboration, Integrating Interprofessional Learning into Practice	WPU, Assembly Room
1:00pm to 5:00pm	Pre-conference session Tools from the National Center for Interprofessional Practice and Education: An interactive workshop featuring tools to support your IPECP interests	WPU, Ballroom
6:00pm to 9:00pm	Welcome reception	WPU, Lower Lounge

Friday, June 6th

7:00am to 8:30am	Continental breakfast	AH, First Floor Foyer
	Student welcome reception	AH, Fifth Floor Foyer
8:30am to 10:00am	Welcome and keynote address Sir David Nicholson	Soldiers & Sailors Auditorium
10:15am to 11:15am	Poster session 1	AH, First Floor Connolly Ballroom
11:30am to 1:00pm	Breakout session 1 1A WPU - Ballroom 1B WPU - Assembly Room 1C WPU - Room 548 1D WPU - Lower Lounge 1E WPU - Dining Room A 1F WPU - Kurtzman 1G WPU - Dining Room B	1H AH - Room 531 1I AH - Room 532 1K AH - Room 343 1M AH - 7th Floor Aud. 1R OSC - Dining Room 1S OSC - Ballroom
1:00pm to 2:00pm	Lunch World Interprofessional Education and Collaborative Practice Coordinating Committee Planning Meeting (<i>invite only</i>)	AH, First Floor Foyer AH, Room 528
2:15pm to 3:45pm	Breakout session 2 2A WPU - Ballroom 2B WPU - Assembly Room 2C WPU - Room 548 2D WPU - Lower Lounge 2E WPU - Dining Room A 2F WPU - Kurtzman 2G WPU - Dining Room B	2H AH - Room 531 2I AH - Room 532 2J AH - Room 528 2K AH - Room 343 2M AH - 7th Floor Aud. 2R OSC - Dining Room 2S OSC - Ballroom
4:00pm to 5:00pm	Poster session 2	AH, First Floor Connolly Ballroom
6:00pm to 9:00pm	ATBH VII Social Event	Carnegie Museums of Art and Natural History



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Saturday, June 7th

7:00am to 8:15am	Continental breakfast National Center for Interprofessional Practice and Education Nexus Innovations Incubator Network breakfast (<i>invite only</i>)	AH, First Floor Foyer Alumni Hall, Room 528
8:30am to 9:30am	Plenary session Advancing Interprofessionalism in the United States	AH, 7th Floor Auditorium
9:45am to 10:45am	Poster session 3	AH, First Floor Connolly
11:00am to 12:30pm	Breakout session 3 3A WPU - Ballroom 3B WPU - Assembly Room 3C WPU - Room 548 3D WPU - Lower Lounge 3E WPU - Dining Room A 3F WPU - Kurtzman 3G WPU - Dining Room B 3H AH - Room 531 3I AH - Room 532	3J AH - Room 528 3K AH - Room 343 3N UC - Ballroom B 3O UC - Ballroom A 3P UC - Conference A 3Q UC - Gold Room 3R OSC - Dining Room 3S OSC - Ballroom
12:30pm to 1:30pm	Lunch	Enjoy Oakland on your own
1:45pm to 3:15pm	Breakout session 4 4A WPU - Ballroom 4B WPU - Assembly Room 4C WPU - Room 548 4D WPU - Lower Lounge 4E WPU - Dining Room A 4F WPU - Kurtzman 4G WPU - Dining Room B 4H AH - Room 531	4I AH - Room 532 4K AH - Room 343 4N UC - Ballroom B 4O UC - Ballroom A 4P UC - Conference A 4Q UC - Gold Room 4R OSC - Dining Room 4S OSC - Ballroom
3:30pm to 4:30pm	Poster session 4	AH, First Floor Connolly
4:30pm to 7:30pm	International Health Care Team Challenge	WPU, Ballroom

Sunday, June 8th

7:30am to 8:45am	Continental breakfast World Interprofessional Education and Collaborative Practice Coordinating Committee Open Meeting (<i>all welcome</i>)	AH, First Floor Foyer AH, Room 531
9:00am to 10:30am	Breakout session 5 5A WPU - Ballroom 5B WPU - Assembly Room 5C WPU - Room 548 5D WPU - Lower Lounge 5E WPU - Dining Room A 5F WPU - Kurtzman 5G WPU - Dining Room B	5H AH - Room 531 5I AH - Room 532 5K AH - Room 343 5M AH - 7th Floor Aud. 5R OSC - Dining Room 5S OSC - Ballroom

WPU = William Pitt Union, AH = Alumni Hall, UC = University Club, OSC = O'Hara Student Center

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10:45am to 12:00pm	Closing plenary	AH, 7th Floor Auditorium
	Interprofessionalism in a Global Context	
1:00pm to 5:00pm	Regional meetings	AIHC AH - Room 532
		NIPNET WPU - Room 548
		AIPPEN AH - Room 531
		EIPEN WPU - Room 527
		CAIPE WPU - Room 540
		Eastern AH - Room 528



Conference Agenda

Thursday, June 5th, 9:00am to 5:00pm

Pre-conference session

Location: William Pitt Union Assembly Room— requires paid pre-registration

University of Toronto Centre for Interprofessional Education: Creating the Future of Collaboration: Integrating Interprofessional Learning into Practice

This pre-conference workshop will be facilitated by a faculty team from the University of Toronto's Centre for Interprofessional Education and has been designed as a practical and interactive, intermediate level workshop for practitioners, leaders, educators and others from across both academic and practice settings. The workshop will use mixed pedagogical approaches to address: critical competencies for interprofessional facilitation; how to develop interprofessional activities from ones initially planned for one profession, flexible interprofessional learning activities designed for any setting, lessons learned about embedding IPE into practice, and strategies for leadership and sustainability success.

Thursday, June 5th, 1:00pm to 5:00pm

Pre-conference session

Location: William Pitt Union Ballroom

Tools from the National Center for Interprofessional Practice and Education: An interactive workshop featuring tools to support your IPECP interests

The National Center for Interprofessional Practice and Education is pleased to offer an interactive workshop to conference attendees. During this workshop, National Center staff will showcase the National Center's Resource Exchange, a community-led, fully searchable source for information about interprofessional education and collaborative practice, from articles and images to videos and presentations.

Thursday, June 5th, 6:00pm to 9:00pm

Welcome reception

Location: William Pitt Union Lower Lounge

Please join us for an opportunity to enjoy connecting with fellow conference attendees and health professionals in a social setting. The reception is included in the conference registration fee. Hors d'oeuvre and drinks will be provided.



Friday, June 6th, 7:00am to 8:30am

Registration and continental breakfast



Location: Alumni Hall First Floor Foyer

Student welcome reception – students and mentors welcome



Location: Alumni Hall Fifth Floor Foyer

Friday, June 6th, 8:30am to 10:00am

Welcome and keynote address

Location: Soldiers & Sailors Auditorium

Sir David Nicholson, KCB, CBE

Sir David Nicholson was Chief Executive of the National Health Service (NHS) in England from September 2006 to March 2013. From October 2011 to March 2014 he was the first Chief Executive of NHS England, the body responsible for overseeing over £100bn NHS funding per annum to improve quality and secure the best possible outcomes for people. In the future, he envisages teams of health and care professionals working seamlessly together to care for patients in and especially out of hospitals, concentrating on helping them stay well.



Sir David retired from the NHS in March 2014 following a career spanning over 35 years. He held senior leadership positions in acute and mental health services, and at four regional health authorities, including London. He was awarded the CBE in 2004 and was knighted in 2010, both for his services to the NHS. In 2014 he was appointed as an Adjunct Professor of the Institute of Global Health Innovation at Imperial College London.

Friday, June 6th, 10:15am to 11:15am

Poster session 1 – see listing of posters in the Poster Section of the program



Location: Alumni Hall First Floor Connolly Ballroom

Friday, June 6th, 11:30am to 1:00pm

Breakout session 1

1A. Exploring National Contexts for Interprofessional Education and Practice: An International Comparison of Forces and Factors

Location: William Pitt Union Ballroom

Panel Presentation

National contexts provide unique settings for interprofessional education and practice, reflecting different cultural, social, and political forces and factors. This panel is designed to address the need for international comparisons to clarify different barriers to, and facilitators of, interprofessional efforts. Comparisons are made among England, Norway, Canada, and the US.



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- **Phillip Clark**, University of Rhode Island, Kingston, RI, USA
- **Gerd Bjorke**, Stord/Haugesund University College, Stord and Haugesund, Norway
- **Shelley Doucet**, University of New Brunswick, Saint John, NB, Canada
- **Sarah Hean**, Bournemouth University, Bournemouth, England, UK

1B. A practical approach to transform our students/professionals into real collaborative professionals

Location: William Pitt Union Assembly Room

Workshop

It is generally accepted that collaboration is an essential part of health care, especially in hyper-specialized environments. The objectives of this workshop are to apply business conflict resolution techniques into teaching collaborative practice, focusing on emotions management, and to understand that interprofessional teamwork is as much about people management as about structure building.

- **Juan-Jose Beunza**, Universidad Europea-Madrid (Laureate International Universities), Madrid, Spain
- **Hugh Barrett**, Westminster University, London, UK

1C. Incorporating Interprofessional Education from Academia to Practice

Location: William Pitt Union Room 548

Workshop

Incorporating Interprofessional Education (IPE) in academia and translating it to practice are challenging endeavors. We will introduce the Geriatrics Champions Program, a novel program providing lessons on the effective use of TBL in IPE. Teaching the benefits of team cohesion using the individual and team Readiness Assessment Tests will be emphasized.

- **Shelley Bhattacharya**, University of Kansas Medical Center, Kansas City, KS, USA
- **Stephen Jernigan**, University of Kansas Medical Center, Kansas City, KS, USA
- **Diane Ebbert**, University of Kansas Medical Center, Kansas City, KS, USA
- **Myra Hyatt**, University of Kansas Medical Center, Landon Center on Aging, Kansas City, KS, USA
- **Toby Turner**, University of Kansas Medical Center, Landon Center on Aging, Kansas City, KS, USA
- **Cara Busenhardt**, University of Kansas Medical Center, Kansas City, KS, USA
- **Kristy Johnston**, University of Kansas Medical Center, Kansas City, KS, USA

1D. Implementing Interprofessional Education in an acute care unit: Integration of theory into practice

Location: William Pitt Union Lower Lounge

Panel Presentation

In September 2013 an Interprofessional Education (IPE) Unit opened on an acute Medicine Unit in St. Catharines, Ontario, Canada. The purpose of this unit is to provide a forum where health care students can learn about interprofessional practice while simultaneously learning about discipline-specific standards of practice. Through small group discussion and case scenarios, participants will discuss the facilitators and barriers to the development and implementation of an IPE unit in an acute care hospital.

- **Dawn Prentice**, Brock University, St. Catharines, ON, Canada
- **Allison Brown**, McMaster University, Niagara Regional Campus, St. Catharines, ON, Canada
- **Debi Francis**, Niagara College, Welland, ON, Canada
- **Bonny Jung**, McMaster University, Hamilton, ON, Canada
- **Karl Stobbe**, McMaster University, Niagara Regional Campus, St. Catharines, ON, Canada



1E. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room A

Moderator: Andrea Pfeifle

- i. **1E-1 Transforming Medical Education: Training Leaders and Teams for Reform through Systems Thinking**
 - **Nancy Zionts**, Jewish Healthcare Foundation, Pittsburgh, PA, USA
 - **Karen Wolk Feinstein**, Jewish Healthcare Foundation, Pittsburgh, PA, USA
 - **Joanne Conroy**, Association of American Medical Colleges, Washington, DC USA
- ii. **1E-2 Graduate interprofessional leadership development to facilitate collaboration, safety, and quality in an integrated healthcare system**
 - **Andrea L. Pfeifle**, University of Kentucky, Lexington, KY, USA
 - **Melanie Hardin-Pierce**, University of Kentucky, Lexington, KY, USA
 - **Susan McDowell**, University of Kentucky, Lexington, KY, USA
 - **James Ballard**, University of Kentucky, Lexington, KY, USA
- iii. **1E-3 Building better interprofessional (IP) teams: Team Performance Scale (TPS) may help identify at risk IP student teams**
 - **Marilyn Hanson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
 - **Reena Antony**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
 - **Tamzin Batteson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- iv. **1E-4. Creating Leaders to Advance IPL and IPP in Australia and Canada – Two Countries One Vision**
 - **Margo Brewer**, Curtin University, Faculty of Health Sciences, Perth, Western Australia, Australia
 - **Ivy Oandasan**, University of Toronto, Faculty of Medicine, Toronto, ON, Canada
 - **Lynne Sinclair**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
 - **Franziska Trede**, Charles Sturt University, Education For Practice Institute, Sydney, NSW, Australia

1F. Shifting IPE from the periphery to the centre of health professional curricula – what is required? An Australian adventure.

Location: William Pitt Union Kurtzman Room

Panel Presentation

This interactive panel discussion will present the work of three interrelated studies focused on the pragmatics and politics of IPE curriculum redesign within the Australian higher education context. Key issues, challenges and solutions will be discussed in relation to their relevance for local practice and learnings about successful curriculum redesign.

- **Roger Dunston**, University of Technology Sydney, Sydney, NSW, Australia
- **Monica Moran**, Central Queensland University, Rockhampton, Queensland, Australia
- **Gary Rogers**, Griffith University, Health Institute for the Development of Education and Scholarship, Gold Coast, Queensland, Australia
- **Jill Thistlethwaite**, University of Technology Sydney, Sydney, NSW, Australia



1G. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room B

Moderator: Jennifer Morton

- i. **1G-1. Travels Through the Professions: An experience in full implementation of IPE in a University setting**
 - **Carole Orchard**, Western University, London, ON, Canada
 - **Mary Beth Bezzina**, Western University, London, ON, Canada
 - **Ann MacPhail**, Western University, School of Physical Therapy, London, ON, Canada
 - **Kayla Glynn**, Brescia University College, London, ON, Canada
- ii. **1G-2. Mission Possible: Bringing Medicine and Nursing Students Together for Shared Learning**
 - **Jennifer Morton**, University of New England, Portland, ME, USA
 - **Karen Pardue**, University of New England, Portland, ME, USA
 - **Shelley Cohen Konrad**, University of New England, Portland, ME, USA
 - **Susan St. Pierre**, University of New England, Portland, ME, USA
 - **Mindy Golden**, University of New England, Portland, ME, USA
- iii. **1G-3. Interprofessional Student-Led Mini-Grants: We fund the IPE curious!**
 - **Kris Hall**, University of New England, Portland, ME, USA
 - **Kerry Dunn**, University of New England, School of Social Work, Portland, ME, USA
- iv. **1G-4. IPE in intercultural context STEP by STEP**
 - **Essi Varkki**, University of Oulu, Oulu, Finland
 - **Tiina Tervaskanto-Mäentausta**, Oulu University of Applied Sciences, Oulu, Finland

1H. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 531

Moderator: Andre Vyt

- i. **1H-1. Teams across Contexts: How do healthcare teams differ in how they work?**
 - **Deborah DiazGranados**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
 - **Nital Appelbaum**, Virginia Commonwealth University, Richmond, VA, USA
 - **Alan W. Dow**, Virginia Commonwealth University, Richmond, VA, USA
- ii. **1H-2. An intervention study on interprofessional practice in intensive care: Effects on conditions, processes, and competence orientation**
 - **Andre Vyt**, Artevelde University College & University of Ghent, Ghent, Belgium
 - **Bo Vandenbulcke**, Ghent University Hospital, Ghent, Belgium
 - **Dominique Benoit**, Ghent University Hospital, Ghent, Belgium
- iii. **1H-3. Implementing Interprofessional Team-Based (IPT), Patient-Centered, Bedside Rounds in an Acute-care Hospital**
 - **Adrian Visoiu**, Magee Women's Hospital of UPMC, Pittsburgh, PA, USA
 - **Anne Kisak**, Benedum Geriatrics at MageeWomen's Hospital of UPMC, Pittsburgh, PA, USA
 - **Colleen Tanner**, Magee Women's Hospital of UPMC, Pittsburgh, PA, USA
- iv. **1H-4. Independence at Home (IAH): Marrying Shared Savings with Comprehensive Team-based In-Home Care**
 - **Bruce Kinosian**, University of Pennsylvania, Philadelphia, PA, USA
 - **Jean Yudin**, University of Pennsylvania, Philadelphia, PA, USA
 - **Peter Boling**, Virginia Commonwealth University, Richmond, VA, USA



1I. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 532

Moderator: Lesley Bainbridge

- i. **1I-1. Transforming Primary Care Through Interprofessional Collaboration**
 - **Anita Nivens**, Armstrong Atlantic State University, Savannah, GA, USA
 - **Janet R. Buelow**, Armstrong Atlantic State University, Savannah, GA, USA
- ii. **1I-2. The Experience of Primary Care Team Professionals-interprofessional collaboration in practice**
 - **Maura Burke**, National University of Ireland, Galway, Ireland
 - **Margaret Hodgins**, National University of Ireland, Galway, Ireland
- iii. **1I-3. Transforming Care Delivery: Redesigning Case Management and Primary Care Roles in Population Health Management**
 - **Ann Kunkel**, WellSpan Health, York, PA, USA
 - **Karen Jones**, WellSpan Health, York, PA, USA
 - **Chris Echterling**, WellSpan Health, York, PA, USA
 - **Laurie Brown**, WellSpan Health, York, PA, USA
- iv. **1I-4. A Case Study: Advancing Interprofessional Collaborative Practice with Patients and Families**
 - **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
 - **Debbie McDougall**, BC Children's and BC Women's, Vancouver, BC, Canada

1K. Deliver Value by Design with the Patient and Family Centered Care Methodology and Practice: Improve Outcomes and Experiences while Reducing Costs

Location: Alumni Hall Room 343

Panel Presentation

The Patient and Family Centered Care Methodology and Practice has been shown to be a replicable approach for improving experiences and outcomes while decreasing cost in health care. This six-step approach, which was developed at UPMC and is increasingly being adopted nationally and internationally, builds high performance inter-professional care teams, engages patients and families as full partners in care redesign, breaks down silos between care providers and across the continuum of care, and creates transformational change. This presentation will engage audience members through discussion, videos and an expert panel.

- **Pamela Greenhouse**, PFCC Innovation Center of UPMC, Pittsburgh, PA, USA
- **Anthony DiGioia, III**, UPMC, Pittsburgh, PA, USA
- **Lisa Schraeder**, PFCC Innovation Center of UPMC, Pittsburgh, PA, USA
- **Michelle Bulger**, PFCC Innovation Center of UPMC, Pittsburgh, PA, USA

1M. Interprofessional performance in practice: interprofessional education to support interprofessional collaborative practice

Location: Alumni Hall 7th Floor Auditorium

Panel Presentation

This presentation will provide a brief overview of the collaborative journey to develop the innovative joint accreditation between the Accreditation Council for Continuing Medical Education (ACCME), Accreditation Council for Pharmacy Education (ACPE) and the American Nurses Credentialing Center (ANCC). It will also provide examples of interprofessional education activities, and outcomes achieved by Jointly Accredited organizations including universities, healthcare systems, governmental agencies and private education companies.



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- **Kathy Chappell**, American Nurses Credentialing Center (ANCC), Silver Spring, MD, USA
- **Murray Kopelow**, Accreditation Council for Continuing Medical Education (ACCME), Chicago, IL, USA
- **Peter H. Vlasses**, Accreditation Council for Pharmacy Education (ACPE), Chicago, IL, USA

1R. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Dining Room

Moderator: Ann Ryan Haddad

- 1R-1. Partnering with Health Care Mentors to Enhance Interprofessional Collaboration**
Competencies: Evidence for Effectiveness in Preparing Students to be Part of the 21st Century Workforce
 - **Robert Wellmon**, Widener University, Chester, PA, USA
 - **Linda Knauss**, Widener University, Chester, PA, USA
 - **Normjean Colby**, Widener University, Chester, PA, USA
- 1R-2. The Richmond Health and Wellness Program (RHWP): Coordinating Care for Community-Dwelling Older Adults through Student-led Interprofessional Collaborative Practice (IPCP) Teams**
 - **Kelechi C. Ogbonna**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
 - **Lana Sargent**, Virginia Commonwealth University, School of Nursing, Richmond, VA, USA
 - **Steve Crossman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
 - **Pamela L. Parsons**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- 1R-3. Build It and They Will Come: An Interprofessional Faculty and Student-Run Free Clinic**
 - **Ann Ryan Haddad**, Creighton University, School of Pharmacy and Health Professions, Omaha, NE, USA
 - **Martha Todd**, Creighton University, College of Nursing, Omaha, NE, USA
- 1R-4. Innovations in rural undergraduate interprofessional education at a student run service learning center in South Africa**
 - **Jana Muller**, Stellenbosch University, Ukwanda Centre for Rural Health, Worcester, Western Cape, South Africa
 - **Hoffie Conradie**, Stellenbosch University, Ukwanda Centre for Rural Health, Worcester, Western Cape, South Africa
 - **Stefanus Snyman**, Stellenbosch University, Stellenbosch, Western Cape, South Africa

1S. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Ballroom

Moderator: Amy Blue

- 1S-1. Development of a standardised and validated instrument to measure outcomes of interprofessional education in pre-qualification health sciences students**
 - **Matthew Oates**, La Trobe University, Melbourne, Victoria, Australia
 - **Megan Davidson**, La Trobe University, Melbourne, Victoria, Australia
- 1S-2. Evaluation of a 4-year IPE curriculum for undergraduate health sciences university students through measuring changes in readiness for IPL**
 - **Yumi Tamura**, Jikei Institute, Graduate School of Health Care Sciences, Osaka, Japan
 - **Teppey Yamashita**, Jikei Institute, Graduate School of Health Care Sciences, Osaka, Japan
 - **Peter Bontje**, Tokyo Metropolitan University, Tokyo, Japan



- **Noriko Nagao**, Kobe University, Graduate School of Health Sciences, Kobe, Japan
- iii. **1S-3. Assessment and Evaluation in Interprofessional Education: Findings and Recommendations from a Multi-Methods Study**
 - **Amy Blue**, University of Florida, Gainesville, FL, USA
 - **Benjamin Chesluk**, American Board of Internal Medicine, Philadelphia, PA, USA
 - **Lisa Conforti**, American Board of Internal Medicine, Philadelphia, PA, USA
 - **Eric Holmboe**, Accreditation Council for Graduate Medical Education, Chicago, IL, USA
- iv. **1S-4. Communication Between Physicians and Home Health Nurses After Hospital Discharge: Measurement, Quality, and Outcomes**
 - **Matthew Press**, Weill Cornell Medical College, New York, NY, USA
 - **Linda Gerber**, Weill Cornell Medical College, New York, NY, USA
 - **Timothy Peng**, Visiting Nurse Service of New York, New York, NY, USA
 - **Michael Pesko**, Weill Cornell Medical College, New York, NY, USA

Friday, June 6th, 1:00pm to 2:00pm

Lunch

Location: Alumni Hall First Floor Foyer

World Interprofessional Education and Collaborative Practice Coordinating Committee Planning Meeting (*invite only*)

Location: Alumni Hall Room 528

Friday, June 6th, 2:15pm to 3:45pm

Breakout session 2

2A. New Approaches for Evaluating the Effectiveness of Linking Interprofessional Education and Collaborative Care Practice

Location: William Pitt Union Ballroom

Workshop

The focus of this workshop is to explore and develop program evaluation plans and processes for interprofessional education and collaborative care training in academic and clinical practice settings. This workshop will utilize the US government Field Guide to Training Evaluation. Special focus will be placed on using Kirkpatrick Business Partnership Model™ in an effort to evaluate the effectiveness of linking education and practice for interprofessional education and collaborative care.

- **Robin Harvan**, MCPHS University, Boston, MA, USA

2B. Knows, Knows How, Shows How – Who Does It? Using the Inteprofessional Objective Structured Clinical Examination (iOSCE) to Effectively Assess Interprofessional Education Competencies and Professional Activities

Location: William Pitt Union Assembly Room

Workshop

Assessment of interprofessional education (IPE) competencies and professional activities is challenging. This workshop will focus on the role of the iOSCE to do so. Participants will identify challenges to assessing performance in IPE, design an iOSCE station that incorporates several competencies and plan an iOSCE blueprint to assess multiple competencies.



- **Susan J. Wagner**, University of Toronto, Toronto, ON, Canada
- **Brian Simmons**, University of Toronto / Sunnybrook Health Sciences, Toronto, ON, Canada
- **Scott Reeves**, University of California San Francisco, San Francisco, CA, USA

2C. Assessment Approaches in Interprofessional Education – How to Get Started

Location: William Pitt Union Room 548

Workshop

Faculty development is needed in IPE assessment and evaluation approaches. During this workshop, participants will: 1) discuss and apply IPE/IPC assessment concepts to create their own assessment activity to implement at their institution; 2) participate in a model faculty development exercise that can be recreated at their own institutions.

- **Amy Blue**, University of Florida, Gainesville, FL, USA
- **Sarah Schrader**, University of Kansas Medical Center, Kansas City, KS, USA
- **Brian Ross**, University of Washington Medical Center, Seattle, WA, USA
- **Brenda Zierler**, University of Washington, School of Nursing, Seattle, WA, USA

2D. Sustaining the Future of IPE-CP: the Global Research Interprofessional Network (GRIN)

Location: William Pitt Union Lower Lounge

Workshop

The Global Research Interprofessional Network (GRIN) members discuss interprofessional education, research and practice competencies and how their virtual network can build research capacity in and improve the rigour of interprofessional education, research and collaborative practice. Participating doctoral students, academics and practitioners will explore how GRIN can foster their scholarly achievements.

- **Annette Iglarsh**, Simmons College, School of Nursing and Health Sciences, Boston, MA, USA
- **John Gilbert**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Ruby Grymonpre**, University of Manitoba, Winnipeg, MB, Canada
- **Chris Green**, University of Essex, Southend-in-Sea, Essex, UK
- **Hossein Khalili**, Fanshawe College, London, ON, Canada
- **Sarah Hean**, Bournemouth University, Bournemouth, England, UK

2E. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room A

Moderator: Valentina Brashers

- i. **2E-1. A Multi-Institution, Interprofessional Study to Understand the Interprofessional Education Collaborative (IPEC) Competencies**
 - **Alan W. Dow**, Virginia Commonwealth University, Richmond, VA, USA
 - **Deborah DiazGranados**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
 - **Kelly S. Lockeman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- ii. **2E-2. Achieving Interprofessional Competencies through Clinical Prevention and Population Health Education**
 - **David Garr**, Medical University of South Carolina, Charleston, SC, USA
 - **Susan Meyer**, University of Pittsburgh, School of Pharmacy, Pittsburgh, PA, USA
 - **Clyde Evans**, A.T. Still University, Kirksville, MO, USA



- iii. **2E-3. Impact of a collaborative practice program on a selection of teamwork competences among medical school students**
 - **Juan-Jose Beunza**, Universidad Europea-Madrid (Laureate International Universities), Madrid, Spain
 - **Hugh Barrett**, Westminster University, London, UK
 - **Leticia San Martin-Rodriguez**, Clinica Universidad de Navarra, Pharmacy Department, Pamplona, Navarra, Spain
 - **Elena Gazapo**, Universidad Europea-Madrid (Laureate International Universities), Madrid, Spain
 - **Eva Icaran**, Universidad Europea-Madrid (Laureate International Universities), School of Biomedical Sciences, Madrid, Spain
 - **Agustín Martinez-Molina**, Universidad de Talca, Talca, Chile
- iv. **2E-4. University of Virginia Approach to the Assessment of Interprofessional Teamwork Competencies: Creating Valid and Reliable Collaborative Behaviors Observational Assessment Tools**
 - **Valentina Brashers**, University of Virginia, Charlottesville, VA, USA
 - **John Owen**, University of Virginia, Charlottesville, VA, USA
 - **Jeanne Erickson**, University of Virginia, Charlottesville, VA, USA
 - **Leslie Blackhall**, University of Virginia, Charlottesville, VA, USA

2F. Leveraging the UPMC – University of Pittsburgh Partnership to Achieve the Triple Aim through New Models of Team-Based Care

Location: William Pitt Union Kurtzman Room

Panel Presentation

An interactive panel of presenters from the UPMC Insurance Services Division will describe four innovative team-based models of care that have improved health care outcomes, reduced costs, and/or enhanced the patient experience. Each presentation will focus on model implementation, team composition and training, results, and plans for scalability and sustainability.

- **Sandra E. McAnallen**, UPMC Health Plan, Pittsburgh, PA, USA
- **Deborah K. Redmond**, UPMC Health Plan, Pittsburgh, PA, USA
- **Lyndra J. Bills**, Community Care Behavioral Health Organization, Camp Hill, PA, USA
- **Denise Stahl**, UPMC Palliative and Supportive Institute (PSI), Pittsburgh, PA, USA
- **Judith W. Dogin**, Community Care Behavioral Health Organization, Children's Services, Pittsburgh, PA, USA

2G. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room B

Moderator: Reena Antony

- i. **2G-1. Looking Back to Move Forward: The Interprofessional Journey has Just Begun**
 - **Jeannie Garber**, Jefferson College of Health Sciences and Virginia Tech Carilion School of Medicine, Roanoke, VA, USA
 - **Ava Porter**, Jefferson College of Health Sciences and Virginia Tech Carilion School of Medicine, Roanoke, VA, USA
 - **David Trinkle**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA
- ii. **2G-2. Development and Implementation of Interprofessional Patient Safety and Care Planning Tools in an Electronic Health Record**
 - **Joanne Maxwell**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
 - **Keith Adamson**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada



- **Margaret Burns**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- iii. **2G-3. Uncovering key roles for successful interprofessional education**
 - **Reena Antony**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
 - **Amy E. Leaphart**, Medical University of South Carolina, Charleston, SC, USA
- iv. **2G-4. Advancing Interprofessional Education and Collaborative Practice (IPECP) in Graduate Medical Education in the U.S.**
 - **Dewitt C. Baldwin Jr.**, Accreditation Council for Graduate Medical Education (ACGME), Chicago, IL, USA
 - **Joanne G. Schwartzberg**, Accreditation Council for Graduate Medical Education (ACGME), Chicago, IL, USA

2H. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 531

Moderator: Linda A. Dudjak

- i. **2H-1. TDABC + Shadowing: Improving Outcomes, Experiences, and Cost to Succeed in the Era of Accountable Care**
 - **Anthony DiGioia, III**, UPMC, Pittsburgh, PA, USA
 - **Michelle Giarrusso**, PFCC Innovation Center of UPMC, Pittsburgh, PA, USA
- ii. **2H-2. Improving Inpatient Diabetes Care: Accelerating Change with a Pay for Performance Initiative**
 - **Mary Ellen O'Connell**, Lehigh Valley Health Network, Allentown, PA, USA
 - **Joyce Najarian**, Lehigh Valley Health Network, Allentown, PA, USA
- iii. **2H-3. Integrating a Physical Therapist into the Urgent Care Team May Decrease Health Care Costs and Improve the Patient Experience**
 - **Matthew Walk**, University of the Incarnate Word, San Antonio, TX, USA
 - **Amit Mehta**, University Health System, San Antonio, TX, USA
 - **Bhoja Katipally**, University Health System, University of Texas, San Antonio, TX, USA
 - **Liem Du**, Community Medicine Associates, San Antonio, TX, USA
- iv. **2H-4. Attitude and Knowledge of Nurses Regarding Value Based Performance**
 - **Linda A. Dudjak**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
 - **Helen K. Burns**, Excelsa Health, Greensburg, PA, USA

2I. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 532

Moderator: Susan Sterrett

- i. **2I-1. 27 Addresses – Ideas for collaborative team based care from twenty-seven novice interprofessional teams**
 - **Barbara Maxwell**, A.T. Still University, Mesa, AZ, USA
 - **Janet Head**, A.T. Still University, Kirksville, MO, USA
 - **Carolyn Glaubenslee**, A.T. Still University, Mesa, AZ, USA
- ii. **2I-2. Interprofessional learning community students' perceptions of a case study experience: A qualitative study**
 - **Susan Sterrett**, Chatham University, Pittsburgh, PA, USA
 - **Melissa Bednarek**, Chatham University, Pittsburgh, PA, USA
 - **Mary Hertweck**, Chatham University, Pittsburgh, PA, USA
 - **Susan Hawkins**, Chatham University, Pittsburgh, PA, USA
- iii. **2I-3. Contextual activity sampling system impacts on clinical interprofessional learning**



- **Hanna Lachmann**, Karolinska Institutet and Sophiahemmet University, Stockholm, Sweden
- **Sari Ponzer**, Karolinska Institutet and Södersjukhuset, Dept of Orthopaedics, Stockholm, Sweden
- **Björn Fossum**, Sophiahemmet University & Karolinska Institutet, Stockholm, Sweden
- **Klas Karlgren**, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden
- **Unn-Britt Johansson**, Sophiahemmet University & Karolinska Institutet, Department of Clinical Sciences, Stockholm, Sweden

iv. 2I-4. International Collaboration - Introduction of the HealthFusion team challenge to Scotland

- **Jenny Miller**, NHS Education for Scotland, Dundee, Scotland, UK
- **Sundari Joseph**, Robert Gordon University, Aberdeen, Scotland, UK
- **Nichola McLarnon**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Monica Moran**, Central Queensland University, Rockhampton, Queensland, Australia

2J. Authentic engagement of student stakeholders in interprofessional education initiatives

Location: Alumni Hall Room 528

Panel will feature presentations of faculty and student perspectives on student engagement within interprofessional initiatives, followed by sharing and discussion of perspectives and experiences among participants which will be captured and later distributed to participants.

- **Tara Hatch**, University of Alberta, Edmonton, AB, Canada
- **Sharla King**, University of Alberta, Health Sciences Education and Research Commons, Edmonton, AB, Canada
- **JoAnne Davies**, University of Alberta, Health Sciences Council, Edmonton, AB, Canada
- **Elaine Chiu**, University of Alberta, Edmonton, AB, Canada
- **Meghan Chow**, University of Alberta, Edmonton, AB, Canada
- **Michael Wong**, University of Alberta, Edmonton, AB, Canada

2K. The devil is in the details: Using technology to filter and aggregate key patient information into a dynamic, clinical dashboard

Location: Alumni Hall Room 343

Panel Presentation

We developed a real-time “dashboard” to facilitate interprofessional care. Embedded in a widely-used electronic medical record, it extracts and displays information from a variety of sources on risk factors that are common but modifiable. By also illustrating trends, linking to the original documentation, and providing recommendations, it promotes risk mitigation.

- **Neil M. Resnick**, University of Pittsburgh / UPMC, Pittsburgh, PA, USA
- **Risa Kosko**, Magee Women’s Hospital of UPMC, Pittsburgh, PA, USA
- **Jill Young-Hague**, Magee Women’s Hospital of UPMC, Pittsburgh, PA, USA
- **Anne Kisak**, UPMC, Benedum Geriatrics at Magee-Womens Hospital, Pittsburgh, PA, USA
- **Vivek Reddy**, Magee Women’s Hospital of UPMC, Pittsburgh, PA, USA
- **Julie Nowak**, Pittsburgh, PA, USA



2M. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall 7th Floor Auditorium

Moderator: Maria Tassone

- i. **2M-1. Developing an organizational interprofessional care framework: critical elements from the literature, leaders and clinicians**
 - **Maria Tassone**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
 - **Lynne Sinclair**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- ii. **2M-2. Partnering to Transform the Patient Experience**
 - **Cynthia Phillips**, Kingston General Hospital, Kingston, ON, Canada
- iii. **2M-3. Designing Interprofessional Space: Collaborative between Nursing, PT, and Architects**
 - **Connie Crump**, Indiana Wesleyan University, Marion, IN, USA
 - **Rob Dawson**, Indiana Wesleyan University, Marion, IN, USA
 - **Barbara Ihrke**, Indiana Wesleyan University, Marion, IN, USA
 - **Chris Purdy**, SmithGroupJJR, Detroit, MI, USA
- iv. **2M-4. The Electronic Health Record (EHR): Implications for Interprofessional Education and Practice**
 - **Michelle Troseth**, Elsevier Clinical Solutions, Grand Rapids, MI, USA
 - **Tracy Christopherson**, Elsevier Clinical Solutions, Grand Rapids, MI, USA

2R. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Dining Room

Moderator: Jill Thistlethwaite

- i. **2R-1. The development of work-based assessment (WBA) of teamwork instruments – an interprofessional approach**
 - **Jill Thistlethwaite**, University of Technology Sydney, Sydney, NSW, Australia
 - **Robyn Dickie**, University of Queensland, Brisbane, Queensland, Australia
 - **Kathy Dallest**, University of Queensland, Brisbane, Queensland, Australia
 - **Diann Eley**, University of Queensland, Brisbane, Queensland, Australia
- ii. **2R-2. Interprofessional clinical education program with complex community dwelling patients**
 - **Laura Hanyok**, Johns Hopkins University, School of Medicine, Baltimore, MD, USA
 - **Andrea Parsons Schram**, Johns Hopkins University, School of Nursing, Baltimore, MD, USA
 - **Benita Walton-Moss**, Johns Hopkins University, School of Nursing, Baltimore, MD, USA
- iii. **2R-3. Use of Problem Based Learning (PBL) in enhancing the morality of Inter-professional Education (IPE) & collaboration (IPC) in training Health care personal in South Africa: professional statutory**
 - **Ushotanefe Useh**, North West University, Mafikeng Campus, Mmabatho, North West, South Africa
- iv. **2R-4. The relationship between transactive memory and group performance during an interprofessional healthcare team training exercise**
 - **Marilyn Hanson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
 - **James Carlson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA



2S. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Ballroom

Moderator: David Howell

- i. **2S-1. Enhancing Teamwork through Implementing Interprofessional Care Processes in Acute Care**
 - **Jana Lait**, Workforce Research and Evaluation, Alberta Health Services, Calgary, AB, Canada
 - **Esther Suter**, Workforce Research and Evaluation, Alberta Health Services, Calgary, AB, Canada
 - **Sharla King**, University of Alberta, Health Sciences Education and Research Commons, Edmonton, AB, Canada
- ii. **2S-2. Lessons from the Front Line: Advanced Practice Provider Residencies as the Nexus between Interprofessional Education and Practice**
 - **Ben Reynolds**, UPMC Physician Services Division, Pittsburgh, PA, USA
 - **Rebecca Wiegand**, UPMC, Pittsburgh, PA, USA
 - **Amy Haller**, UPMC, Pittsburgh, PA, USA
 - **Amanda Lombardi**, UPMC, Pittsburgh, PA, USA
- iii. **2S-3. Navigating Identity in Interprofessional Contexts: Exploring the Pathways of Students and Practitioners in Social Work, Occupational Therapy, Nursing and Medicine**
 - **Marion Brown**, Dalhousie University, Halifax, NS, Canada
 - **Paula Hutchinson**, Dalhousie University, Halifax, NS, Canada
 - **Heidi Lauckner**, Dalhousie University, Halifax, NS, Canada
- iv. **2S-4. Interprofessional Education Integration in a Physician Assistant Studies Program**
 - **David Howell**, Medical University of South Carolina, College of Health Professions, Charleston, SC, USA
 - **Amy Blue**, University of Florida, Gainesville, FL, USA

Friday, June 6th, 4:00pm to 5:00pm

Poster session 2 – see listing of posters in the Poster Section of the program 

Location: Alumni Hall First Floor Connolly Ballroom

Friday, June 6th, 6:00pm to 9:00pm

ATBH VII Social Event  

Location: Carnegie Museums of Natural History and Art

Business Attire, Black Tie Optional

Continue the day's discussion and mingle with conference attendees at Pittsburgh's premier museum and events location. Take in the Hall of Architecture and one of the top collections of dinosaurs. Enjoy dinner, drinks and music by Pittsburgh's own River City Brass. This is sure to be an unforgettable evening!





ALL TOGETHER BETTER HEALTH VII
6 - 8 JUNE 2014 | PITTSBURGH

Saturday, June 7th, 7:00am to 8:30am

Registration and continental breakfast



Location: Alumni Hall First Floor Foyer

National Center for Interprofessional Practice and Education Nexus Innovations



Incubator Network breakfast (*invite only*)

Location: Alumni Hall Room 528

Saturday, June 7th, 8:30am to 9:30am

Plenary session

Location: Alumni Hall, 7th Floor Auditorium

Advancing Interprofessionalism in the United States



Steven D. Shapiro, MD
Chief Medical and Scientific
Officer, UPMC Physician
Services



Barbara F. Brandt, PhD
Director, National Center for
Interprofessional Practice and
Education



Mark A. Warner, MD
Executive Dean of Education,
Mayo Clinic

As healthcare systems in the United States grapple with a rapidly changing healthcare environment, leaders explore new models of care to improve quality and reduce costs. This panel will discuss how U.S. health systems are adopting interprofessional care models and creating feedback to modernize education and training programs.

Saturday, June 7th from 9:45am to 10:45am

Poster session 3 – see listing of posters in the Poster Section of the program



Location: Alumni Hall First Floor Connolly Ballroom

Saturday, June 7th from 11:00am to 12:30pm

Breakout session 3



3A. Faculty Development: Facilitation Skills Training for IPE Faculty

Location: William Pitt Union Ballroom

Workshop

The Center for Health Sciences Interprofessional Education (CHSIE) at the University of Washington recognizes after 13 years of training health professions students that faculty need in-depth education about principles of interprofessional education (IPE) and specifically, facilitation skills training. This hands-on workshop is designed to help instructors: 1) identify and incorporate key competency areas for IP collaboration, 2) anticipate common challenges in facilitating IP learning groups, and 3) identify and practice effective facilitation strategies.

- **Brenda Zierler**, University of Washington, School of Nursing, Seattle, WA, USA
- **Karen McDonough**, University of Washington, Seattle, WA, USA
- **Debra Liner**, University of Washington, School of Nursing, Seattle, WA, USA
- **Jennifer Danielson**, University of Washington, School of Pharmacy, Seattle, WA, USA
- **Jennifer Sonney**, University of Washington, School of Nursing, Seattle, WA, USA
- **Mayumi Willgerodt**, University of Washington Bothell, Bothell, WA, USA

3B. Interprofessional Education Site Evaluation Tool: Assessing the readiness of a clinical site to provide interprofessional education

Location: William Pitt Union Assembly Room

Workshop

The Interprofessional Education Site Evaluation Tool was developed for the purposes of providing a common understanding of what is needed by clinical sites to provide interprofessional education and of determining the extent to which a site meets the standards of an exemplary interprofessional learning environment. Attendees will learn about and gain practice with the tool.

- **Brian Sick**, University of Minnesota, Minneapolis, MN, USA
- **Janet Shanedling**, University of Minnesota, Minneapolis, MN, USA

3C. Who am I? Who are you? Developing personal, professional and interprofessional identities through stories and storytelling

Location: William Pitt Union Room 548

Workshop

This workshop highlights the importance of developing an interprofessional identity within IPE and how this can be supported through storytelling. Participants will have the opportunity to understand the importance of identity formation in the development of interprofessional practitioners, educators and students, and to appreciate the relationship between stories and identity.

- **Richard Gray**, CAIPE, UK
- **Pip Hardy**, Pilgrims Project Ltd, Cambridge, England, UK

3D. Working with Standardized Patients (SPs) in health education; everything you ever wanted to know but were afraid to ask!

Location: William Pitt Union Lower Lounge

Workshop

Standardized/Simulated Patients (SPs) have been part of international health education since the 1960s. In this practical, interactive workshop, we draw on our diverse experiences in two different countries to introduce some key elements of SP methodology for those who are interested in working with SP's but are not sure how to start. We will provide materials and information regarding recruitment of SPs, selection of learning objectives conducive to this type of activity, the basics of SP training and feedback



delivery. Through discussion, a large group fishbowl demonstration featuring an SP simulation and small group conversation, we'll explore appropriate contexts for this teaching method.

- **Valerie Fulmer**, University of Pittsburgh, Pittsburgh, PA, USA
- **Cathy Smith**, University of Toronto, Toronto, ON, Canada

3E. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room A

Moderator: David Kolko

- i. **3E-1. The delivery of interprofessional collaborative patient-centered care in community based mental health settings**
 - **May Helfawi**, University of Ontario Institute of Technology, Oshawa, ON, Canada
 - **Brenda Gamble**, University of Ontario Institute of Technology, Oshawa, ON, Canada
- ii. **3E-2. Creating an Innovative, Sustainable Integrated Behavioral and Physical Program in a Residency Family Health Center**
 - **Jonathan Han**, UPMC New Kensington Family Health Center, New Kensington, PA, USA
 - **James Mercuri**, UPMC St. Margaret, Family Medicine Residency Program, Pittsburgh, PA, USA
 - **Marianne Koenig**, UPMC St. Margaret, Family Medicine Residency Program, Pittsburgh, PA, USA
 - **Patricia McGuire**, UPMC St. Margaret, Family Medicine Residency Program, Pittsburgh, PA, USA
- iii. **3E-3. Promoting Interprofessional Knowledge Exchange in Geriatric Mental Health: Pairing a Videoconference Education Series with an On-line Community of Practice**
 - **Lisa Sokoloff**, Baycrest, Toronto, ON, Canada
 - **Cindy Grief**, Baycrest, Toronto, ON, Canada
 - **Arpit Chhabra**, Baycrest, Toronto, ON, Canada
- iv. **3E-4. Physician and Patient Recommendations for Promoting Integrated Pediatric Behavioral Health Care Teams**
 - **David Kolko**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
 - **Trina Orimoto**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
 - **Kevin Simon**, SIU, School of Medicine, Springfield, IL, USA

3F. Interprofessional Collaborative Practice: A Framework Driven Approach

Location: William Pitt Union Kurtzman Room

Panel Presentation

During this session presenters will demonstrate how a framework driven approach provides a blue print for implementing and sustaining interprofessional collaborative practice and healthcare transformation. Lessons from over 300 health care organizations who have implemented the framework will be shared.

- **Michelle Troseth**, Elsevier Clinical Solutions, Grand Rapids, MI, USA
- **Tracy Christopherson**, Elsevier Clinical Solutions, Grand Rapids, MI, USA

3G. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room B

Moderator: Amy Leaphart

- i. **3G-1. Solving Interprofessional Clinical Scheduling with Scalability: Common Challenges, Uncommon Solutions, and Michigan's Experience**
 - **Craig Donahue**, Michigan Health Council, Okemos, MI, USA
 - **Ajay Arumugam**, Michigan Health Council, Okemos, MI, USA
- ii. **3G-2. Optimizing Interprofessional Learning in Practice: An innovative booking model**



- **Aaron Isted**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK
 - **Steven Colfar**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK
 - **Elaine Hartley**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK
 - **Emma Miello-Constantine**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK
- iii. **3G-3. Large Scale Interprofessional Education through an Interactive Web-Based Platform**
- **Sarah Hobgood**, Virginia Commonwealth University, Richmond, VA, USA
 - **Peter Boling**, Virginia Commonwealth University, Richmond, VA, USA
 - **Alan W. Dow**, Virginia Commonwealth University, Richmond, VA, USA
- iv. **3G-4. Synchronous Case Conferences as a Successful Strategy for Establishing Interprofessional Clinical Student Experiences and a Collaboration Ready Healthcare Workforce**
- **Amy E. Leaphart**, Medical University of South Carolina, Charleston, SC, USA
 - **Kelly Ragucci**, South Carolina College of Pharmacy, MUSC Campus, Charleston, SC, USA
 - **David Howell**, Medical University of South Carolina, College of Health Professions, Charleston, SC, USA
 - **Deb Brown**, Medical University of South Carolina, College of Health Professions, Charleston, SC, USA

3H. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 531

Moderator: Kim Begley

- i. **3H-1. Educating the Interprofessional Team for Vulnerability: An Interprofessional Course Preparing Students for Working with Vulnerable Populations**
- **Joy Doll**, Creighton University, Pharmacy and Health Professions, Omaha, NE, USA
 - **Ann Laughlin**, Creighton University, College of Nursing, Omaha, NE, USA
 - **Kim Begley**, Creighton University, School of Pharmacy and Health Professions, Omaha, NE, USA
 - **Martha Todd**, Creighton University, College of Nursing, Omaha, NE, USA
 - **Ann Ryan Haddad**, Creighton University, School of Pharmacy and Health Professions, Omaha, NE, USA
- ii. **3H-2. Student Led Clinics: A win-win for Interprofessional Education and Practice**
- **Sue Murphy**, University of British Columbia, Vancouver, BC, Canada
 - **Hyman Gee**, Royal Columbian Hospital, New Westminster, BC, Canada
 - **Stacey Rigby**, Royal Columbian Hospital, New Westminster, BC, Canada
 - **Donna Drynan**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
 - **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- iii. **3H-3. An Experiential Interprofessional Workshop for Building Cultural Competency**
- **Emily Akerson**, James Madison University, Harrisonburg, VA, USA
 - **Anne Stewart**, James Madison University, Harrisonburg, VA, USA
 - **Marsha Mays-Bernard**, James Madison University, Harrisonburg, VA, USA
- iv. **3H-4. Interprofessional Education in the Clinical Training of CAM students**



- **Beth Rosenthal**, Academic Consortium for Complementary and Alternative Health Care, Chicago, IL, USA
- **Anthony Lisi**, Veterans Health Administration, West Haven, CT, USA

3I. Interprofessionalism in practice: a novel approach to managing and coordinating care for post-discharge trauma patients using a non-physician led team

Location: Alumni Hall Room 532

Panel Presentation

The UPMC Falk Outpatient Trauma Clinic is a teaching facility staffed by a large non-physician led interprofessional team. This site represents a sterling example of a practice site operating at the nexus between interprofessional practice and education. In our panel discussion we will deliver five presentations describing the full spectrum of the program beginning with the genesis of the non-physician team through the pragmatic organizational and operational strategies required to execute the vision, ending with the impact of the team on the Triple Aim outcomes.

- **Raquel Forsythe**, University of Pittsburgh, Pittsburgh, PA, USA
- **Joel Stevans**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **Ben Reynolds**, UPMC Physician Services Division, Pittsburgh, PA, USA
- **Paul Rockar**, UPMC Centers for Rehab Services, Pittsburgh, PA, USA
- **Pamela Toto**, University of Pittsburgh, Occupational Therapy, Pittsburgh, PA, USA
- **Julia Driessen**, University of Pittsburgh, Graduate School of Public Health, Pittsburgh, PA, USA

3J. Student-led session: Interprofessionalism and Quality Improvement in Rural Care

Location: Alumni Hall Room 528

This student-focused session will explore a quality improvement case from the Institute for Healthcare Improvement Open School. The importance of leadership, process redesign, and engagement of front-line staff and community leaders will be studied. Participants will work together to consider quality improvement steps that can be achieved through interprofessional collaboration.

- **Meghan Bastin**, University of Pittsburgh School of Dental Medicine, Pittsburgh, PA, USA
- **Cara Mazzarisi**, University of Pittsburgh School of Pharmacy, Pittsburgh, PA, USA
- **Ryan Winstead**, University of Pittsburgh School of Pharmacy, Pittsburgh, PA, USA

3K. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 343

Moderator: Flemming Jakobsen

- i. **3K-1. Looking Beyond the Barriers to IPCP Clinical Education in Healthcare**
 - **Daniel O'Brien**, Auckland University of Technology, Auckland, New Zealand
 - **Marion Jones**, Auckland University of Technology, Auckland, New Zealand
- ii. **3K-2. Innovative and Authentic Interprofessional Education on a Grand Scale – No Big Deal!**
 - **Nichola McLarnon**, Glasgow Caledonian University, Glasgow, Scotland, UK
 - **Dora Howes**, Glasgow Caledonian University, Glasgow, Scotland, UK
 - **Jamie McDermott**, Glasgow Caledonian University, Glasgow, Scotland, UK
- iii. **3K-3. Ensuring a continuum of interprofessional education and collaborative practice (IPECP) in the post-graduate professional training years**
 - **Dewitt C. Baldwin Jr.**, Accreditation Council for Graduate Medical Education (ACGME), Chicago, IL, USA
 - **Joanne G. Schwartzberg**, Accreditation Council for Graduate Medical Education (ACGME), Chicago, IL, USA



iv. **3K-4. An overview of results from Clinical Interprofessional Training Units in Sweden and Denmark**

- **Flemming Jakobsen**, Orthopedic Research Unit, Holstebro, Denmark

3N. Creating an instrument to measure the CIHC IP Collaboration Competencies

Location: University Club Ballroom B

Roundtable Discussion

In 2010 when the Canadian Interprofessional Collaboration Competency Framework was released by CIHC, a group of IP Champions from 5 countries came together to help shape a measurement instrument to assess for the competencies' presence in both pre-licensure and post-licensure learners. Their work resulted in a planned 3-round Delphi process generating collaborative ideas from a wide variety of IPE champions. To date two rounds have been completed. This workshop will provide participants, in small groups with a facilitator, to focus on translating items from round 2 for one of the competencies for round 3.

- **Carole Orchard**, Western University, London, ON, Canada
- **Monica Moran**, Central Queensland University, Rockhampton, Queensland, Australia
- **Elizabeth Anderson**, University of Leicester, Leicester, UK
- **Madeline Schmidtt**, University of Rochester, School of Nursing, Rochester, NY, USA
- **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

3O. A scope on best practices in interprofessional practice & education across Europe: From Oulu to Ljubljana

Location: University Club Ballroom A

Panel Presentation

The panel highlights inspiring and innovative approaches that have been developed in the different regions within Europe. It focuses on behavioral change in graduated students becoming practitioners, as well as on changes in mindsets and attitudes in students following the course over the past years.

- **Andre Vyt**, Artevelde University College & University of Ghent, Ghent, Belgium
- **Majda Pahor**, University of Ljubljana, Ljubljana, Slovenia
- **Tiina Tervaskanto-Mäentausta**, Oulu University of Applied Sciences, Oulu, Finland

3P. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: University Club Conference Room A

Moderator: Barbara Maxwell

i. **3P-1. The use of Contact Theory to Build an Interprofessional Collaborative**

- **Barbara Maxwell**, A.T. Still University, Mesa, AZ, USA
- **Janet Head**, A.T. Still University, Kirksville, MO, USA
- **Jennifer Overturf**, Grand Canyon University, Phoenix, AZ, USA
- **Carolyn Glaubenslee**, A.T. Still University, Mesa, AZ, USA

ii. **3P-2. Interprofessional simulation in health education: applying the Praxis model**

- **Joseph Anthony**, University of British Columbia, Vancouver, BC, Canada
- **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Robert Walker**, Justice Institute of British Columbia, New Westminster, BC, Canada
- **John Cheng**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada



iii. **3P-3. Learning interprofessional collaboration through simulation-based medical education: locations of action and observation**

- **Sofia Nyström**, Linköping University, Linköping, Sweden
- **Johanna Dahlberg**, Linköping University, Linköping, Sweden
- **Håkan Hult**, Linköping University, Linköping, Sweden
- **Madeleine Abrandt Dahlgren**, Linköping University, Linköping, Sweden

iv. **3P-4. Involving Patients as co-educators in Interprofessional Collaborative Practice Education**

- **Marie-Claude Vanier**, Université de Montréal, Montréal, QC, Canada
- **Vincent Dumez**, Université de Montréal, Faculty of Medicine, Montréal, QC, Canada
- **Isabelle Brault**, Université de Montréal, Montréal, QC, Canada
- **Eric Drouin**, Université de Montréal, Montréal, QC, Canada

3Q. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: University Club Gold Room

Moderator: Moshe Feldman

i. **3Q-1. Addressing the Need for Interdisciplinary Team Training**

- **Robert Kaiser**, George Washington University, School of Medicine, Washington, DC, USA
- **Marcos Montagnini**, University of Michigan, School of Medicine, Ann Arbor, MI, USA
- **Katharine Supiano**, University of Utah, Salt Lake City, UT, USA
- **Ruth Tsukuda**, Portland VA Medical Center, Northwest Mental Illness Research Education and Clinical Center, Portland, OR, USA

ii. **3Q-2. Debriefing teams on the What and the Why of expert teamwork**

- **Moshe Feldman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Deborah DiazGranados**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Nital Appelbaum**, Virginia Commonwealth University, Richmond, VA, USA

iii. **3Q-3. Inter-Institutional Interprofessional Education: Using Team Based Learning with Diverse Learners from Different Institutions**

- **Christine Patel**, St. Petersburg College, Pinellas Park, FL, USA
- **Erik Black**, University of Florida, Gainesville, FL, USA
- **Amy Blue**, University of Florida, Gainesville, FL, USA

3R. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Dining Room

Moderator: Stacey Pinnock

i. **3R-1. Activity Driven Delivery of an Interprofessional Leadership Curriculum Through use of Electronic Health Records**

- **David Trinkle**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA
- **Jeannie Garber**, Jefferson College of Health Sciences and Virginia Tech Carilion School of Medicine, Roanoke, VA, USA
- **Wilton Kennedy**, Jefferson College of Health Sciences & Virginia Tech Carilion School of Medicine, Roanoke, VA, USA
- **Jennifer Page**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA

ii. **3R-2. Health Professional Education Quality (HPEQ) Project Initiatives in Promoting Interprofessional Education and Collaborative Practice in Indonesia**

- **Samuel Josafat Olam**, Universitas Indonesia, Indonesian Young Health Professionals' Society, Jakarta, Indonesia



- **Lhuri Dwianti Rahmartani**, Universitas Indonesia, Indonesian Young Health Professionals' Society, Jakarta, Indonesia
- **Aprilia Ekawati Utami**, Ministry of Education and Culture, Jakarta, Indonesia
- iii. **3R-3. Teaching Health and Aging Using an Interprofessional Lens: A Curriculum for Health Professions Educators**
 - **Stacey Pinnock**, Nova Southeastern University, College of Osteopathic Medicine, Ft. Lauderdale, FL, USA
 - **Cecilia Rokusek**, Nova Southeastern University, College of Osteopathic Medicine, Ft. Lauderdale, FL, USA
- iv. **3R-4. Playing games in interprofessional education: A Japanese and Scottish Experience**
 - **Keiko Abe**, Nagoya University, Graduate School of Medicine, Nagoya, Aichi, Japan
 - **Sundari Joseph**, Robert Gordon University, Aberdeen, Scotland, UK
 - **Hyun-Jeong Park**, Sendai University, Sendai, Japan
 - **Lesley Diack**, Robert Gordon University, Aberdeen, Scotland, UK

3S. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Ballroom

Moderator: Jill Young-Hague

- i. **3S-1. The advancement of IPC in Long-term Care**
 - **Kelly Lackie**, RN Professional Development Centre, Halifax, NS, Canada
 - **Valerie Banfield**, RN Professional Development Centre, Halifax, NS, Canada
 - **Kathy Snow**, Northwoodcare Incorporated, Halifax, NS, Canada
 - **Jennifer Tucker**, Northwoodcare Incorporated, Halifax, NS, Canada
 - **Darlene Rogers**, Northwoodcare Incorporated, Halifax, NS, Canada
- ii. **3S-2. Utilizing a Strategic Planning Oversight Committee to Improve Patient Outcomes in the Geriatric Population**
 - **Jill Young-Hague**, Magee Women's Hospital of UPMC, Pittsburgh, PA, USA
 - **Neil M. Resnick**, University of Pittsburgh / UPMC, Pittsburgh, PA, USA
 - **Colleen Tanner**, Magee Women's Hospital of UPMC, Pittsburgh, PA, USA
- iii. **3S-3. Interprofessional workplace-based training in nursing homes**
 - **Reidun Kjome**, University of Bergen, Centre for Pharmacy, Bergen, Norway
 - **Sissel J. Brenna**, Bergen University College, Department of Health and Social Sciences, Bergen, Norway
 - **Anders Bærheim**, University of Bergen, Centre for Pharmacy/Department of Global Health and Primary Care, Bergen, Norway
- iv. **3S-4. Involving older people in the development of technology enabled geriatric assessment and monitoring in the community and home**
 - **Kelly Kay**, Regional Specialized Geriatric Services, Cobourg, ON, Canada
 - **Brenda Gamble**, University of Ontario Institute of Technology, Oshawa, ON, Canada

Saturday, June 7th from 12:30pm to 1:30pm

Lunch - Enjoy Oakland cuisine on your own

Saturday, June 7th from 1:45pm to 3:15pm

Breakout session 4



4A. Using Simulation to Enhance Preclinical Interprofessional Education Programs

Location: William Pitt Union Ballroom

Workshop

An IPE team of healthcare professionals has developed several preclinical training modules utilizing Standardized Patients (SPs) to offer authentic IPE sessions to learners across four colleges. In an effort to share this experience, the authors will walk course participants through the maze of developing IPE modules that are adaptable to a variety of settings and healthcare professions. Participants in the workshop will develop an SP case scenario, incorporating one or more of the IPEC competencies, to utilize at their home institution.

- **Dawn Schocken**, University of Southern Florida Health, Tampa, FL, USA
- **Amy Schwartz**, University of Southern Florida Health, Tampa, FL, USA
- **Rita D'Aoust**, University of Southern Florida College of Nursing, Tampa, FL, USA

4B. Transforming health systems through collaborative leadership: Catalyzing Change!

Location: William Pitt Union Assembly Room

Workshop

Collaborative leadership is one of the key competencies for effective collaboration at senior levels of the health system. This workshop traces the work of the Canadian Interprofessional Health Leadership Collaborative and explores concepts of collaborative leadership including how we can best teach it.

- **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Sarita Verma**, University of Toronto, Toronto, ON, Canada
- **Maria Tassone**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada

4C. Interprofessional Professionalism: I Know It When I See It!

Location: William Pitt Union Room 548

Workshop

Participants will develop observable interprofessional professionalism (IPP) behaviors, apply IPP behaviors to a case vignette, and analyze personal challenges in creating assessment tools. Presenters will define IPP, describe behaviors used in the interprofessional professionalism assessment (IPA), and share challenges and lessons learned in developing the IPA using complex research methodology.

- **Jody Frost**, American Physical Therapy Association (APTA), Alexandria, VA, USA
- **Jennifer Adams**, American Association of Colleges of Pharmacy (AACP), Alexandria, VA, USA
- **Anthony Palatta**, American Dental Education Association (ADEA), Washington, DC, USA
- **John Tegzes**, Western University of Health Sciences, Pomona, CA, USA

4D. Implementing a Longitudinal Case-based Curriculum for IPE Learners using Faculty Teaching Teams

Location: William Pitt Union Lower Lounge

Workshop

Faculty from multiple health professions schools at the University of Washington will demonstrate, via short simulations, elements of a longitudinal, case-based IPE curriculum implemented this year, sharing tips and lessons learned. Participants will discuss benefits and barriers to implementing a classroom-based IPE curriculum for students and faculty from multiple schools.

- **Sarah Shannon**, University of Washington, Seattle, WA, USA
- **Jennifer Danielson**, University of Washington, School of Pharmacy, Seattle, WA, USA



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- **Tracy Brazg**, University of Washington, School of Social Work, Seattle, WA, USA
- **Linda Vorvick**, University of Washington, Seattle, WA, USA
- **Karen McDonough**, University of Washington, Seattle, WA, USA

4E. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room A

Moderator: Pamela Wener

- i. **4E-1. A Model of Interprofessional Collaboration in a Primary Care Setting**
 - **Pamela Wener**, University of Manitoba, Winnipeg, MB, Canada
 - **Roberta Woodgate**, University of Manitoba, Winnipeg, MB, Canada
- ii. **4E-2. Developing New Roles in the Primary Care Team to Identify and Treat Behavioral Health Issues**
 - **Robert Ferguson**, Jewish Healthcare Foundation, Pittsburgh, PA, USA
- iii. **4E-3. Enhancing Primary Healthcare Delivery in the Inner City Through Interprofessional Team Work**
 - **Deborah Kopansky-Giles**, Canadian Memorial Chiropractic College/St. Michaels Hospital, Toronto, ON, Canada
 - **Judith Peranson**, St. Michael's Hospital, Department of Family and Community Medicine, Toronto, ON, Canada
 - **Fok-Han Leung**, St. Michael's Hospital, Department of Family and Community Medicine, Toronto, ON, Canada
- iv. **4E-4. Developing an Awareness of Culturally Appropriate Primary Care in Palliative Medicine**
 - **Erica Cameron-Taylor**, Calvary Mater Newcastle/The University of Newcastle, Newcastle, New South Wales, Australia
 - **Katy Clark**, Calvary Mater Newcastle, Newcastle, New South Wales, Australia
 - **Cate Hayes**, Calvary Mater Newcastle, Newcastle, New South Wales, Australia
 - **Kathryn Bensley**, Calvary Mater Newcastle, Newcastle, New South Wales, Australia

4F. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Kurtzman Room

Moderator: Julia Driessen

- i. **4F-1. Patient Safety and Interprofessionalism in Hospitals: Considering the Ways Different Professions Think About Patient Safety**
 - **Paula Rowland**, University of Toronto, Toronto, ON, Canada
 - **Simon Kitto**, University of Toronto, Continuing Professional Development, Toronto, ON, Canada
- ii. **4F-2. Complexity and Hospitalist Care: Solidifying the Role of Advanced Practice Providers on Interprofessional Hospitalist Teams to Improve Cost, Quality and Outcomes**
 - **Julia Driessen**, University of Pittsburgh, Pittsburgh, PA, USA
 - **Ben Reynolds**, UPMC Physician Services Division, Pittsburgh, PA, USA
 - **Amy Meister**, UPMC Emergency Resource Management Inc., Pittsburgh, PA, USA
- iii. **4F-3. Why hospital clinical staff do not activate the rapid response system (RRS): An analysis of intraprofessional and interprofessional sociocultural factors**
 - **Simon Kitto**, University of Toronto, Continuing Professional Development, Toronto, ON, Canada
 - **Stuart Marshall**, Monash University, Academic Board of Peri-operative Medicine, Prahran, Melbourne, Australia
 - **Sarah McMilan**, University of Toronto, Continuing Professional Development, Faculty of Medicine, Toronto, ON, Canada



- **Stuart Wilson**, Monash Medical Centre, Clayton, Melbourne, Australia

4G. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room B

Moderator: Shelley Cohen Konrad

- i. **4G-1. Interprofessional Collaboration and documentation: navigating through the legal complexity of regulatory rules**
 - **Keith Adamson**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
 - **Joanne Maxwell**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
 - **Nicole Thomson**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
 - **Kim Bradley**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- ii. **4G-2. Review of political and legal influences on interprofessional education and collaborative practice development in New Zealand**
 - **Brenda Flood**, Auckland University of Technology, Auckland, New Zealand
 - **Clare Hocking**, Auckland University of Technology, Auckland, New Zealand
 - **Marion Jones**, Auckland University of Technology, Auckland, New Zealand
- iii. **4G-3. Driving change – collaboration between university and non-government organisations for the future of interprofessional healthcare – filling the service-delivery and education gap**
 - **Beverly Raasch**, James Cook University, Townsville, Queensland, Australia
 - **Susan Gordon**, James Cook University, Townsville, Queensland, Australia
 - **Cindy Sealey**, James Cook University, Townsville, Queensland, Australia
 - **Nadene George**, James Cook University, Townsville, Queensland, Australia
- iv. **4G-4. Social Work Leadership in Interprofessional Education, Practice & Policy Development**
 - **Barbara Jones**, University of Texas Austin, School of Social Work, Austin, TX, USA
 - **Shelley Cohen Konrad**, University of New England, Portland, ME, USA
 - **Maureen Rubin**, University of Nevada, Reno, NV, USA
 - **Jaysharee Nimmagadda**, Rhode Island College, Providence, RI, USA
 - **Anna Scheyett**, University of South Carolina, Columbia, SC, USA

4H. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 531

Moderator: Ellen Cohn

- i. **4H-1. Interprofessional Collaborative Practices: Framework for Interactional Factors**
 - **Emmanuelle Careau**, Université Laval, Center for Interdisciplinary Research in Rehabilitation and Social Integration, Quebec, QC, Canada
 - **Nathalie Brière**, Centre de Santé et Services Sociaux de la Vieille-Capitale, Quebec, QC, Canada
 - **Serge Dumont**, Université Laval, School of Social Work, Quebec, QC, Canada
- ii. **4H-2. Interprofessional Clinical Education: Internal and External Models**
 - **Ellen Cohn**, University of Pittsburgh, School of Health and Rehabilitation Sciences, Pittsburgh, PA, USA
 - **Joel Stevans**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
 - **Johanna Steenrod**, University of Pittsburgh, Health Policy Institute, Pittsburgh, PA, USA
- iii. **4H-3. Seven years of HealthFusion: A longitudinal Action Research Study**
 - **Monica Moran**, Central Queensland University, Rockhampton, Queensland, Australia
 - **Lisa Nissen**, Queensland University of Technology, Brisbane, Queensland, Australia
 - **Rosalie Boyce**, Brisbane, Queensland, Australia



iv. **4H-4. Development of a post-licensure interprofessional education program in the Middle East**

- **Jason Hickey**, University of Calgary-Qatar, Doha, Qatar
- **Mohamed El Tawil**, Hamad Medical Corporation, Doha, Qatar
- **Brad Johnson**, Zayed University, United Arab Emirates
- **Michael Corman**, University of Calgary-Qatar, Doha, Qatar

4I. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 532

Moderator: Andrea L. Pfeifle

- i. **4I-1. Interprofessional Collaboration; Right From the Start**
 - **Barbara Richardson**, Washington State University, Spokane, WA, USA
- ii. **4I-2. Interprofessional Experiences through International Clinical Engagement**
 - **Mary Lou Galantino**, Richard Stockton College of New Jersey, Galloway, NJ, USA
 - **Margaret Slusser**, Richard Stockton College of New Jersey, Galloway, NJ, USA
 - **Emily Bessemer**, Richard Stockton College of New Jersey, Galloway, NJ, USA
 - **Breanna Hudik**, Richard Stockton College of New Jersey, Galloway, NJ, USA
 - **Julia Miliareisis**, Richard Stockton College of New Jersey, Galloway, NJ, USA
 - **Sara Pitcher**, Richard Stockton College of New Jersey, Galloway, NJ, USA
- iii. **4I-3. Developing and Sustaining Strong Clinical Partnerships for IPE**
 - **Gerri Lamb**, Arizona State University, Phoenix, AZ, USA
 - **Karen Saewert**, Arizona State University, Phoenix, AZ, USA
- iv. **4I-4. Development of the Team Competencies Instrument: A Behaviorally Based Instrument for Assessing Team Proficiency**
 - **Andrea L. Pfeifle**, University of Kentucky, Lexington, KY, USA
 - **Amy Blue**, University of Florida, Gainesville, FL, USA
 - **Amy E. Leaphart**, Medical University of South Carolina, Charleston, SC, USA
 - **Erik Black**, University of Florida, Gainesville, FL, USA

4K. Crew Resource Management and TeamSTEPPS Approaches for Measuring Interprofessional Competencies in Teamwork Simulations

Location: Alumni Hall Room 343

Panel Presentation

This session provides overviews and video demonstrations of interprofessional team simulations along with TeamSTEPPS and Crew Resource Management to measure teamwork behaviors and skills. The panel provides lessons learned during development, deployment and empirical evaluation that will be useful to institutions interested in developing their own simulations.

- **David Dickter**, Western University of Health Sciences, Pomona, CA, USA
- **Elizabeth Speakman**, Thomas Jefferson University, Philadelphia, PA, USA
- **Christine Arenson**, Thomas Jefferson University, Philadelphia, PA, USA
- **Brian Ross**, University of Washington Medical Center, Seattle, WA, USA
- **Brenda Zierler**, University of Washington, School of Nursing, Seattle, WA, USA
- **Andrea L. Pfeifle**, University of Kentucky, Lexington, KY, USA
- **Sarah Shrader**, University of Kansas, Lawrence, KS, USA

4N. Collaborative Practitioners: Successes and Challenges of growing the next generation through contemporary practice placements

Location: University Club Ballroom B

Roundtable Discussion



Developing practice based education to support the development of the next generation of health and social care practitioners has been the basis for a Scottish cross sector/interprofessional partnership. This roundtable will draw on the collective wisdom of those interested in applying interprofessional models into practice to shape thinking regarding barriers/opportunities.

- **Jenny Miller**, NHS Education for Scotland, Dundee, Scotland, UK
- **Karen Allan**, NHS Education for Scotland, Aberdeen, Scotland, UK
- **Edith Macintosh**, Care Inspectorate, Dundee, Scotland, UK
- **Gail Nash**, NHS Lothian, Edinburgh, Scotland, UK
- **Alison MacIntyre**, NHS Tayside, Dundee, Scotland, UK
- **Jenny Whinnett**, PAMIS, Aberdeen, Scotland, UK

40. RAVEN (Reduce Avoidable Hospitalizations Using Evidence-Based Intervention for Nursing Facilities)—A CMS Innovation Project

Location: University Club Ballroom A

Panel Presentation

RAVEN, a CMS Innovation Project of UPMC Community Provider Services (Aging Institute) has been implemented in 19 skilled nursing facilities in western Pennsylvania. Using nurse practitioners, focused assessment/communication tools, innovative education models, enhanced pharmacy engagement, and telemedicine technology that enables remote clinical assessment, RAVEN aims to reduce avoidable hospital admissions and readmissions, improve beneficiary health outcomes, provide better transitions in care, and lower costs in the care of long-stay Medicare-Medicaid residents. The nurse practitioners are trained in gero-palliative care and program development that supports integrating services into the natural inter-professional disciplines and practices that occur within each facility. Pilot data showed a reduction in unplanned transfers from 5.9 per 1000 resident days to 2.1. RAVEN's goal is to replicate and extend these findings across a broad array of SNFs.

- **Charles F. Reynolds III**, Aging Institute of UPMC Senior Services and the University of Pittsburgh, Pittsburgh, PA, USA
- **Kathryn M. Lanz**, UPMC, Pittsburgh, PA, USA
- **Steven M. Handler**, UPMC, Pittsburgh, PA, USA
- **Scott Stephens**, UPMC/RX Partners, Inc, Pittsburgh, PA, USA
- **Nancy Zionts**, Jewish Healthcare Foundation, Pittsburgh, PA, USA
- **Mary Ann Sander**, UPMC, Pittsburgh, PA, USA

4P. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: University Club Conference Room A

Moderator: Michelle Hughes

- 4P-1. International Classification of Functioning, Disability and Health (ICF): A framework for transformative interprofessional education**
 - **Stefanus Snyman**, Stellenbosch University, Stellenbosch, Western Cape, South Africa
 - **Klaus von Pressentin**, Stellenbosch University, Stellenbosch, Western Cape, South Africa
 - **Marina Clarke**, Stellenbosch University, Stellenbosch, Western Cape, South Africa
- 4P-2. Effect of Interprofessional Education (IPE) on Interprofessional Collaboration (IPC) Among Nursing and Occupational Therapist Assistant and Physiotherapist Assistant (OTA/PTA) Students During Their Clinical Experiences**
 - **Michelle Hughes**, Centennial College, Toronto, ON, Canada
 - **Audrey Kenmir**, Centennial College, Toronto, ON, Canada



- **Lynda Atack**, Centennial College, Toronto, ON, Canada
- **Pat Lee**, Centennial College, Toronto, ON, Canada
- iii. **4P-3. Interprofessional student-assisted rehabilitation service for rural, remote and indigenous populations – an innovative service-delivery model**
 - **Ruth Barker**, Community Rehabilitation Northern Queensland, Townsville, Queensland, Australia
 - **Cindy Sealey**, James Cook University, Townsville, Queensland, Australia
- iv. **4P-4. Telehealth – Increased access to an Interprofessional Team**
 - **Matt Elrod**, American Physical Therapy Association (APTA), Alexandria, VA, USA
 - **Katie Stout**, Former Army Telehealth
 - **Patricia Burtoft**, Former Army Telehealth

4Q. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: University Club Gold Room

Moderator: Maria Osbourne

- i. **4Q-1. The SCRIPT Project: Successful Collaborative Relationships in Patient care – pharmacist integration into the medical home**
 - **Maria Osborne**, UPMC St. Margaret, Pittsburgh, PA, USA
 - **Sarah Krahe Dombrowski**, UPMC St. Margaret, Pittsburgh, PA, USA
 - **Kavitha Bhat-Schelbert**, UPMC, Renaissance Family Practice, Pittsburgh, PA, USA
- ii. **4Q-2. Understanding Oral-Systemic Health and Culture: Bringing It All Together**
 - **Maria Dolce**, Northeastern University, Boston, MA, USA
 - **Pamela Ring**, Northeastern University, Boston, MA, USA
 - **Ashwini Ranade**, Northeastern University, Boston, MA, USA
 - **Kathryn Robinson**, Northeastern University, Boston, MA, USA
- iii. **4Q-3. Interprofessional Collaboration for Oral Health Care: Bringing Students and Faculty Together for Success**
 - **Margaret Thorman Hartig**, University of Tennessee Health Science Center, Memphis, TN, USA
 - **Cesar Augusto Migliorati**, University of Tennessee Health Science Center, Memphis, TN, USA
 - **Cassandra Holder-Ballard**, University of Tennessee Health Science Center, Memphis, TN, USA
 - **Teresa Britt**, University of Tennessee Health Science Center, Memphis, TN, USA
- iv. **4Q-4. Collaborating to Foster New Interprofessional Teams: Case Study of a Multidisciplinary Academic Consortium to Advance Inclusion of Licensed Complementary and Alternative Medicine Professions**
 - **John Weeks**, Academic Consortium for Complementary and Alternative Health Care, Seattle, WA, USA
 - **Elizabeth Goldblatt**, Academic Consortium for Complementary and Alternative Health Care, Seattle, WA, USA

4R. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Dining Room

Moderator: Brett Williams

- i. **4R-1. How to Enhance Online Interprofessional Learning: A unique inter-university collaboration to develop an interprofessional facilitator guide**



- **Carrie Krekoski-De Palma**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Victoria Wood**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Lynne Sinclair**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Anne Godden-Webster**, Dalhousie University, Halifax, NS, Canada
- **Le-Ann Dolan**, Victoria, BC, Canada
- ii. **4R-2. Establishing 'health professions literacy': Evaluation of a video-based learning package in a three-phase curriculum**
 - **Gary Rogers**, Griffith University, Health Institute for the Development of Education and Scholarship, Gold Coast, Queensland, Australia
 - **Pit C. Chan**, Griffith University, Health Institute for the Development of Education and Scholarship, Gold Coast, Queensland, Australia
 - **Emma J. Kerkow**, University of Melbourne, Melbourne, Victoria, Australia
 - **Ben Desbrow**, Griffith University, School of Allied Health Sciences, Gold Coast, Queensland, Australia
- iii. **4R-3. Piloting the Interprofessional Team Assessment Program (ITAP): student reflections on observing healthcare teams in action**
 - **Amy Corcoran**, University of Pennsylvania, Perelman School of Medicine, Philadelphia, PA, USA
 - **Patricia Rogers**, University of Pennsylvania, School of Nursing, Philadelphia, PA, USA
 - **Katharine A. Manning**, University of Pennsylvania, Perelman School of Medicine, Philadelphia, PA, USA
 - **Cathy Poon**, University of the Sciences, Philadelphia, PA, USA
- iv. **4R-4. Interprofessional learning to promote empathy: An interventional study**
 - **Brett Williams**, Monash University, Clayton, Victoria, Australia
 - **Ted Brown**, Monash University, Clayton, Victoria, Australia
 - **Lisa McKenna**, Monash University, Clayton, Victoria, Australia
 - **Mal Boyle**, Monash University, Clayton, Victoria, Australia

4S. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Ballroom

Moderator: Jennifer Boyd

- i. **4S-1. Building Interprofessional Collaborative Teams (BICT): A program for enhancing team functioning through interprofessional collaboration training and team-developed solutions**
 - **Adam Reid**, Memorial University of Newfoundland, Centre for Collaborative Health Professional Education, St. John's, NL, Canada
 - **Olga Heath**, Memorial University of Newfoundland, Centre for Collaborative Health Professional Education, St. John's, NL, Canada
 - **Vernon Curran**, Memorial University of Newfoundland, Centre for Collaborative Health Professional Education, St. John's, NL, Canada
- ii. **4S-2. Facilitating collaboration-ready health-care teams by promoting multifactorial causation models and avoidance of patient labeling**
 - **Murray Maitland**, University of Washington, Seattle, WA, USA
- iii. **4S-3. OHSU Interprofessional Initiative: A model to prepare a collaborative healthcare workforce and develop an interprofessional culture**



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- **Jennifer Boyd**, Oregon Health & Science University, Portland, OR, USA
 - **Judith Bowen**, Oregon Health & Science University, Portland, OR, USA
 - **Jeanette Mladenovic**, Oregon Health & Science University, Portland, OR, USA
 - **Jeffery Stewart**, Oregon Health & Science University, Portland, OR, USA
- iv. **4S-4. Collaboratively building an organizational structure and strategy to support a culture of interprofessional care**
- **Siobhan Donaghy**, Sunnybrook Health Sciences Centre – St. John’s Rehab, Toronto, ON, Canada
 - **Tracey Das Gupta**, Sunnybrook Health Sciences Centre, Toronto, ON, Canada
 - **Sandra Ellis**, Sunnybrook Health Sciences Centre, Toronto, ON, Canada

Saturday, June 7th from 3:30pm to 4:30pm

Poster session 4 – see listing of posters in the Poster Section of the program 

Location: Alumni Hall First Floor Connolly Ballroom

Saturday, June 7th from 4:30pm to 5:30pm

Location: William Pitt Union Ballroom

Health Care Team Challenge Roundtable Forum

The Health Care Team Challenge (HCTC) is an interprofessional case challenge in which teams of students and faculty work together to develop and present the best quality patient-centred care plan for a given scenario. Building on the successful International HCTC events in Sydney and Kobe, the International Network of Health Care Team Challenges representatives will present the different permutations of this type of team-based interprofessional curriculum with an international perspective. The panel will showcase the strength and flexibility of the Health Care Team Challenge model and demonstrate how it can be implemented as a successful and novel interprofessional educational opportunity in many diverse settings. Faculty will present different models of the HCTC that have been held at a variety of institutions worldwide as well as on line. Participants will be invited to ask questions regarding the International HCTC model of IPE and the different permutations.

Saturday, June 7th from 4:30pm to 10:30pm

Experience Pittsburgh!

- 4pm Baseball: Catch the Pittsburgh Pirates vs. the Milwaukee Brewers at PNC Park followed by music and fireworks
- 5:30—9pm Jazz Crawl: Experience live jazz music across numerous venues within the Cultural District of Pittsburgh
- 3 Rivers Arts Festival: Make your way to Point State Park to enjoy music, dance, art installations and an artist market
- Theater: Take in Mahler Symphony No. 9, Noises Off or Bodiography



Sunday, June 8th from 7:30am to 8:45am

Continental breakfast

Location: Alumni Hall First Floor Foyer

World Interprofessional Education and Collaborative Practice Coordinating Committee Open Meeting (*all welcome*)

Location: Alumni Hall Room 531

Sunday, June 8th from 9:00am to 10:30am

Breakout session 5

5A. Crescendo: Strengthening the Voice of Recipients in Improving their Health

Location: William Pitt Union Ballroom

Workshop

Globally, healthcare delivery and improvement processes advocate placing recipients (individuals/families/communities) at the center of collaborative healthcare teams. This workshop will guide participants through a process of designing experiences for a variety of contexts and offer deliberative practice in creating strategies that strengthen recipients' voices for improving their health.

- **Holly Wise**, Medical University of South Carolina, College of Health Professions, Charleston, SC, USA
- **Mary Mauldin**, Medical University of South Carolina, Charleston, SC, USA
- **Maralynne Mitcham**, Medical University of South Carolina, Charleston, SC, USA
- **Deborah Williamson**, Medical University of South Carolina, Charleston, SC, USA
- **David Garr**, South Carolina AHEC System, Charleston, SC, USA
- **Patrick Cawley**, MUSC Medical Center, Charleston, SC, USA

5B. From Tabletop to Laptop: Making Interprofessional Collaboration Real

Location: William Pitt Union Assembly Room

Workshop

Successful interprofessional education requires that multiple health professions engage in experiences where they learn about, from, and with each other. In this interactive workshop, the audience will participate in one experience grounded in this learning principle and then see how this principle works in a successful large-scale web-based educational platform.

- **Peter Boling**, Virginia Commonwealth University, Richmond, VA, USA
- **Alan W. Dow**, Virginia Commonwealth University, Richmond, VA, USA
- **Lana Sargent**, Virginia Commonwealth University, Richmond, VA, USA
- **Jeffrey Delafuente**, Virginia Commonwealth University, Richmond, VA, USA
- **Annemarie Conlon**, Virginia Commonwealth University, Richmond, VA, USA

5C. Government-led Innovation for Health: "Pencerah Nusantara" the case of Indonesia

Location: William Pitt Union Room 548

Panel Presentation

Pencerah Nusantara is an interprofessional collaboration practice initiated by Office of President's Special Envoy on MDGs, implemented in seven community-based health centers in six different Regions/Municipalities. The platform supports innovative actions, implemented to reach optimum



impact for revitalization of nation-wide primary healthcare. This session will highlight business process reengineering around policy advocacy, technology and multi sector collaboration as means of implementing partnerships.

- **Diah S. Saminarsih**, Office of President Special Envoy on MDGs, Jakarta, Indonesia
- **Anindita Sitepu**, Office of President Special Envoy on MDGs, Jakarta, Indonesia
- **Yurdhina Meilissa**, Office of President Special Envoy on MDGs, Jakarta, Indonesia
- **Olivia Herlinda**, Office of President Special Envoy on MDGs, Jakarta, Indonesia

5D. The rigorous use of theory to promote the effective development, implementation, and evaluation of Interprofessional Education

Location: William Pitt Union Lower Lounge

Workshop

Theory in interprofessional education is essential but the rigour in which theory is applied can be limited. This workshop uses the concepts of coproduction, narrative and theoretical quality to demonstrate how theory can be best applied and be practically useful in addressing the challenges of interprofessional education.

- **Sarah Hean**, Bournemouth University, Bournemouth, England, UK
- **Shelley Doucet**, University of New Brunswick, Saint John, NB, Canada
- **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Chris Green**, University of Essex, Southend-in-Sea, Essex, UK
- **Phillip Clark**, University of Rhode Island, Kingston, RI, USA
- **Elizabeth Anderson**, University of Leicester, Leicester, UK

5E. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room A

Moderator: Cynthia Beel-Bates

- 5E-1. Evolution of a Faculty Development Program for IPE Facilitation: A process view**
 - **Cynthia Beel-Bates**, Grand Valley State University, Kirkhof College of Nursing, Grand Rapids, MI, USA
 - **Jeanne Smith**, Grand Rapids Medical Education Partners, Grand Rapids, MI, USA
 - **Tracy Christopherson**, Elsevier Clinical Solutions, Grand Rapids, MI, USA
- 5E-2. Utilizing Instructional Technologies to Overcome Barriers for IPE Faculty Development**
 - **Jeanne Smith**, Grand Rapids Medical Education Partners, Grand Rapids, MI, USA
 - **Cynthia Beel-Bates**, Grand Valley State University, Kirkhof College of Nursing, Grand Rapids, MI, USA
 - **Tracy Christopherson**, Elsevier Clinical Solutions, Grand Rapids, MI, USA
- 5E-3. Creating Faculty Engagement in Interprofessional Learning Experiences**
 - **Genevieve Pinto Zipp**, Seton Hall University, South Orange, NJ, USA
 - **Robert Wellmon**, Widener University, Chester, PA, USA
 - **Linda Knauss**, Widener University, Chester, PA, USA
 - **Mary Baumberger-Henry**, Widener University, Chester, PA, USA
 - **Catherine Maher**, Seton Hall University, South Orange, NJ, USA
- 5E-4. Interprofessional Ethics: A Toolkit for Faculty**
 - **Anne Stewart**, James Madison University, Harrisonburg, VA, USA
 - **Emily Akerson**, James Madison University, Harrisonburg, VA, USA
 - **Brenda Jean Bryson**, James Madison University, Harrisonburg, VA, USA



- **Janet Gloeckner**, James Madison University, Harrisonburg, VA, USA

5F. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Kurtzman Room

Moderator: Betsy Melcher

- i. **5F-1. Application of Theory in the Validation of IPE Premises and Pedagogy**
 - **Irma Ruebling**, Saint Louis University, The Center Interprofessional Education & Research, St. Louis, MO, USA
 - **David Pole**, Saint Louis University, St. Louis, MO, USA
 - **Darina Sargeant**, Saint Louis University, Doisy College of Health Sciences, St. Louis, MO, USA
- ii. **5F-2. A case-based role play to promote communication and collaboration in first year students representing six health professions**
 - **Margaret Purden**, McGill University, Ingram School of Nursing, Montréal, QC, Canada
 - **Cynthia Perlman**, School of Physical and Occupational Therapy, Montréal, QC, Canada
 - **Melanie Mondou**, Faculty of Medicine, Montréal, QC, Canada
 - **Helene Ezer**, McGill University, Ingram School of Nursing, Montréal, QC, Canada
- iii. **5F-3. Innovative Evolution of an Interprofessional Prevention Course at Duke University Medical Center**
 - **Betsy Melcher**, Duke University, Durham, NC, USA
 - **Patricia Dieter**, Duke University, Durham, NC, USA
- iv. **5F-4. The West Michigan Interprofessional Education Initiative**
 - **Jean Nagelkerk**, Grand Valley State University, Grand Rapids, MI, USA
 - **Brenda Pawl**, Grand Valley State University, Grand Rapids, MI, USA
 - **Dianne P. Wagner**, Michigan State University, College of Human Medicine, East Lansing, MI, USA
 - **Lori Schuh**, Spectrum Health Medical Group, Grand Rapids, MI, USA

5G. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: William Pitt Union Dining Room B

Moderator: Richard Gray

- i. **5G-1. The relationship between professional identities and teachers of interprofessional education (IPE) – a new model**
 - **Richard Gray**, CAIPE, UK
- ii. **5G-2. BRIDGE - a model designed to enhance interprofessional collaboration, knowledge and patient involvement**
 - **Winnie Lund**, Center for Human Resources, HR Development, Copenhagen, Denmark
 - **Anette Lykke Nielson**, Center for Human Resources, HR Development, Copenhagen, Denmark
 - **Jette Steenberg Holtzmann**, Center for Human Resources, HR Development, Copenhagen, Denmark
- iii. **5G-3. A theory-based approach to designing, delivering, and evaluating continuing interprofessional education (CIPE) activities**
 - **John Owen**, University of Virginia, Charlottesville, VA, USA
 - **Valentina Brashers**, University of Virginia, Charlottesville, VA, USA
- iv. **5G-4. The Leicester Model of Interprofessional Education underpinned by theory: Sharing experiences of leading learning which benefits patients and prepares students for collaborative practice alongside practice-teams**
 - **Elizabeth Anderson**, University of Leicester, Leicester, UK



- **Daniel Kinnair**, Leicestershire Partnership Trust, Leicester, UK
- **Jenny Ford**, De Montfort University, Leicester, UK
- **Sezer Domac**, University of Leicester, Leicester, UK

5H. Nexus Innovations Incubator and the National Center Data Repository

Location: Alumni Hall Room 531

Panel Presentation

The Nexus Innovations Incubator, a signature program of National Center for Interprofessional Practice and Education, and its related National Center Data Repository has been created to demonstrate that linking education with collaborative practice through interprofessional models will improve Triple Aim health outcomes. This session will showcase program and research framework and early outcomes.

- **Frank Cerra**, University of Minnesota, Minneapolis, MN, USA
- **Connie Delaney**, University of Minnesota, Minneapolis, MN, USA
- **Nawal Lutfiyya**, University of Minnesota, Minneapolis, MN, USA
- **Janet Shanedling**, University of Minnesota, Minneapolis, MN, USA
- **Judith Pechacek**, University of Minnesota, Minneapolis, MN, USA
- **Andrea L. Pfeifle**, University of Kentucky, Lexington, KY, USA

5I. Designing, Delivering, and Evaluating Interprofessional Case Conferences (ICC) For Health Professional Trainees

Location: Alumni Hall Room 532

Workshop

Interprofessional collaboration (IPC) is widely recognized as an important part of quality primary care and favorable patient outcomes. However, many health training programs provide inadequate opportunities for trainees to develop this IPC knowledge and skills. Interprofessional Case Conferences (ICC) can address this gap. This workshop will look at IPC within the ICC models.

- **Shalini Patel**, University of California San Francisco / San Francisco VA, San Francisco, CA, USA
- **Christina Kim**, University of California San Francisco / San Francisco VA, San Francisco, CA, USA
- **Meg Pearson**, University of California San Francisco / San Francisco VA, San Francisco, CA, USA
- **Melissa Bachhuber**, University of California San Francisco / San Francisco VA, San Francisco, CA, USA
- **Bridget O'Brien**, University of California San Francisco / San Francisco VA, San Francisco, CA, USA

5K. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: Alumni Hall Room 343

Moderator: Sylvia Langlois

i. 5K-1. Interprofessional Research, Education and Practice (iPREP) by Design

- **Maria Dolce**, Northeastern University, Boston, MA, USA
- **Shan Mohammed**, Northeastern University, Boston, MA, USA
- **Kathryn Robinson**, Northeastern University, Boston, MA, USA

ii. 5K-2. Assessing Student Learning Outcomes in Interprofessional Education

- **Sylvia Langlois**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Ashley Stirling**, University of Toronto, Toronto, ON, Canada
- **Zoraida Beekhoo**, University of Toronto, Lawrence Bloomberg Faculty of Nursing, Toronto, ON, Canada



- **Sharona Kanofsky**, University of Toronto, Physician Assistant Program, Toronto, ON, Canada
- iii. **5K-3. Situational Judgement Tests: Enhancing the values and skills of an Interprofessional Practitioner**
 - **Elizabeth McConnell**, University of East Anglia, Centre for Interprofessional Practice, Norwich, Norfolk, UK
 - **Susanne Lindqvist**, University of East Anglia, Centre for Interprofessional Practice, Norwich, Norfolk, UK
- iv. **5K-4. How does interprofessional education impact on healthcare students' emotional Intelligence?**
 - **Hiroki Yasui**, Nagoya University, Graduate school of Medicine, Nagoya, Aichi, Japan
 - **Keiko Abe**, Nagoya University, Graduate School of Medicine, Nagoya, Aichi, Japan
 - **Manako Hanya**, Meijo University, Faculty of Pharmacy, Nagoya, Aichi, Japan
 - **Nobuko Aida**, Nagoya University, Graduate School of Medicine, Nagoya, Aichi, Japan

5M. Collaborative Interprofessional Teams Improving the Health of Urban Poor

Location: Alumni Hall 7th Floor Auditorium

Panel Presentation

This panel presentation will introduce a unique model of interprofessional team partnerships providing patient-centered care to an uninsured urban population. Participants will be able to: 1) explore a new model of interprofessional team partnerships working from a primary care setting; 2) understand the unique challenges and opportunities each interprofessional team faces in serving low-income, vulnerable populations; 3) gain strategies in developing an interprofessional working culture which differs from previous independent practices; and 4) experience the struggles and triumphs of ensuring positive health outcomes for needy clients through collaboration with diverse interprofessional teams.

- **Janet R. Buelow**, Armstrong Atlantic State University, Savannah, GA, USA
- **Anita Nivens**, Armstrong Atlantic State University, Savannah, GA, USA
- **Suzanne Cashman**, University of Massachusetts Medical Center, Worcester, MA, USA
- **Sister Pat Baber**, St. Joseph's/Candler Hospitals, Savannah, GA, USA

5R. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Dining Room

Moderator: Amber Fitzsimmons

- i. **5R-1. Validation of a Workplace Assessment Tool for Interprofessional Collaboration (WATIC)**
 - **Valerie Banfield**, RN Professional Development Centre, Halifax, NS, Canada
 - **Kelly Lackie**, RN Professional Development Centre, Halifax, NS, Canada
- ii. **5R-2. Creative and Resourceful Interprofessional Clinical Experiences in Community Settings**
 - **Laura Fennimore**, UPMC Health Plan, Pittsburgh, PA, USA
 - **Linda A. Dudjak**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
 - **Rose L. Hoffmann**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- iii. **5R-3. The benefits of informal interprofessional learning experiences in the clinical education setting**
 - **Amber Fitzsimmons**, University of California San Francisco, San Francisco, CA, USA
 - **Kimberly Topp**, University of California San Francisco, San Francisco, CA, USA
- iv. **5R-4. Changes of IPE Perceptions among First Year Health Students after an IPE Exposure**
 - **Benny Efendie**, Monash University Malaysia, Kuala Lumpur, Malaysia
 - **Nabishah Mohamad**, Universiti Kebangsaan Malaysia, Kuala Lumpur, Malaysia



- **John Gilbert**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

5S. Four Oral Papers (15-min. + 5-min. Q&A each)

Location: O'Hara Student Center Ballroom

Moderator: Deena Kelly

- i. **5S-1. Interprofessional service learning to promote community disaster readiness**
 - **Steven Jacobs**, Centennial College, Toronto, ON, Canada
 - **Ellen Bull**, Centennial College, Toronto, ON, Canada
 - **Lynda Atack**, Centennial College, Toronto, ON, Canada
- ii. **5S-2. Facilitating an interprofessional approach to critical care: a multicenter qualitative study**
 - **Deena Kelly**, University of Pittsburgh, Clinical Research and Investigation Systems Modeling of Acute Illness Center, Pittsburgh, PA, USA
 - **Jeremy Kahn**, University of Pittsburgh, Clinical Research and Investigation Systems Modeling of Acute Illness Center, Pittsburgh, PA, USA
 - **Frances K. Barg**, University of Pennsylvania, Perelman School of Medicine, Philadelphia, PA, USA
 - **David A. Asch**, University of Pennsylvania, Perelman School of Medicine, Philadelphia, PA, USA
- iii. **5S-3. Emergency Medicine Collaborative: Interprofessional Practice in Emergency Care**
 - **Lindsey Eberman**, Indiana State University, Terre Haute, IN, USA
 - **David Williams**, Indiana State University, Terre Haute, IN, USA
 - **Laura Livingston**, Indiana State University, Terre Haute, IN, USA
 - **Jack Jaeger**, Indiana State University, Terre Haute, IN, USA
 - **Michelle Landis**, Indiana State University, Terre Haute, IN, USA
- iv. **5S-4. Evaluation of Crisis Team Training (CTT): Comparing a task completion checklist with team assessment using the Ottawa Crisis Resource Management Global Rating Scale**
 - **Ashleigh Griechen**, University of Pittsburgh, Pittsburgh, PA, USA
 - **Hiroko Iwashita**, Dokkyo Medical University Koshigaya Hospital, Koshigaya, Saitama, Japan
 - **Lillian Emlet**, UPMC, Pittsburgh, PA, USA
 - **Benjamin Berg**, University of Hawaii, Honolulu, HI, USA
 - **Richard Henker**, University of Pittsburgh, Pittsburgh, PA, USA

Sunday, June 8th from 10:45am to 12:00pm

Closing plenary session

Location: Alumni Hall, 7th Floor Auditorium

Interprofessionalism in a Global Context

A global panel of representatives from the United States, Canada, the United Kingdom, Europe, Australasia, Japan, Eastern and African countries, and the World Health Organization will engage in a moderated dialogue covering top issues related to interprofessional education and practice from their respective regions.

- **John Gilbert, CM, PhD, FCAHS**, Moderator
- **Lesley Bainbridge, BSR(PT), Med, PhD**, Canadian Interprofessional Health Collaborative (CIHC)



- **Hugh Barr, PhD**, Interprofessional Practice and Education for African and Eastern Countries
- **Jill Thistlewaite**, Australasian Interprofessional Practice and Education Network (AIPPEN)
- **Richard Gray, EdD, MA**, Centre for the Advancement of Interprofessional Education (CAIPE)
- **Flemming Jacobsen, PT, MPH, PhD**, Nordic Interprofessional Network (NIPNet)
- **Susan Meyer, PhD**, American Interprofessional Health Collaborative (AIHC)
- **Andre Vyt, PhD**, European Interprofessional Practice and Education Network (EIPEN)
- **Hideomi Watanabe, MD, PhD**, Japan Association for Interprofessional Education (JAPE)
- **Erika Wheeler, PhD**, World Health Organization (WHO)

Sunday, June 8th from 1:00pm to 5:00pm

Post conference regional meetings

These meetings are open to all regional members and do not require pre-registration.

Eastern and African Countries Interprofessional Network

Location: Alumni Hall Room 528

It is time to launch the Eastern and African Countries Interprofessional Network. Come prepared to add your commitment and contacts to the growing support to establish a network for interprofessional activists from the Mediterranean to the Pacific beyond the bounds of the existing networks. The meeting will be your chance to forge friendships and extend mutual support spanning far flung continents and cultures. All welcome. Hosted by Ali Yildirim, Istanbul & De Montfort University, Leicester, and Hugh Barr, London.

NIPNET

Location: William Pitt Union Room 548

Please join us as we address the following agenda:

- Evaluation of the conference: organization and content
- What can we bring home and use for inspiration
 - Locally
 - In our own country
 - In NIPNET / the Nordic countries
- Final adjustment of NIPNET Conference in Stockholm 2 -3 October 2014
- AOB

AIPPEN

Location: Alumni Hall Room 531

AIPPEN is the Australasian Interprofessional Practice and Education Network. It represents over 400 educators, clinicians and students throughout Australia and New Zealand. The overarching goal of AIPPEN is to promote better health care outcomes and enhance IPE and IPP in Australia and New Zealand by developing a network to promote communication among members. AIPPEN is administrated by a voluntary committee and the AIPPEN website provides a platform for the exchange of information and the dissemination of research (www.aippen.net). The AIPPEN meeting at ABTH VII will provide an opportunity for members of AIPPEN and interested guests to meet some members of our steering



committee, to hear about three major IPE research projects that have been facilitated on the AIPPEN website recently, to exchange information about key developments across the two countries and of course to start planning for the 2018 Auckland conference.

AIHC

Location: Alumni Hall Room 532

The American Interprofessional Health Collaborative transcends professional and organizational boundaries in the US to transform learning, policies, practices, and scholarship toward an improved system of health professions education, health, and health care delivery. Please join in an open conversation with the AIHC Board of Directors to learn about and engage in our growing array of initiatives, including specific activities conducted in collaboration with the National Center for Interprofessional Practice and Education.

CAIPE

Location: William Pitt Union Room 527

The purpose of the meeting will be to help participants understand how CAIPE has developed over the years and the struggles required to overcome difficulties, ensuring sustainability, and independence. The interactive discussion will include how we react to major organisational changes and evidence of the need for such IPE Networks.

EIPEN

Location: William Pitt Union Room 540

Amongst the items on the agenda are: validation of the consensus on the European Charter for IPE, a book on best practices of interprofessional practice and education in Europe, projects and initiatives for training, research & development (e.g., a summer course for IPE trainers, and a quality label for interprofessional practice and education), and planning of future conferences.



Poster Sessions

Friday, June 6th, 10:15am to 11:15am

Poster Session 1

P1-1. Go Shadow: Viewing Care Through the Eyes of Patients and Families

- **Pamela Greenhouse**, PFCC Innovation Center of UPMC, Pittsburgh, PA, USA
- **Lisa Schraeder**, PFCC Innovation Center of UPMC, Pittsburgh, PA, USA
- **Anthony DiGioia, III**, UPMC, Pittsburgh, PA, USA

P1-2. "Joining the Healing Community": Images and Narratives to Promote Interprofessional Professionalism

- **David Barnard**, Oregon Health & Science University, Portland, OR, USA

P1-3. Does TEAM STEPPS improve communication for DPT students during patient hand off in emergency situations?

- **Julie Ronnebaum**, Des Moines University, Des Moines, IA, USA

P1-4. Interprofessional Education and Practice in Athletic Training

- **Anthony Breitbach**, Saint Louis University, St. Louis, MO, USA
- **Russ Richardson**, University of Montana Western, Dillon, MT, USA

P1-5. Dissecting through barriers: Evaluating the effects of an interprofessional cadaveric dissection course

- **Jenn Salfi**, Brock University, St. Catharines, ON, Canada
- **Bruce Wainman**, McMaster University, Hamilton, ON, Canada
- **Andrew Palombella**, McMaster University, Hamilton, ON, Canada
- **Alisha Fernandes**, McMaster University, Hamilton, ON, Canada

P1-6. Interprofessional education (IPE) for students who aim to become medical care providers in Japan

- **Tomoko Hayashi**, Mie University, Tsu, Mie, Japan
- **Imura Kazumi**, Mie University, Tsu, Mie, Japan

P1-7. Lessons from Japan: The Importance of Culture and Work Ethics in Promoting Interprofessional Education and Collaborative Practice

- **Lhuri Dwianti Rahmartani**, Universitas Indonesia, Indonesian Young Health Professionals' Society (IYHPS), Jakarta, Indonesia
- **Samuel Josafat Olam**, Indonesian Young Health Professionals' Society (IYHPS), Jakarta, Indonesia

P1-8. A Model for Success: Using the Nominal Group Process to assess, plan and evaluate an IPE program

- **Julie Sanford**, James Madison University, Harrisonburg, VA, USA
- **Emily Akerson**, James Madison University, Harrisonburg, VA, USA
- **Cynthia O'Donoghue**, James Madison University, Harrisonburg, VA, USA
- **Anne Steward**, James Madison University, Harrisonburg, VA, USA

P1-9. An Interprofessional Approach to Medication Error Reduction in the Intensive Care Unit.

- **David Robertshaw**, University of Derby/Sherwood Forest Hospitals NHS Foundation Trust, Derby, United Kingdom
- **Tom Bell**, Sherwood Forest Hospitals NHS Foundation Trust, Sutton in Ashfield, Nottinghamshire, UK



- **Charlotte Beresford**, Sherwood Forest Hospitals NHS Foundation Trust, Sutton in Ashfield, Nottinghamshire, UK

P1-10. The Interprofessional Master: what should interprofessional education look like at Masters level?

- **David Robertshaw**, University of Derby/Sherwood Forest Hospitals NHS Foundation Trust, Derby, United Kingdom
- **Yvonne Denby**, University of Derby, Derby, United Kingdom

P1-11. Online patient safety module for first-year physical therapy and third-year pharmacy students

- **Amber King**, Thomas Jefferson University, Jefferson School of Pharmacy, Philadelphia, PA, USA
- **Marcia Levinson**, Thomas Jefferson University, School of Health Professions, Philadelphia, PA, USA

P1-12. Improving interprofessional learning experiences for large groups of students: A student-centered approach

- **Elizabeth Blake**, South Carolina College of Pharmacy, USC Campus, Columbia, SC, USA
- **Beverly Baliko**, University of South Carolina, College of Nursing, Columbia, SC, USA
- **Vera Polyakova-Norwood**, University of South Carolina, College of Nursing, Columbia, SC, USA
- **Joshua Thornhill**, University of South Carolina, College of Medicine, Columbia, SC, USA

P1-13. Development of an Interprofessional Virtual Patient Case: a novel approach to teaching Interprofessional Collaboration

- **Alison Greig**, University of British Columbia, Vancouver, BC, Canada
- **Diana Dawes**, University of British Columbia, Vancouver, BC, Canada
- **Beth Bates**, University of British Columbia, Vancouver, BC, Canada
- **Sharaya Friesen**, University of British Columbia, Vancouver, BC, Canada

P1-14. Teamwork Competence... As Important as Our Clinical Competence

- **Lindsey Eberman**, Indiana State University, Terre Haute, IN, USA
- **Leamor Kahanov**, Indiana State University, Terre Haute, IN, USA
- **Kenneth Games**, Indiana State University, Terre Haute, IN, USA

P1-15. Interprofessional Admissions Approach Using Team Dynamics Evaluation

- **Lindsey Eberman**, Indiana State University, Terre Haute, IN, USA
- **Leamor Kahanov**, Indiana State University, Terre Haute, IN, USA
- **Amber Young**, Indiana State University, Terre Haute, IN, USA
- **Kenneth Games**, Indiana State University, Terre Haute, IN, USA

P1-16. Interprofessional Communication: A Comparative Teaching Strategy for Pharmacy Students

- **Hollis Day**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
- **Susan Meyer**, University of Pittsburgh, School of Pharmacy, Pittsburgh, PA, USA

P1-17. Tools to Assess Team Performance in Practice: Implications for Education

- **Hollis Day**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
- **Susan Meyer**, University of Pittsburgh, School of Pharmacy, Pittsburgh, PA, USA

P1-18. Changes in attitudes toward health care teams through the IPE training course

- **Yoshiharu Tokita**, Gunma University, Graduate School of Health Sciences, Maebashi, Gunma, Japan
- **Shiomi Kanaizumi**, Gunma University, Graduate School of Health Sciences, Maebashi, Gunma, Japan
- **Fusae Tozato**, Gunma University, Graduate School of Health Sciences, Maebashi, Gunma, Japan
- **Hideomi Watanabe**, Gunma University, Graduate School of Health Sciences, Maebashi, Gunma, Japan



P1-19. An Interprofessional Approach to Patient Care

- **Martha Sexton**, University of Toledo, Toledo, OH, USA
- **Diane Cappelletty**, University of Toledo, Toledo, OH, USA
- **Michelle Masterson**, University of Toledo, Toledo, OH, USA
- **Craig Black**, University of Toledo, Toledo, OH, USA

P1-20. Investigating the Impact of TeamSTEPPS Training on an Emergent Evacuation of a Simulated Healthcare Facility

- **Martha Sexton**, University of Toledo, Toledo, OH, USA
- **Paul P. Rega**, University of Toledo, Toledo, OH, USA
- **Brian Fink**, University of Toledo, Toledo, OH, USA

P1-21. Teaching structured approaches to team communication: findings and implications of a Best Evidence Medical Education (BEME) systematic review

- **Sharon Buckley**, University of Birmingham, West Midlands, UK
- **Lucy Ambrose**, Keele University, Staffordshire, UK
- **Elizabeth Anderson**, University of Leicester, Leicester, UK
- **Jamie Coleman**, University of Birmingham, West Midlands, UK

P1-22. For the Students, by the Students: Exploring the Core Competencies for Interprofessional Collaboration through videography

- **Stacey Pinnock**, Nova Southeastern University, College of Osteopathic Medicine, Ft. Lauderdale, FL, USA
- **Kimberly Valenti**, Nova Southeastern University, College of Osteopathic Medicine, Ft. Lauderdale, FL, USA
- **Shadana James**, Nova Southeastern University, College of Osteopathic Medicine, Ft. Lauderdale, FL, USA

P1-23. Interprofessional Orientation for Allied Health Professional Utilizing Simulation Learning- A Pilot Study

- **Kristen Will**, Mayo Clinic in Arizona, Phoenix, AZ, USA
- **Rebecca Wilson**, University of Utah, Salt Lake City, UT, USA

P1-24. Improving quality and safety for diverse populations: an innovative interprofessional curriculum

- **Gail Gall**, MGH Institute of Health Professions School of Nursing, Charlestown, MA, USA
- **Alexander R. Green**, Massachusetts General Hospital, The Disparities Solutions Center, Boston, MA, USA
- **Karey Kenst**, Massachusetts General Hospital, The Disparities Solutions Center, Boston, MA, USA
- **Joseph R. Betancourt**, Massachusetts General Hospital, The Disparities Solutions Center, Boston, MA, USA
- **Andrea Madu**, Massachusetts General Hospital, The Disparities Solutions Center, Boston, MA, USA

P1-25. Examination of the environmental factor to promote IPW

- **Mariko Otsuka**, Saitama Prefectural University, Koshigaya, Saitama, Japan
- **Naoko Kunisawa**, Health Cooperative Saitama, the Research Institute of Community and Health, Kawaguchi, Saitama, Japan
- **Yuu Maruyama**, Saitama Prefectural University, Koshigaya, Saitama, Japan
- **Mitsuyo Azegami**, Saitama Prefectural University, Koshigaya, Saitama, Japan

P1-26. The Impact of an Interprofessional Symposium on Practice

- **Jessica A. Evans**, Virginia Commonwealth University, Richmond, VA, USA



- **Kelly S. Lockeman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Alan W. Dow**, Virginia Commonwealth University, Richmond, VA, USA
- **Paul E. Mazmanian**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P1-27. Using Critical Care Simulations to Enhance Interprofessional Collaboration

- **Tanya Huff**, Virginia Commonwealth University, School of Nursing, Richmond, VA, USA
- **Shelly Orr**, Virginia Commonwealth University, School of Nursing, Richmond, VA, USA
- **Alan W. Dow**, Virginia Commonwealth University, Richmond, VA, USA

P1-28. Faculty Development through Collaborating on Interprofessional Course Creation

- **Annemarie Conlon**, Virginia Commonwealth University, Richmond, VA, USA
- **Susan Johnson**, Virginia Commonwealth University, School of Nursing, Richmond, VA, USA
- **Jeffrey Delafuente**, Virginia Commonwealth University, Richmond, VA, USA
- **Peter Boling**, Virginia Commonwealth University, Richmond, VA, USA

P1-29. Service Learning Included: Overcoming Barriers to IPE by Repurposing an Existing Community Day Event

- **Mary Knab**, MGH Institute of Health Professions, Boston, MA, USA
- **Yumna Khan**, MGH Institute of Health Professions, Boston, MA, USA
- **Regina F. Doherty**, MGH Institute of Health Professions, Boston, MA, USA
- **Peter Cahn**, MGH Institute of Health Professions, Boston, MA, USA

P1-30. Teaching Ethics and Professionalism: An Interdisciplinary Approach to Promote Critical Thinking and Collaboration

- **Carole-Rae Reed**, Richard Stockton College of New Jersey, Galloway, NJ, USA

P1-31. Patients as part of the interprofessional team? Not from their perspective

- **Linda Ferguson**, University of Saskatchewan, Saskatoon, SK, Canada
- **Heather Ward**, University of Saskatchewan, Saskatoon, SK, Canada
- **Sharon Card**, University of Saskatchewan, Saskatoon, SK, Canada
- **Suzanne Sheppard**, Saskatoon Health Region, Saskatoon, SK, Canada

P1-32. Healthcare professionals' views of the role of the patient in acute care Interprofessional teams

- **Linda Ferguson**, University of Saskatchewan, Saskatoon, SK, Canada
- **Heather Ward**, University of Saskatchewan, Saskatoon, SK, Canada
- **Sharon Card**, University of Saskatchewan, Saskatoon, SK, Canada
- **Suzanne Sheppard**, Saskatoon Health Region, Saskatoon, SK, Canada

P1-33. High Fidelity Patient Simulation and Experiential Learning: Recruiting, Advising, and Teaching the New Generation

- **Anne Thompson**, Armstrong Atlantic State University, Savannah, GA, USA
- **Kelly Rossler**, Armstrong Atlantic State University, Savannah, GA, USA
- **Janet R. Buelow**, Armstrong Atlantic State University, Savannah, GA, USA

P1-34. Blogging as a Tool to Engage Nursing Students : Bringing Interprofessional Education to Life in Undergraduate Health Disciplines

- **Sandra Bassendowski**, University of Saskatchewan, College of Nursing, Regina, SK, Canada
- **Kelly Penz**, University of Saskatchewan, College of Nursing, Regina, SK, Canada

P1-35. IPE in nursing education: a new way of knowing

- **Marian George**, Red Deer College, Red Deer, AB, Canada

P1-36. Student Perspectives of an Interprofessional Collaborative Clinical Experience

- **Marcella Ogenchuk**, University of Saskatchewan, College of Nursing, Saskatoon, SK, Canada
- **Jill Bally**, University of Saskatchewan, College of Nursing, Saskatoon, SK, Canada
- **Shelley Spurr**, University of Saskatchewan, College of Nursing, Saskatoon, SK, Canada



P1-37. Defining Our Terms Defining Ourselves

- **William Gordon**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P1-38. More Than Getting Along: Effective Team Structures

- **William Gordon**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **Wendy Rheault**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **Gregory L. Hall**, Chicago, IL, USA

P1-39. Bridging the Space Between Professions with Space

- **William Gordon**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **John E. Vitale**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P1-40. What and how do healthcare professions learn in an interprofessional facilitator training program –An exploratory study

- **Junji Haruta**, University of Tokyo, Graduate School of Medicine, Tokyo, Japan
- **Hiroshi Nishigori**, Kyoto University, Center for Medical Education, Kyoto, Japan

P1-41. Interprofessional Collaboration on the Run: A Flexible Continuing Interprofessional Professional Development Online Module Series

- **Victoria Wood**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **John Cheng**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Donna Drynan**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Christie Newton**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

P1-42. Interprofessional Education Passport: An Online System Embedded into Curricula

- **Nancy Yp**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Victoria Wood**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **John Cheng**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

P1-43. Enhancing Interprofessional Learning Through a Patient-Centred and Reality-Based Video Series

- **John Cheng**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Victoria Wood**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Lynda Eccott**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

P1-44. Enhancing the Care Navigation Model: Results From Two Qualitative Content Analyses of Navigator Roles and Responsibilities

- **Robert M. Shapiro, II**, University of Kentucky, Chandler Medical Center Library, Lexington, KY, USA
- **Jeffrey T. Huber**, University of Kentucky, School of Library and Information Science, Lexington, KY, USA
- **Tyler Nix**, University of Kentucky, School of Library and Information Science, Lexington, KY, USA
- **Andrea L. Pfeifle**, University of Kentucky, Lexington, KY, USA

P1-45. Relational coordination and IPC – collaboration across borders

- **Heida Valgeirsdóttir**, Glostrup Hospital, Glostrup, Denmark
- **Morten Finnemann**, Glostrup Hospital, Glostrup, Denmark

P1-46. Developing interprofessional simulation based learning: a Norwegian perspective



- **Ingunn Aase**, University of Stavanger, Stavanger, Norway
- **Karina Aase**, University of Stavanger, Stavanger, Norway
- **Britt Sætre Hansen**, University of Stavanger, Stavanger, Norway
- **Scott Reeves**, University of California San Francisco, San Francisco, CA, USA

P1-47. Collaboration and team work readiness

- **Tika Ormond**, University of Canterbury, Christchurch, New Zealand

P1-48. Evidence of Interprofessional Collaboration Competencies in Traditionally Independent Professions: Results from a Collaborative Care Simulation

- **David Dickter**, Western University of Health Sciences, Pomona, CA, USA
- **Patricia Greene**, Western University of Health Sciences, Pomona, CA, USA
- **Jasmine W. Yumori**, Western University of Health Sciences, Pomona, CA, USA

P1-49. Comparative Effectiveness of Online Training in Assistive Technology and its Use for Development of Rehabilitation Professionals' Interprofessionalism

- **Mary Goldberg**, University of Pittsburgh, Department of Rehabilitation Science & Technology, Pittsburgh, PA, USA

P1-50. Strengthening Interprofessional Education through Certification Development: Shared Vision, Shared Action, Shared Success

- **Rosemary Brander**, Queen's University, Kingston, ON, Canada
- **Kiley Rider**, Queen's University, Kingston, ON, Canada
- **Anne O'Riordan**, Queen's University, Kingston, ON, Canada
- **Jane Johnston**, Queen's University, Kingston, ON, Canada

P1-51. Patient Engagement Project (PEP) Celebrates Independence

- **Janice Schuld**, Magee Rehabilitation Hospital, Philadelphia, PA, USA
- **Marci Ruediger**, Magee Rehabilitation Hospital, Philadelphia, PA, USA

P1-52. Developing a mobile application to improve continuity of care and strengthen health systems: A call for international collaboration

- **Stefanus Snyman**, Stellenbosch University, Stellenbosch, Western Cape, South Africa
- **Catherine Sykes**, World Confederation for Physical Therapy, London, UK
- **Olaf Kraus de Camargo**, McMaster University, CanChild Research Institute for Childhood Disability, Hamilton, ON, Canada
- **Navreet Bhattal**, The University of Sydney, Sydney, NSW, Australia

P1-53. Addressing Conflict within the Healthcare Team is an Ethical Duty and Patient Safety Emergency

- **Sarah Shannon**, University of Washington, Seattle, WA, USA

P1-54. Veteran Evaluations of Military Relevant Outpatient Traumatic Brain Injury Rehabilitation by an Interprofessional Team

- **Jean Nagelkerk**, Grand Valley State University, Grand Rapids, MI, USA
- **Jacobus Donders**, Mary Free Bed Rehabilitation Hospital, Grand Rapids, MI, USA
- **Jeff Trytko**, Cancer & Hematology Centers of Western Michigan, Grand Rapids, MI, USA
- **Lorraine Pearl-Kraus**, Mary Free Bed Rehabilitation Hospital, Grand Rapids, MI, USA

P1-55. Testing an Interprofessional Collaborative Practice Model to Improve Obesity-related Health Outcomes with a Statewide Consortium

- **Jean Nagelkerk**, Grand Valley State University, Grand Rapids, MI, USA
- **Ramona Ann Benkert**, Wayne State University, Detroit, MI, USA
- **Brenda Pawl**, Grand Valley State University, Grand Rapids, MI, USA
- **Amber Myers**, Michigan Department of Community Health, Lansing, MI, USA



P1-56. Creating an Integrated Care Plan in Pediatric Rehabilitation

- Joanne Maxwell, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Keith Adamson, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Andrea Macdonald, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-57. Interprofessional Practice in Qatar: Transformative Governance Structures to Improve Collaboration

- Fatima Mustafa, Hamad Medical Corporation, Doha, Qatar
- Nicole Thomson, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Jackie Schleifer Taylor, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Keith Adamson, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-58. An Action-Reflection Team Learning Approach bridging High Reliability Collaborative Practice and Interprofessional Education

- Ellen Raboin, CareQuest Consulting, Danville, CA, USA
- Paul Uhlig, Kansas University School of Medicine-Wichita, Wichita, KS, USA

P1-59. Forging the Foundation for a Collaboration-ready Health Workforce

- Amy E. Leaphart, Medical University of South Carolina, Charleston, SC, USA
- Kelly Ragucci, South Carolina College of Pharmacy, MUSC Campus, Charleston, SC, USA

P1-60. Evaluation of Interprofessional Team Disclosing Error to a Patient

- Kelly Ragucci, Medical University of South Carolina, Charleston, SC, USA
- Donna Kern, Medical University of South Carolina, Charleston, SC, USA
- Sarah Shrader, University of Kansas, Lawrence, KS, USA

P1-61. Using simulation to enhance the use of the electronic health record in collaborative clinical practice

- Joanne Maxwell, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Kim Krog, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Darlene Hubley, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Nicole Thomson, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-62. Enhancing collaborative care by developing and delivering client and family centered care simulations

- Darlene Hubley, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Laura Williams, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Kathryn Parker, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-63. Creating a Co-Managed Obstetrical/ Intensive Care Unit

- Linda Dudas, Magee Women's Hospital of UPMC, Pittsburgh, PA, USA

P1-64. The Interprofessional Cleft Palate-Craniofacial Team Model: Elements of Success

- Ellen Cohn, University of Pittsburgh, School of Health and Rehabilitation Sciences, Pittsburgh, PA, USA
- Mark P. Mooney, University of Pittsburgh, School of Dental Medicine, Pittsburgh, PA, USA

P1-65. Comparative Interprofessional Ethics Education: A Didactic Exemplar

- Ellen Cohn, University of Pittsburgh, School of Health and Rehabilitation Sciences, Pittsburgh, PA, USA

P1-66. Interprofessional Goal Setting in Rehabilitation: The Development and Implementation of a Process that Integrates the Team and the Client and Family

- Kim Bradley, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Shawna Wade, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- Ana Dimambro, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada



- **Jeanette Schoon**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **Keith Adamson**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-67. The Use of Simulation in Encouraging Interprofessional Practice

- **Kim Bradley**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **Nicole Thomson**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **Kim Krog**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **Joanne Maxwell**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **Keith Adamson**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-68. Balanced Accountability in Interprofessional Practice and Team Based Care: Developing Standards of Care for Unregulated Professions

- **Nancy Searl**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **John Kooy**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- **Kim Bradley**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P1-69. Interactions between physiotherapists and physiotherapy assistants in the private sector: results of a mixed methods study

- **Kadija Perreault**, Institut de Réadaptation en Déficience Physique de Québec, Centre for Interdisciplinary Research in Rehabilitation and Social Integration, Québec City, QC, Canada
- **Clermont E. Dionne**, URESP, Centre de Recherche FRQS du Centre Hospitalier Universitaire de Québec, Québec City, QC, Canada
- **Michelle Rossignol**, Institut National d'excellence en Santé et en Services Sociaux, Montréal, QC, Canada
- **Stéphane Poitras**, University of Ottawa, School of Rehabilitation Sciences, Faculty of Health Sciences, Ottawa, ON, Canada
- **Diane Morin**, Université de Lausanne, Institut Universitaire de Formation et de Recherche en Soins, Lausanne, Switzerland

P1-70. Factors associated with private sector physiotherapists' intensity of interprofessional practices

- **Kadija Perreault**, Institut de Réadaptation en Déficience Physique de Québec, Centre for Interdisciplinary Research in Rehabilitation and Social Integration, Québec City, QC, Canada
- **Clermont E. Dionne**, URESP, Centre de Recherche FRQS du Centre Hospitalier Universitaire de Québec, Québec City, QC, Canada
- **Michelle Rossignol**, Institut National d'excellence en Santé et en Services Sociaux, Montréal, QC, Canada
- **Stéphane Poitras**, University of Ottawa, School of Rehabilitation Sciences, Faculty of Health Sciences, Ottawa, ON, Canada
- **Diane Morin**, Université de Lausanne, Institut Universitaire de Formation et de Recherche en Soins, Lausanne, Switzerland

P1-71. Interprofessional Collaboration for Medically Complex Children in a Non-traditional Setting

- **Mary Lou Leibold**, University of Pittsburgh, Pittsburgh, PA, USA

P1-72. Exploring the barriers and strategies to interprofessional handover in the Aotearoa/New Zealand context.

- **Kirk Reed**, Auckland University of Technology, Auckland, New Zealand
- **Anecita Gigi Lim**, University of Auckland, Auckland, New Zealand

P1-73. Wisdom of the area core hospital in a district that established an unique discharge planning—a qualitative analysis

- **Mariko Zensho**, Saitama Prefectural University, Koshigaya, Saitama, Japan
- **Koji Sugano**, Nagoya City University, Graduate School of Medical Sciences, Nagoya, Aichi, Japan



- **Ryo Kubota**, Saitama Prefectural University, Koshigaya, Saitama, Japan
- **Hajime Toda**, Kitasato University, Graduate School of Nursing, Sagami-hara, Kanagawa, Japan

P1-74. Designing the Guidelines for Construction of the Collaborative Transition Care System between Hospital Staff and Home Care Staff

- **Hiroko Kohara**, University of Kochi, Kochi-shi, Japan
- **Yasuko Morishita**, University of Kochi, Kochi-shi, Japan
- **Michiko Kawakami**, University of Kochi, Kochi-shi, Japan
- **Sachiko Morishita**, University of Kochi, Kochi-shi, Japan

P1-75. Collaborative Practice between Hospital Staff and Homecare Staff during Transitional Care; A Case of Rural Area in Japan

- **Hiroko Kohara**, University of Kochi, Kochi-shi, Japan
- **Yasuko Morishita**, University of Kochi, Kochi-shi, Japan
- **Michiko Kawakami**, University of Kochi, Kochi-shi, Japan
- **Sachiko Morishita**, University of Kochi, Kochi-shi, Japan

P1-76. Using Motivational Interviewing Techniques in Interprofessional Clinical Practice for Delivering Healthcare to Persons with Multiple Chronic Conditions

- **Susan Kimble**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA
- **Margaret Brommelsiek**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA
- **Jane Peterson**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA
- **Heather Gotham**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA

P1-77. What's My Line? Blurring the Interprofessional Roles in Clinical Practice

- **Susan Kimble**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA
- **Margaret Brommelsiek**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA
- **Heather Gotham**, University of Missouri-Kansas City, School of Nursing & Health Studies, Kansas City, MO, USA
- **Andrew Bzowickyj**, University of Missouri-Kansas City, School of Pharmacy, Kansas City, MO, USA

P1-78. Self Management Support for Diabetic Patients at the Birmingham Free Clinic

- **Sudipta Mohanty**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
- **Lauren Jonkman**, University of Pittsburgh, School of Pharmacy, Pittsburgh, PA, USA
- **Mary Herbert**, Birmingham Free Clinic, Pittsburgh, PA, USA
- **Thuy Bui**, UPMC Montefiore, Division of Internal Medicine, Pittsburgh, PA, USA

P1-79. Meeting the Needs of Older Adults across Healthcare Settings through Interprofessional Team-Based Care

- **Lora Cox-Vance**, UPMC St. Margaret, Division of Geriatrics, Pittsburgh, PA, USA
- **Heather Sakely**, UPMC St. Margaret, Division of Geriatrics, Pittsburgh, PA, USA
- **Yvonne Littlejohn**, UPMC St. Margaret, Geriatric Care Centers, Pittsburgh, PA, USA
- **Henry Groff**, UPMC St. Margaret, Division of Geriatrics, Pittsburgh, PA, USA
- **Elaine Beck**, UPMC St. Margaret, Geriatric Care Centers, Pittsburgh, PA, USA

P1-80. Implementing Interprofessional Spine Care Pathways across Upstate NY



- **Joel Stevans**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **Brian Justice**, Excellus BlueCross BlueShield, Rochester, NY, USA
- **Jamie E. Kerr**, Excellus BlueCross BlueShield, Rochester, NY, USA
- **Michael Schneider**, University of Pittsburgh, Pittsburgh, PA, USA

P1-81. Achieving the Right Care at the Right Time through Streamlined Care Coordination

- **Holly Lorenz**, UPMC, Pittsburgh, PA, USA

P1-82. Improving Health For At-Risk Rural Patients (IHARP): Medication Use Coordination

- **Gary Matzke**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Michael Czar**, Carilion New River Valley Medical Center, Christiansburg, VA, USA
- **William Lee**, Carilion Clinic, Roanoke, VA, USA

P1-83. Improving Health For At-Risk Rural Patients (IHARP): Identification and Resolution of Medication Related Problems

- **Leticia Moczygemba**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Andrea Pierce**, Virginia Commonwealth University, Richmond, VA, USA
- **Michael Czar**, Carilion New River Valley Medical Center, Christiansburg, VA, USA

P1-84. Care coordination: What does it really look like?

- **Moshe Feldman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Leticia Moczygemba**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Antoinette B. Coe**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P1-85. The Richmond Health and Wellness Program (RHWP): Strategies for Successful Community Based Interprofessional Care

- **Pamela L. Parsons**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Patricia Slattum**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Moshe Feldman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Kelechi C. Ogbonna**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA

P1-86. Looking at Orientation through a New Lens: The Interprofessional Clinical Orientation Program at St. John's Rehab

- **Jennifer Shaffer**, Sunnybrook Health Sciences Centre – St. John's Rehab, Toronto, ON, Canada
- **Susan Schneider**, Sunnybrook Health Sciences Centre – St. John's Rehab, Toronto, ON, Canada
- **Siobhan Donaghy**, Sunnybrook Health Sciences Centre – St. John's Rehab, Toronto, ON, Canada

P1-87. Collaborative Carrots: Leadership Strategies for Cultivating Interprofessional Collaboration through Recognition

- **Siobhan Donaghy**, Sunnybrook Health Sciences Centre – St. John's Rehab, Toronto, ON, Canada
- **Jennifer Shaffer**, Sunnybrook Health Sciences Centre – St. John's Rehab, Toronto, ON, Canada
- **Gabrielle Bochynek**, Sunnybrook Health Sciences Centre, Toronto, ON, Canada
- **Katherine Nazimek**, Sunnybrook Health Sciences Centre – St. John's Rehab, Toronto, ON, Canada

P1-88. You Are Not Alone: Pediatric Palliative Care

- **Kathryn Hayward**, Dalhousie University, Halifax, NS, Canada
- **Gerri Frager**, Dalhousie University, Halifax, NS, Canada
- **Robert Martell**, IWK Health Centre, Halifax, NS, Canada

P1-89. GRIT: An Interprofessional Team Approach to Educating Medical Residents

- **Rachelle Gajadhar**, Palmetto Health, Inc, Columbia, SC, USA



- **Maureen Dever-Bumba**, University of South Carolina, School of Medicine, Columbia, SC, USA

Friday, June 6th, 4:00pm to 5:00pm

Poster Session 2

P2-1. Knowledge Broker Driven Community Based Participatory Research - An Avenue for Improving Health Outcomes in Rural Areas

- **Sara Hanks**, Health Sciences and Technology Academy, Morgantown, WV, USA
- **Ann Chester**, West Virginia University Health Sciences Center, Morgantown, WV, USA
- **Robert Branch**, University of Pittsburgh, Pittsburgh, PA, USA
- **Summer Kuhn**, Health Sciences and Technology Academy, Morgantown, WV, USA

P2-2. Information is Critical in End Stage Renal Disease Patient Care Transitions

- **Shane Perry**, Network Strategies & Innovations, Inc., Pittsburgh, PA, USA
- **Mary Ann Webb**, Network Strategies & Innovations, Inc., The Renal Network, Indianapolis, IN, USA
- **Raynel Wilson**, Network Strategies & Innovations, Inc., The Renal Network, Indianapolis, IN, USA

P2-3. Teams and Technology: Targeting Substance Use in Rural Populations using Interprofessional Collaborative Practice

- **Kathy Puskar**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Ann M. Mitchell**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Susan Albrecht**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Marie Fioravanti**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA

P2-4. PAASSPORT: Primary care Advanced Access Study - Spreading the Practice and Optimizing interprofessional Resources and Treatment

- **Deborah Kopansky-Giles**, Canadian Memorial Chiropractic College/St. Michaels Hospital, Toronto, ON, Canada
- **Yee-Ling Chang**, St. Michael's Hospital, Department of Family and Community Medicine, Toronto, ON, Canada

P2-5. Practice and Learn Together In Order to Work Together

- **Kenneth Nord**, SUS Malmo, ICU and preoperative care department, Malmo, Skane, Sweden
- **Mats Johansson**, SUS Malmo, ICU and preoperative care department, Malmo, Skane, Sweden
- **Marianne Johansson**, SUS Malmo, ICU and preoperative care department, Malmo, Skane, Sweden
- **Linda Zara**, SUS Malmo, ICU and preoperative care department, Malmo, Skane, Sweden

P2-6. What to do when there is no "evidence" - problem-solving that promotes and prepares collaborative interdisciplinary health-care teams.

- **Murray Maitland**, University of Washington, Seattle, WA, USA

P2-7. Innovation in Primary Care Oral Health: Interprofessional Team Practice

- **Anthony Cahill**, University of New Mexico, School of Medicine, Albuquerque, NM, USA
- **Barbara Overman**, University of New Mexico, School of Nursing, Albuquerque, NM, USA
- **Christy Cogil**, University of New Mexico, School of Nursing, Albuquerque, NM, USA
- **Amy Pilley**, University of New Mexico, Health Sciences Center, Albuquerque, NM, USA

P2-8. Effectively Moving Interprofessional Best Practice to the Bedside

- **Tracey Das Gupta**, Sunnybrook Health Sciences Centre, Toronto, ON, Canada

P2-9. Enhancing the Primary Care Management of Patients with Multiple Chronic Conditions through Interprofessional Education



- **Bobby Lowery**, East Carolina University, Greenville, NC, USA
- **Carol King**, East Carolina University, Greenville, NC, USA
- **Karl Faser**, East Carolina University, Greenville, NC, USA
- **Michelle Skipper**, East Carolina University, Greenville, NC, USA

P2-10. Shifting from guidelines to pathways: experience from two multidisciplinary hospital based spine centers utilizing a primary spine practitioner

- **John Ventura**, Spine Care Partners, LLC, Rochester, NY, USA
- **Ian Paskowski**, Jordan Hospital Spine Center, Plymouth, MA, USA
- **Michael Allgeier**, Mercy Hospital (Chicago), Spine and Back Care, Chicago, IL, USA
- **Michael J. Schneider**, University of Pittsburgh, Pittsburgh, PA, USA

P2-11. Managing the Self within Interprofessional Teams in Health Care Environments

- **Linda Macdougall**, Western University, London, ON, Canada

P2-12. Interprofessional Team together with Patients Shape Point of Care Innovation in an Intensive Mental Health Environment

- **Kate Galloway**, Toronto General Hospital, Toronto, ON, Canada
- **Jenna Mcleod**, Toronto General Hospital, Toronto, ON, Canada
- **Aideen Carroll**, University Health Network, Toronto, ON, Canada
- **Debbie Rolfe**, University Health Network, Toronto, ON, Canada

P2-13. Team-Based Learning: Collaboration and Teamwork to Increase Knowledge for Geriatrics Practice

- **Cara Busenhardt**, University of Kansas Medical Center, Kansas City, KS, USA
- **Shelley Bhattacharya**, University of Kansas Medical Center, Kansas City, KS, USA
- **Kristy Johnston**, University of Kansas Medical Center, Kansas City, KS, USA
- **Nellie Modares**, University of Kansas Medical Center, Kansas City, KS, USA

P2-14. "Is It Worth It?" A Collaborative Clinical Decision Making Exercise

- **Rollin Wright**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
- **Anne Kisak**, UPMC, Benedum Geriatrics at Magee-Womens Hospital, Pittsburgh, PA, USA
- **Joshua Uy**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA

P2-15. Evaluating the Performance of Interprofessional Learners and Teams

- **Rollin Wright**, University of Pittsburgh, School of Medicine, Pittsburgh, PA, USA
- **Cathy Grant**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **James Pschirer**, University of Pittsburgh, School of Pharmacy, Pittsburgh, PA, USA

P2-16. Thematic Analysis on Interprofessional Learning using Course Evaluations

- **Tamzin Batterson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **Reena Antony**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P2-17. A meta-cognitive approach to assessing collaborative process through an interprofessional student run outpatient clinic

- **Tamzin Batterson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **Reena Antony**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **Susan Tappert**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P2-18. Are You Thinking What I am Thinking? Utilizing Verbal Protocol, Novice to Expert Paradigm and Metacognition in the Creation of a Reflection to Procedural Andragogy in IP Graduate Students

- **Tamzin Batterson**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- **William Gordon**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P2-19. On Coming Together Critical Differences in Hierarchy and Heterarchy as Team Structures

- **William Gordon**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA



- **Gregory L. Hall**, Chicago, IL, USA

P2-20. A Comparison of the RIPLS and the IEPs for Assessing Health Professional Students' Attitude Toward Interprofessional Learning

- **Desiree Lie**, University of Southern California, Los Angeles, CA, USA
- **Kevin Loherty**, University of Southern California, Los Angeles, CA, USA
- **Cha Chi Fung**, University of Southern California, Los Angeles, CA, USA
- **Melissa Durham**, University of Southern California, Los Angeles, CA, USA

P2-21. Building educational frameworks and capacity for sustainable IPE curricular programming

- **Rahim Karim**, Centennial College, School of Community and Health Studies, Toronto, ON, Canada
- **Steven Jacobs**, Centennial College, Toronto, ON, Canada

P2-22. Changes in attitudes toward interprofessional health care teams between Gunma University and Kanazawa University

- **Ayako Igarashi**, Gunma University Hospital, Maebashi, Gunma, Japan
- **Takatoshi Makino**, Gunma University, Graduate School of Health Sciences, Maebashi, Gunma, Japan
- **Hideomi Watanabe**, Gunma University, Graduate School of Health Sciences, Maebashi, Gunma, Japan

P2-23. Chains of actions – interprofessional knowing in practice.

- **Annika Lindh Falk**, Linköping University, Faculty of Health Sciences, Linköping, Sweden

P2-24. The Power of Peer Assessment on Interprofessional Groupwork

- **Keith Stevenson**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **John Smith**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Chris Seenan**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Nichola McLarnon**, Glasgow Caledonian University, Glasgow, Scotland, UK

P2-25. Trials and Tribulations – Building an Interprofessional Education Framework

- **Nichola McLarnon**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Dora Howes**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Jamie McDermott**, Glasgow Caledonian University, Glasgow, Scotland, UK

P2-26. Guided Team Self-Correction: A Debrief Model to Evaluate Teamwork Skills and Behaviors in the Health Professions

- **Jeannie Garber**, Jefferson College of Health Sciences and Virginia Tech Carilion School of Medicine, Roanoke, VA, USA
- **Sonya Echols**, Jefferson College of Health Sciences and Virginia Tech Carilion School of Medicine, Roanoke, VA, USA
- **Sara Brown**, Jefferson College of Health Sciences, Roanoke, VA, USA
- **David Trinkle**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA

P2-27. The Influence Model of Collaborative Behavior: Collaboration is a Choice

- **Sara Brown**, Jefferson College of Health Sciences, Roanoke, VA, USA

P2-28. Presence of Social Desirability Bias in Learner Attitudes towards Interprofessional Education

- **Amy Blue**, University of Florida, Gainesville, FL, USA
- **Erik Black**, University of Florida, Gainesville, FL, USA
- **Lou Ann Cooper**, University of Florida, Gainesville, FL, USA
- **Richard Davidson**, University of Florida, Gainesville, FL, USA

P2-29. Using Team Based Learning in Interprofessional Education to Promote Content Knowledge and Team Skills



- **Amy Blue**, University of Florida, Gainesville, FL, USA
- **Erik Black**, University of Florida, Gainesville, FL, USA
- **Wayne McCormack**, University of Florida, Gainesville, FL, USA

P2-30. Shaping student attitudes towards healthcare teams through a hybrid and an online interprofessional education course: results from a pilot study

- **Patricia Sanchez-Diaz**, University of the Incarnate Word, School of Optometry, San Antonio, TX, USA
- **Ramona Ann Parker**, University of the Incarnate Word, Department of Nursing, San Antonio, TX, USA
- **Daniel G. Dominiguez**, University of the Incarnate Word, San Antonio, TX, USA

P2-31. A standardized patient case development process for post-licensure interprofessional education

- **Jason Hickey**, University of Calgary-Qatar, Doha, Qatar
- **Brad Johnson**, Zayed University, United Arab Emirates
- **Mohamed El Tawil**, Hamad Medical Corporation, Doha, Qatar
- **Joanne Davies**, Sidra Medical and Research Center, Doha, Qatar

P2-32. Interprofessional Education in Aging: An Analysis of Exchanges in Student Discussions

- **Nancy Kropf**, Georgia State University, Atlanta, GA, USA
- **Karen Watkins**, Georgia State University, Atlanta, GA, USA

P2-33. An interdisciplinary simulation course for disaster preparedness and management

- **Barbara Saltzman**, University of Toledo, Toledo, OH, USA
- **Brian Fink**, University of Toledo, Toledo, OH, USA
- **Paul P. Rega**, University of Toledo, Department of Public Health & Prevent Medicine, Toledo, OH, USA

P2-34. Bringing the Lab into interprofessional practice: Interprofessional education for Medical Laboratory Professionals through the use of simulation

- **Brenda Gamble**, University of Ontario Institute of Technology, Oshawa, ON, Canada
- **Nancy Bergeron**, University of Ontario Institute of Technology, Oshawa, ON, Canada

P2-35. Learning IPC through the use of online Gaming amongst Medical students

Carole Orchard, Western University, London, ON, Canada

- **Kevin Fung**, Western University, Schulich School of Medicine & Dentistry, London, ON, Canada
- **Krista Hellem**, Western University, Schulich School of Medicine & Dentistry, London, ON, Canada

P2-36. Building Interprofessional Knowledge through Transdisciplinary Research

- **Danielle Wozniak**, University of New England, Portland, ME, USA
- **Shelley Cohen Konrad**, University of New England, Portland, ME, USA

P2-37. Assessment and Evaluation of Interprofessional Education and Care in a Multi-stakeholder Project: CHANNELS

- **Jennifer Morton**, University of New England, Portland, ME, USA
- **Shelley Cohen Konrad**, University of New England, Portland, ME, USA
- **Karen Pardue**, University of New England, Portland, ME, USA

P2-38. A Phenomenological Interpretation of Student Collaboration in a Student Run Clinic

- **Katherine Ash**, University of Saskatchewan, College of Nursing, Saskatoon, SK, Canada

P2-39. The assessment of interprofesionalism: the use of a Prospective Reflective Portfolio as a Summative Tool.

- **Sezer Domac**, World Health Organisation-International Expert (Turkey), Turkey



- Elizabeth Anderson, University of Leicester, Leicester, UK
- Jenny Ford, De Montfort University, Leicester, UK

P2-40. A Scoping Review of IPE within Canadian Nursing Literature

- Rachel Grant, University of Toronto, Continuing Professional Development, Toronto, ON, Canada
- Simon Kitto, University of Toronto, Continuing Professional Development, Toronto, ON, Canada
- Karen Legrow, Ryerson University, Toronto, ON, Canada
- Mary van Soeren, Dalhousie University, Halifax, NS, Canada

P2-41. Polarity Thinking: An Essential IPE and IPP Skill

- Michelle Troseth, Elsevier Clinical Solutions, Grand Rapids, MI, USA
- Tracy Christopherson, Elsevier Clinical Solutions, Grand Rapids, MI, USA

P2-42. Attitude Changes of Students from Various Profession After Participating in Interprofessional Education (IPE) Course, Faculty of Medicine Universitas Gadjah Mada Indonesia

- Fitri Arkham Fauziah, Universitas Gadjah Mada, School of Nursing, Yogyakarta, Indonesia
- Muhammad Zulfatul A'la, Muhammadiyah University of Jember, School of Nursing, Faculty of Medicine and Health Science, Jember, Indonesia
- Fatimah Dwi Astuti, Universitas Gadjah Mada, School of Nursing, Yogyakarta, Indonesia
- Gandes Retno Rahayu, Universitas Gadjah Mada, Departement of Medical Education, Yogyakarta, Indonesia

P2-43. A literature review on Interprofessional Education in the Western Pacific Region

- Nana Kururi, Gunma University, Maebashi, Gunma, Japan

P2-44. Collaborative approach to overcoming legal barriers to IPE in Colorado: focus on pharmacy intern supervision

- Kari Franson, University of Colorado, Skaggs School of Pharmacy, Aurora, CO, USA
- Marianne McCollum, Regis University, School of Pharmacy, Denver, CO, USA

P2-45. The Use of the Structure-Process-Outcome Model to Evaluate the Richmond Health and Wellness Program

- Leticia Moczygamba, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- Antoinette B. Coe, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- Paul E. Mazmanian, Virginia Commonwealth University, Richmond, VA, USA

P2-46. Developing a measure to assess student confidence to engage in Interprofessional Education

- Sharron Blumenthal, Glasgow Caledonian University, Glasgow, Scotland, UK
- Keith Stevenson, Glasgow Caledonian University, Glasgow, Scotland, UK
- Nicola McLarnon, Glasgow Caledonian University, Glasgow, Scotland, UK

P2-47. The New Psychometric Analysis of Dual Identity Scale

- Hossein Khalili, Fanshawe College, London, ON, Canada
- Carole Orchard, Western University, London, ON, Canada
- Heather Laschinger, Western University, London, ON, Canada
- Randa Farah, Western University, London, ON, Canada

P2-48. From Curriculum to Application to Practice: Building Evaluation Bridges in a Longitudinal Interprofessional Program

- Elshimaa Basha, University of Colorado, School of Medicine, Aurora, CO, USA
- Kirsten Broadfoot, University of Colorado, School of Medicine, Aurora, CO, USA

P2-49. Factors which influences on Nursing Students' Experiences in an Inter-professional Clinical Study Unit.



- **Iben Boegh Bahsen**, University College Nordjylland, Department of Nursing, Aalborg, Denmark
- **Hanne Lisby**, Aalborg University Hospital, Department of Orthopaedic Surgery, Aalborg, Denmark
- **Ingrid Maria Sørensen**, University College Nordjylland, Department of Nursing, Aalborg, Denmark
- **Mette Braad**, University College Nordjylland, Department of Nursing, Aalborg, Denmark

Student Posters

P2-50. Experiences of Evaluating IPE: A Ten Year Longitudinal Study

- **Sundari Joseph**, Robert Gordon University, Aberdeen, Scotland, UK
- **Lesley Diack**, Robert Gordon University, Aberdeen, Scotland, UK

P2-51. The Cure PSP Care Guide: A Telephonic Nursing Intervention for Individuals and Families Living with PSP

- **Susan Rebecca Dunlop**, Towson University, Towson, MD, USA
- **Vicky Kent**, Towson University, Towson, MD, USA

P2-52. Interprofessional Sensemaking: A Model to Inform Practice

- **Stephanie Fox**, Simon Fraser University, School of Communication, Vancouver, BC, Canada

P2-53. Learning Method For Interprofessional Education In Indonesia : A Qualitative Study From Perspective Of Teachers And Students

- **Mawar Putri Julica**, Bangka Belitung Provincial Hospital, Pangkal Pinang, Bangka Belitung, Indonesia

P2-54. Impact of Interprofessional Health Fairs on Students' Willingness to Work Together on Interprofessional Projects: Implication for Future Practice

- **Carisa Champion-Lippmann**, Nova Southeastern University, College of Osteopathic Medicine, Tamarac, FL, USA
- **Eric Chung**, Nova Southeastern University, College of Osteopathic Medicine, Orlando, FL, USA
- **Cecilia Rokusek**, NSU Institute for Disaster and Emergency Preparedness, Davie, FL, USA

P2-55. Interdisciplinary Student Team Case Collaboration

- **Rachel Allgor**, A. T. Still University, Mesa, AZ, USA
- **Echo Love**, A. T. Still University, Mesa, AZ, USA
- **Xanat Martinez**, Argosy University, Arizona School of Professional Psychology, Mesa, AZ, USA
- **Trevor Nichols**, Arizona School of Dentistry and Oral Health, Mesa, AZ, USA
- **Esther Son**, A. T. Still University, Mesa, AZ, USA

P2-56. An Interprofessional Simulation Field Experience

- **Martha Sexton**, University of Toledo, Toledo, OH, USA
- **Paul P. Rega**, University of Toledo, Department of Public Health & Prevent Medicine, Toledo, OH, USA
- **Maura Crescenzo**, University of Toledo, Toledo, OH, USA

P2-57. The Evolving Role of a Student Interprofessional Society in Interprofessional Curriculum Development

- **Navjot Rai**, University of Toronto, Toronto, ON, Canada
- **Erika North**, University of Toronto, Toronto, ON, Canada
- **Amanda D'Aurelio**, University of Toronto, Toronto, ON, Canada

P2-58. Impact of an interprofessional education program on undergraduate and graduate nursing students at two regional locations



- **Carla M. Tozer**, University of Illinois Chicago, Chicago, IL, USA
- **Valerie Gruss**, University of Illinois Chicago, Chicago, IL, USA
- **Mary T. Keehn**, University of Illinois Chicago, Chicago, IL, USA

P2-59. Student and Teacher Perceptions of Ideal Time and Topics for IPE Learning Simulation in Indonesia

- **Candrika Dini Khairani**, University of Gadjah Mada, Tangerang, Banten, Indonesia

P2-60. Child's Play : A novel approach to community integration for neuro rehabilitation of younger adults with Acquired Brain Injury

- **Rekha Vijayshankar**, Kings College, London, UK

P2-61. Pharmacy and Medical Student Perceptions of an Interprofessional Primary Care Clinic Experience in an Underserved Community Setting

- **Michael Dail**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Sallie Mayer**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Allison Vanderbilt**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Steve Crossman**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P2-63. Enhancing Physicians' Learning of CPOE Through Mobile Technology

- **Elizabeth LaRue**, University of Pittsburgh, Pittsburgh, PA, USA
- **Deborah Eiler**, Allscripts, Pittsburgh, PA, USA

P2-64. Life is Sweet Move Your Feet

- **Ryan Hill**, University of New England, Portland, ME, USA
- **Alisa Fay**, University of New England, Portland, ME, USA
- **Ashley Picoraro**, University of New England, Portland, ME, USA
- **Kristi Stalsbrotten**, University of New England, Portland, ME, USA

P2-65. Knowledge Translation: Teaching Pain Management by Integrating a Pain Consult Team with the Primary Care Team

- **Kira Feldman**, Baycrest, Toronto, ON, Canada
- **Daphna Grossman**, Baycrest, Toronto, ON, Canada

P2-66. Improving Stepped Care Model to address psychological support for Stroke Survivors'

- **Jackline Sarah Macharia**, University of Essex, Essex, UK

P2-68. Impact of an Interprofessional Service-Learning Elective Course on Health Professions Students' Achievement of IPEC Competencies

- **Alexa Sevin**, The Ohio State University, College of Pharmacy, Columbus, OH, USA
- **Kenneth Hale**, The Ohio State University, College of Pharmacy, Columbus, OH, USA
- **Nicole V. Brown**, The Ohio State University, Center for Biostatistics, Columbus, OH, USA
- **James W. McAuley**, The Ohio State University, College of Pharmacy, Columbus, OH, USA

P2-69. iRISE: Interprofessional Research, Innovate, Service, Educate

- **Kathryn Robinson**, Northeastern University, Boston, MA, USA
- **Lauren Jarmusz**, Northeastern University, Boston, MA, USA
- **Sana Mandal**, Northeastern University, Boston, MA, USA

P2-70. Developing a team-based integrated care model to improve physical and behavioral health outcomes of patients with serious mental illness (SMI)

- **Rachel Jansen**, Western Psychiatric Institute & Clinic, Pittsburgh, PA, USA
- **Jamie Montgomery**, Western Psychiatric Institute & Clinic, Pittsburgh, PA, USA
- **Ana Lupu**, Western Psychiatric Institute & Clinic, Pittsburgh, PA, USA
- **Tanya Fabian**, Western Psychiatric Institute & Clinic, Pittsburgh, PA, USA

P2-71. The Importance of Interprofessional Education from a First Year Health Student Perspective



- **Marianne McCoy**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Rose L. Hoffmann**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA

P2-72. Developing an Interprofessional Model to Increase Confidence in Breastfeeding Education for Future Healthcare Providers

- **Adam Yan**, University of Manitoba, Winnipeg, MB, Canada
- **Jordan Crosina**, University of Manitoba, Winnipeg, MB, Canada
- **Heather Dean**, University of Manitoba, Winnipeg, MB, Canada
- **Nathan Nickel**, University of Manitoba, Winnipeg, MB, Canada
- **Kathy Hamelin**, University of Manitoba, Winnipeg, MB, Canada

P2-73. The Evolution of Health Care Students' Clinical Skills in Simulated Settings

- **Clinton Morgan**, Vanderbilt University, School of Medicine, Nashville, TN, USA
- **Gretchen Edwards**, Vanderbilt University, School of Medicine, Nashville, TN, USA
- **Heather Davidson**, Vanderbilt University, School of Medicine, Nashville, TN, USA

P2-74. Supporting the Whole Person: Cancer Care Professionals' Experiences with Interprofessional Collaboration

- **Joanne Magtoto**, University of British Columbia, School of Social Work, Vancouver, BC, Canada
- **Grant Charles**, University of British Columbia, School of Social Work, Vancouver, BC, Canada
- **Chris Lovato**, University of British Columbia, School of Population and Public Health, Vancouver, BC, Canada

P2-75. Outcome of the IPE training in Gunma University – from the students' perspective –

- **Ayaka Saiki**, Gunma University, School of Health Sciences, Maebashi, Gunma, Japan
- **Miki Takahashi**, Gunma University, School of Health Sciences, Maebashi, Gunma, Japan
- **Mika Takabayasi**, Gunma University, School of Health Sciences, Maebashi, Gunma, Japan

P2-76. Seattle Project CHANCE: a multidisciplinary, student-led, diabetes-focused, interactive patient education program for a low-income and homeless urban population

- **Steve Erickson**, University of Washington, School of Pharmacy, Seattle, WA, USA
- **Paige Mathew**, University of Washington, School of Pharmacy, Seattle, WA, USA

P2-77. Journal of Indonesian Health Students (BIMKES)

- **Mawar Putri Julica**, Bangka Belitung Provincial Hospital, Pangkal Pinang, Bangka Belitung, Indonesia
- **Candrika Dini Khairani**, University of Gadjah Mada, Tangerang, Banten, Indonesia
- **Indah Fadlul Maula**, BIMKES, Bumiayu, Jawa Tengah, Indonesia

P2-78. IMPACT: Diabetes: Partnership to Implement Team-Based Diabetes Care in the Safety-Net Setting

- **Linda Barstow**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Kimberly Means**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Shelby Evans**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Lindsay Martin**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA

P2-79. IMPACT: Diabetes: Description of Diabetes Team Interventions and Outcomes Among Various Ethnic Groups

- **Shelby Evans**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Lindsay Martin**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Linda Barstow**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Kimberly Means**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA

P2-80. Establishment of a Partnership between Academic and Service Institutions To Implement a Faculty Preceptor Model



- **Brenda Cassidy**, University of Pittsburgh, Pittsburgh, PA, USA
- **Cynthia Chew**, University of Pittsburgh, Pittsburgh, PA, USA
- **Brittany Long**, University of Pittsburgh, Pittsburgh, PA, USA

P2-81. Identifying Problems during Transitions of Care and Reasons for Emergency Department Utilization in Community-Dwelling Older Adults

- **Antoinette B. Coe**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Leticia R. Moczygemba**, Virginia Commonwealth University, Richmond, VA, USA
- **Pamela L. Parsons**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P2-82. Social Acceptance: Working with Community Members in an Interdisciplinary Community Health Model

- **Sierra Alewine**, Virginia Commonwealth University, Richmond, VA, USA
- **Leland Waters**, Virginia Commonwealth University, Richmond, VA, USA
- **Pamela L. Parsons**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P2-83. Preparations for Interprofessional Team Learning

- **Bente Kvilhaugsvik**, Stord/Haugesund University College, Stord, Norway

P2-84. Substance Use Assessments and Brief Interventions in Emergency Departments

- **Lynn Boucek**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Ann M. Mitchell**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Dawn Lindsay**, Institute for Research, Education, and Treatment in Addictions, Pittsburgh, PA, USA

P2-85. Personality and overeating behaviour: What is the relationship between body mass index and the interaction between the Behavioral Inhibition System and the Behavioral Approach System?

- **Sonya Tsancheva**, University of Essex, Colchester, England, UK
- **Pieter du Toit**, University of Essex, Colchester, England, UK
- **Frances Blumenfelt**, University of Essex, Colchester, England, UK

Saturday, June 7th from 9:45am to 10:45am

Poster session 3

P3-1. Geriatric Assessment Interdisciplinary Team Program – An Interprofessional Training Opportunity in Geriatric Care

- **Reba Cornman**, University of Maryland Baltimore, Baltimore, MD, USA
- **Terri Socha**, Western Maryland Area Health Education Center, Cumberland, MD, USA
- **Lisa Widmaier**, Eastern Shore Area Health Education Center, Cambridge, MD, USA

P3-3. The current state of nursing roles in team-based medical practice

- **Tomoko Hayashi**, Mie University, Tsu, Mie, Japan
- **Kazumi Imura**, Mie University, Tsu, Mie, Japan

P3-4. Making interprofessional teams work: Lessons learned from a neonatal intensive care unit

- **Myuri Manogaran**, University of Ottawa, Ottawa, ON, Canada
- **Brenda Gamble**, University of Ontario Institute of Technology, Oshawa, ON, Canada
- **Ivy Bourgeault**, University of Ottawa, Ottawa, ON, Canada

P3-5. Improving Diabetes Outcomes with Interprofessional Teams: A Model for Primary Care

- **Monica Ramirez**, University of the Incarnate Word, San Antonio, TX, USA
- **Matthew Walk**, University of the Incarnate Word, San Antonio, TX, USA
- **Decima C. Garcia**, University of the Incarnate Word, San Antonio, TX, USA



- **Ramona Ann Parker**, University of the Incarnate Word, Department of Nursing, San Antonio, TX, USA

P3-6. Managing Traumatic Injury in Ice hockey: An On Ice Simulation Exercise

- **Christopher Rizzo**, University of New England, Biddeford, ME, USA

P3-7. The Project for Integrative Health and the Triple Aim (PIHTA): A Case Study on Sharing

Supportive Evidence & Collaborating on Best Practices

- **Barb Reece**, Academic Consortium for Complementary and Alternative Health Care, Seattle, WA, USA
- **John Weeks**, Academic Consortium for Complementary and Alternative Health Care, Seattle, WA, USA
- **Deborah Hill**, Academic Consortium for Complementary and Alternative Health Care, Seattle, WA, USA

P3-8. Can we bring the patient and family into the interprofessional care team? Utilising patient satisfaction data to interrogate interprofessional care

- **Sarah McMillan**, University of Toronto, Continuing Professional Development, Toronto, ON, Canada
- **Eman Leung**, University of Toronto, Continuing Professional Development, Faculty of Medicine, Toronto, ON, Canada
- **Simon Kitto**, University of Toronto, Continuing Professional Development, Toronto, ON, Canada

P3-9. Provision of Interprofessional Healthcare Services for Bariatric Patients

- **April Newton**, Des Moines University, Des Moines, IA, USA

P3-10. Preventing Pulmonary Aspiration: A Multidisciplinary Approach Addressing Knowledge, Communication and Standardized Processes

- **Christine Deschamps**, UPMC, University of Pittsburgh Physicians, Pittsburgh, PA, USA

P3-11. Interprofessional Family Reviews: Interprofessional Support for Community Health Worker Roles

- **Emily Akerson**, James Madison University, Harrisonburg, VA, USA
- **Doris Glick**, University of Virginia, Charlottesville, VA, USA
- **Catherine Kane**, University of Virginia, Charlottesville, VA, USA
- **Linda Bullock**, University of Virginia, Charlottesville, VA, USA

P3-12. The Role of Physical Therapy in an Innovative Interprofessional Diabetes Care Model

- **Steven Snyder**, Western University of Health Sciences, Pomona, CA, USA
- **Bhavana Raja**, Western University of Health Sciences, Pomona, CA, USA
- **Janet Konecne**, Western University of Health Sciences, Pomona, CA, USA

P3-13. A practical framework to enhance collaborative practice: Interprofessional shared care planning through the use of a matrix planning tool and the integrative approach of ICF

- **Andre Vyt**, Artevelde University College & University of Ghent, Ghent, Belgium
- **Nadia Brocatus**, Artevelde University College, Ghent, Belgium
- **Bianca Vandaele**, Artevelde University College, Ghent, Belgium

P3-14. Developing Interprofessional Competence in a Geriatrics Elective at the University of Washington

- **Colleen Catalano**, University of Washington, School of Pharmacy, Seattle, WA, USA
- **Cara McDermott**, University of Washington, Pharmaceutical Outcomes Research and Policy Program, Seattle, WA, USA
- **Peggy Odegard**, University of Washington, School of Pharmacy, Seattle, WA, USA

P3-15. Tweeting Towards Enhanced Collaboration in Interprofessional Clinical Education



- Caitlin Fitzgerald, MGH Institute of Health Professions, Boston, MA, USA

P3-17. Improving interprofessional education and collaborative practice through evaluation: An exploration of current trends

- Emmanuelle Careau, Universite Laval, Center for Interdisciplinary Research in Rehabilitation and Social Integration, Quebec, QC, Canada

P3-18. Core Innovation: Infusing IPE through your curriculum

- Richard Rafes, Utica College, Utica, NY, USA
- Shauna Malta, Utica College, Utica, NY, USA
- Annemarie Kinsella, Utica College, Utica, NY, USA
- Cynthia Love-Williams, Utica College, Utica, NY, USA

P3-19. Improving Primary Care for Vulnerable Populations: Innovations in Training NP Students and Medicine Residents in Team-Based Care

- Christina Kim, University of California San Francisco / San Francisco VA, San Francisco, CA, USA

P3-20. Teaching Professional Competencies through Interdisciplinary Community Case Building

- Colleen McMillan, University of Waterloo, School of Social Work, Renison College, Waterloo, ON, Canada
- Alice Schmidt-Hanbidge, University of Waterloo, School of Social Work, Renison College, Waterloo, ON, Canada

P3-21. Advancing Interprofessional Education and Collaborative Practice: A Community-Academia Partnership Model Serving the HIV/AIDS Population

- Veronica Young, The University of Texas at Austin, College of Pharmacy, San Antonio, TX, USA
- Delia Bullock, University Health System, San Antonio, TX, USA
- John Herbold, University of Texas Houston, School of Public Health, San Antonio, TX, USA

P3-22. Using the WHO Patient Safety Curriculum for Interprofessional Education of Health Professions Students

- Pat Callard, Western University of Health Sciences, Pomona, CA, USA

P3-23. Arts-Based Research Dissemination: Innovation in Interprofessional Health Education

- Sheri Price, Dalhousie University, Halifax, NS, Canada
- S. Meghan Sim, Dalhousie University, Halifax, NS, Canada
- Sara FL Kirk, Dalhousie University, Halifax, NS, Canada
- Megan Aston, Dalhousie University, Halifax, NS, Canada

P3-24. Student experiences in Laos study tour: an evaluation of the interprofessional education program

- Tomoko Koike, Keio University, Faculty of Nursing and Medical Care, Tokyo, Japan
- Rika Fujiya, Keio University, Faculty of Nursing and Medical Care, Tokyo, Japan
- Keiko Kishimoto, Keio University, Faculty of Pharmacy, Tokyo, Japan
- Shinzo Kato, Keio University, Faculty of Nursing and Medical Care, Tokyo, Japan

P3-25. Ethics, Professionalism & Critical Thinking in Interdisciplinary Education

- Carole-Rae Reed, Richard Stockton College of New Jersey, Galloway, NJ, USA

P3-26. Evaluation of Collaboration Readiness for IPE

- Karen Saewert, Arizona State University, Phoenix, AZ, USA
- Gerri Lamb, Arizona State University, Phoenix, AZ, USA

P3-27. The Scottish Health and Social Care Team Challenge

- Jenny Miller, NHS Education for Scotland, Dundee, Scotland, UK
- Sharron Blumenthal, Glasgow Caledonian University, Glasgow, Scotland, UK
- Lesley Diack, Robert Gordon University, Aberdeen, Scotland, UK



- **Veronica O'Carroll**, St. Andrews University, St Andrews, Scotland, UK

P3-28. Using a Family's Account of an Adverse Drug Event During Hospitalization to Teach Shared Decision-Making and Patient-Centered Care

- **Skye McKennon**, University of Washington, School of Pharmacy, Seattle, WA, USA
- **Leigh Ann Mike**, University of Washington, School of Pharmacy, Seattle, WA, USA

P3-29. Preparing Students to Participate in Family Meetings: An Interprofessional Approach in Traumatic Brain Injury

- **Sylvia Langlois**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Elizabeth Hanna**, Bridgepoint Health, Toronto, ON, Canada
- **Rivie Seaberg**, Rivie Seaburg Consulting, Toronto, ON, Canada

P3-30. Blended Interprofessional Learning: The marriage of face-to-face and online learning activities.

- **Dean Lising**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Sylvia Langlois**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada

P3-31. Exploring Student-Reported Factors that Influence Collaboration During a Longitudinal Interprofessional Student-Run Clinic Involving First Year Pharmacy and Medical Students

- **Melissa Rotz**, Philadelphia College of Pharmacy of University of the Sciences, Philadelphia, PA, USA
- **Gladys Dueñas**, Philadelphia College of Pharmacy of University of the Sciences, Philadelphia, PA, USA
- **Anisha Grover**, Philadelphia College of Pharmacy of University of the Sciences, Philadelphia, PA, USA

P3-32. Top Chef – Dysphagia...an IPE experience

- **Lisa Sokoloff**, Baycrest, Toronto, ON, Canada
- **Khashayar Amirhosseini**, Baycrest, Toronto, ON, Canada
- **James Smith**, Toronto, ON, Canada
- **Deb Bonfield**, George Brown College, Toronto, ON, Canada

P3-33. A Strategy to Improve Use of Individualized Evidence-Based Patient Teaching by Students Enrolled in a Nursing Program

- **Elizabeth Katrancha**, University of Pittsburgh at Johnstown, Johnstown, PA, USA
- **Becky Faett**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Alice Blazeck**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA

P3-34. Preparing a Collaboration Ready Healthcare Workforce: Assessing Interprofessional Readiness of Undergraduate Students

- **Natalie Dipietro**, Ohio Northern University, Ada, OH, USA
- **Sara Terrell**, Ohio Northern University, Ada, OH, USA
- **Sue Montenery**, Ohio Northern University, Ada, OH, USA
- **Michelle Musser**, Ohio Northern University, Ada, OH, USA
- **Lisa Walden**, Ohio Northern University, Ada, OH, USA

P3-35. Communicating Interprofessional Education (IPE) in Health and Medical Sciences

- **Elena Rudnik**, Flinders University/University of South Australia, Adelaide, South Australia, Australia
- **Eileen Willis**, Flinders University, Adelaide, South Australia, Australia
- **Sharon Lawn**, Flinders University, Adelaide, South Australia, Australia
- **Julie Ash**, Flinders University, Adelaide, South Australia, Australia



P3-36. Building the foundation for a culture of interprofessional education

- Mary Siniscarco, Utica College, Utica, NY, USA
- Catherine Brownell, Utica College, Utica, NY, USA

P3-37. Simulating A Hospital Ward Day Shift: A Student Interprofessional Education (IPE) Collaborative Learning Event

- Fiona Jensen, University of Manitoba, Faculty of Nursing, Winnipeg, MB, Canada
- Barbara Goodwin, University of Manitoba, Faculty of Nursing, Winnipeg, MB, Canada
- Robert Brown, University of Manitoba, Faculty of Medicine, Winnipeg, MB, Canada

P3-38. Development of a Campus-wide Interprofessional Education Conference for Beginning Healthcare Providers

- Sharon K. Lanning, Virginia Commonwealth University, Richmond, VA, USA
- Alan W. Dow, Virginia Commonwealth University, Richmond, VA, USA
- Deborah DiazGranados, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- Kelly S. Lockeman, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P3-39. Survey and Video-Provoked Reflection to Assess an Interprofessional Education Series for Beginning Health Care Professionals

- Alan W. Dow, Virginia Commonwealth University, Richmond, VA, USA

P3-39. Survey and Video-Provoked Reflection to Assess an Interprofessional Education Series for Beginning Health Care Professionals

- Kelly S. Lockeman, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- Deborah DiazGranados, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P3-40. A Campuswide Approach to Structuring Interprofessional Education

- Alan W. Dow, Virginia Commonwealth University, Richmond, VA, USA
- Kelly S. Lockeman, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- Sharon K. Lanning, Virginia Commonwealth University, Richmond, VA, USA
- Peter Boling, Virginia Commonwealth University, Richmond, VA, USA

P3-41. Interprofessional learning communities: Supporting the development of competencies and identity

- Susan Sterrett, Chatham University, Pittsburgh, PA, USA
- Susan Hawkins, Chatham University, Pittsburgh, PA, USA
- Anthony Goreczny, Chatham University, Pittsburgh, PA, USA
- Jodi L. Schreiber, Chatham University, Pittsburgh, PA, USA

P3-42. Development of an IPE Curriculum Based on the Core Competencies: Challenges, Opportunities, and Research

- Anthony Goreczny, Chatham University, Pittsburgh, PA, USA
- Jodi Schreiber, Chatham University, Pittsburgh, PA, USA
- Melissa Bednarek, Chatham University, Pittsburgh, PA, USA
- Mary Hertweck, Chatham University, Pittsburgh, PA, USA

P3-43. Inter-Professional and Inter-Institutional Rural Healthcare Track

- David Plundo, Des Moines University, Des Moines, IA, USA

P3-44. Incorporating Basic Sciences into Residency Curriculum using an Inter-professional Grand Rounds Format

- David Plundo, Des Moines University, Des Moines, IA, USA
- Terri Plundo, Des Moines University, Des Moines, IA, USA



- **Donald Matzke**, Des Moines University, Department of Anatomy, Des Moines, IA, USA

P3-45. Interprofessional Case Studies as an Inaugural Interprofessional Education Event

- **Michael Adams**, Campbell University, College of Pharmacy & Health Sciences, Buies Creek, NC, USA
- **Laura R. Gerstner**, Campbell University, College of Pharmacy & Health Sciences, Buies Creek, NC, USA
- **Victoria S. Kaprielian**, Campbell University, School of Osteopathic Medicine, Buies Creek, NC, USA
- **D. Byron May**, Campbell University, College of Pharmacy & Health Sciences, Buies Creek, NC, USA
- **Wesley D. Rich**, Campbell University, College of Pharmacy & Health Sciences, Buies Creek, NC, USA

P3-46. Developing a Longitudinal Interprofessional Curriculum For a New Medical School From The Ground Up.

- **David Trinkle**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA
- **Jennifer Page**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA
- **Richard Vari**, Virginia Tech Carilion, School of Medicine, Roanoke, VA, USA

P3-47. Student Perceptions of Interprofessional Learning in an Interprofessional Capstone Course: A Qualitative Study

- **Leander Sheila**, Saint Louis University, St. Louis, MO, USA
- **Ginge Kettenbach**, Saint Louis University, St. Louis, MO, USA
- **S. Maggie Maloney**, Saint Louis University, St. Louis, MO, USA
- **Irma Ruebling**, Saint Louis University, The Center Interprofessional Education & Research, St. Louis, MO, USA

P3-48. Just a Taste: How to Organize an IPE Day

- **Heather Congdon**, University of Maryland, School of Pharmacy, Rockville, MD, USA
- **Lisa Lebovitz**, University of Maryland, School of Pharmacy, Baltimore, MD, USA
- **Richard Dalby**, University of Maryland, School of Pharmacy, Baltimore, MD, USA
- **Paula Raimondo**, University of Maryland, Health Sciences and Human Services Library, Baltimore, MD, USA

P3-49. Moving Ahead with Interprofessional Education: The Road Taken

- **Kathryn Hayward**, Dalhousie University, Halifax, NS, Canada
- **Shauna Houk**, Dalhousie University, Halifax, NS, Canada
- **Adele Leblanc**, Dalhousie University, Halifax, NS, Canada
- **Kim Hebert**, Dalhousie University, Halifax, NS, Canada

P3-50. Performing Interprofessional Teams: Exploring Performativity Using Applied Theatre

- **Susan Sommerfeldt**, University of Alberta, Faculty of Nursing, Edmonton, AB, Canada
- **Vera Caine**, University of Alberta, Faculty of Nursing, Edmonton, AB, Canada

P3-51. Integrating interprofessional educational into advanced practice health professions curricula

- **Debra Liner**, University of Washington, School of Nursing, Seattle, WA, USA
- **Mayumi Willgerodt**, University of Washington Bothell, Bothell, WA, USA
- **Brenda Zierler**, University of Washington, School of Nursing, Seattle, WA, USA
- **Peggy Odegard**, University of Washington, School of Pharmacy, Seattle, WA, USA
- **Erin Blakeney**, University of Washington, Center for Health Science Interprofessional Education, Research and Practice, Seattle, WA, USA

P3-52. Launching your IPE trajectory: Beginner to champion to leader



- **Jennifer Danielson**, University of Washington, School of Pharmacy, Seattle, WA, USA
- **Mayumi Willgerodt**, University of Washington Bothell, Bothell, WA, USA
- **Brenda Zierler**, University of Washington, School of Nursing, Seattle, WA, USA

P3-53. 'My Electronic Shadow and I'; Using Service Users, Carers and 'Textwall' to Enhance Interprofessional Learning

- **Dora Howes**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Jamie McDermott**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Nichola McLarnon**, Glasgow Caledonian University, Glasgow, Scotland, UK

P3-54. It's Good to Text: Using Text Messaging to Transform the Traditional Large-scale Lecture in Interprofessional Learning

- **Jamie McDermott**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Nichola McLarnon**, Glasgow Caledonian University, Glasgow, Scotland, UK
- **Dora Howes**, Glasgow Caledonian University, Glasgow, Scotland, UK

P3-55. Inter Professional Education: What Does Health Informatics Management, Dental Hygiene And Optometry Has In Common?

- **Sajeesh Kumar**, University of Tennessee Health Science Center, Memphis, TN, USA
- **James Venable**, Southern College of Optometry, Memphis, TN, USA
- **Susan J. Daniel**, Old Dominion University, G. W. Hirschfeld School of Dental Hygiene, Norfolk, VA, USA
- **Rebecca Reynolds**, University of Tennessee Health Science Center, Memphis, TN, USA

P3-56. Comparison of Differing Interprofessional Education Activities to Assess Student Outcomes

- **Leamor Kahanov**, Indiana State University, Terre Haute, IN, USA
- **Lindsey Eberman**, Indiana State University, Terre Haute, IN, USA
- **Kenneth Games**, Indiana State University, Terre Haute, IN, USA

P3-58. Transitioning to Andragogy Model Within Interprofessional Education

- **Lindsey Eberman**, Indiana State University, Terre Haute, IN, USA
- **Leamor Kahanov**, Indiana State University, Terre Haute, IN, USA
- **Kenneth Games**, Indiana State University, Terre Haute, IN, USA

P3-59. Continuing Interprofessional Education for the 21st Century Learner

- **Sharla King**, University of Alberta, Health Sciences Education and Research Commons, Edmonton, AB, Canada
- **Elizabeth Taylor**, University of Alberta, Faculty of Rehabilitation Medicine, Edmonton, AB, Canada
- **Shawn Drefs**, University of Alberta, Faculty of Rehabilitation Medicine, Edmonton, AB, Canada

P3-60. Early learners' perceptions of interprofessionalism

- **Sharla King**, University of Alberta, Health Sciences Education and Research Commons, Edmonton, AB, Canada
- **Heidi Bates**, University of Alberta, Faculty of Agriculture, Life and Environmental Sciences, Edmonton, AB, Canada
- **Sheny Khera**, University of Alberta, Faculty of Medicine and Dentistry, Edmonton, AB, Canada
- **Karen Peterson**, University of Alberta, Faculty of Nursing, Edmonton, AB, Canada

P3-61. Student Reflections: Insights on Interprofessional Team Learning

- **JoAnne Davies**, University of Alberta, Health Sciences Council, Edmonton, AB, Canada
- **Elizabeth Taylor**, University of Alberta, Faculty of Rehabilitation Medicine, Edmonton, AB, Canada



- **Christopher Ward**, University of Alberta, Division of Medical Laboratory Science, Edmonton, AB, Canada
- **Rosemarie Cunningham**, University of Alberta, Division of Medical Laboratory Science, Edmonton, AB, Canada

P3-62. Multi-Institution Collaboration to Develop an Interprofessional Education Video-Based Curriculum: Walking the Talk of Interprofessional Collaboration

- **JoAnne Davies**, University of Alberta, Health Sciences Council, Edmonton, AB, Canada
- **Martie Grant**, Northern Alberta Institute of Technology, Edmonton, AB, Canada
- **Petra Duncan**, University of Alberta, Edmonton, AB, Canada

P3-63. Integrating IPE into "Pre-Professional" Educational Experiences using Case Studies

- **Kenneth Games**, Indiana State University, Terre Haute, IN, USA
- **Lindsey Eberman**, Indiana State University, Terre Haute, IN, USA
- **Leamor Kahanov**, Indiana State University, Terre Haute, IN, USA

P3-64. Institutional Learning About, From and With Each Other for Interprofessional Education Curriculum Implementation

- **Amy Blue**, University of Florida, Gainesville, FL, USA
- **Andrea L. Pfeifle**, University of Kentucky, Lexington, KY, USA
- **Rob Rockhold**, University of Mississippi Medical Center, Jackson, MS, USA
- **James Ballard**, University of Kentucky, Lexington, KY, USA

P3-65. Interprofessional Education Program Development: Lessons from the Trenches

- **Amy Blue**, University of Florida, Gainesville, FL, USA
- **Benjamin Chesluk**, American Board of Internal Medicine, Philadelphia, PA, USA
- **Lisa Conforti**, American Board of Internal Medicine, Philadelphia, PA, USA
- **Eric Holmboe**, Accreditation Council for Graduate Medical Education (ACGME), Chicago, IL, USA

P3-66. Healthcare Professional Student Perspectives about Interprofessional Education

- **Jake Weatherly**, Yale University, School of Medicine, New Haven, CT, USA
- **Eve Colson**, Yale University, School of Medicine, New Haven, CT, USA
- **Gillian Graham**, Yale University, School of Nursing, West Haven, CT, USA
- **Paula Schaeffer**, Yale University, School of Medicine, New Haven, CT, USA

P3-67. What Academic Medical Center Faculty Think about Interprofessional Education of Healthcare Professional Students: A Needs Assessment for Curriculum Development

- **Eve Colson**, Yale University, School of Medicine, New Haven, CT, USA
- **Paula Schaeffer**, Yale University, School of Medicine, New Haven, CT, USA
- **Mary Warner**, Boston University, Boston, MA, USA
- **Jennifer Meyers**, University of Pennsylvania, Perelman School of Medicine, Philadelphia, PA, USA

P3-68. Collaborative Teams2: Team Faculty Development on Collaborative Healthcare Teams

Susan J. Wagner, University of Toronto, Toronto, ON, Canada

- **Denyse Richardson**, University of Toronto / University Health Network, Toronto, ON, Canada
- **Molyn Leszcz**, Mount Sinai Hospital, Department of Psychiatry, Faculty of Medicine, Toronto, ON, Canada

P3-69. Milestones and Entrustable Professional Activities: The Key to Practically Translating Competencies

- **Susan J. Wagner**, University of Toronto, Toronto, ON, Canada
- **Scott Reeves**, University of California San Francisco, San Francisco, CA, USA

P3-70. Teaching Global Health Ethics Using Simulation: An Interprofessional Curriculum



- **Tea Logar**, University of California San Francisco, San Francisco, CA, USA
- **Phuoc Leibold**, University of California San Francisco, San Francisco, CA, USA
- **Marcia Glass**, University of California San Francisco, San Francisco, CA, USA
- **Marwa Shoeb**, University of California San Francisco, San Francisco, CA, USA

P3-71. Faculty Perceptions about Interprofessional Education (IPE) Facilitation Skills

- **Cynthia Beel-Bates**, Grand Valley State University, Kirkhof College of Nursing, Grand Rapids, MI, USA
- **Jeanne Smith**, Grand Rapids Medical Education Partners, Grand Rapids, MI, USA
- **Tracy Christopherson**, Elsevier Clinical Solutions, Grand Rapids, MI, USA

P3-72. A Dialogal Investigation of Becoming an IPE Facilitator

- **Joan Borst**, Grand Valley State University, Grand Rapids, MI, USA
- **Courtney Karasinski**, Grand Valley State University, College of Health Professions, Grand Rapids, MI, USA
- **Russell Wallsteadt**, Grand Valley State University, Grand Rapids, MI, USA
- **Cynthia Beel-Bates**, Grand Valley State University, Kirkhof College of Nursing, Grand Rapids, MI, USA

P3-73. Developing a course in interprofessional education— A process view

- **Cynthia Beel-Bates**, Grand Valley State University, Kirkhof College of Nursing, Grand Rapids, MI, USA
- **Courtney Karasinski**, Grand Valley State University, College of Health Professions, Grand Rapids, MI, USA
- **Joan Borst**, Grand Valley State University, Grand Rapids, MI, USA
- **Elaine VanDoren**, Grand Valley State University, Grand Rapids, MI, USA

P3-74. Identifying Needs and Opportunities for Faculty Development in Interprofessional Education

- **Susan Johnson**, Virginia Commonwealth University, School of Nursing, Richmond, VA, USA
- **Sharon K. Lanning**, Virginia Commonwealth University, Richmond, VA, USA
- **Colleen Lynch**, Virginia Commonwealth University, Richmond, VA, USA
- **Emily Peron**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA

P3-75. Richmond Global Health Alliance: Utilizing Diverse Professionals and Students in Building a Successful Global Health Project in Peru

- **Emily Peron**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA
- **Sean Byrne**, Hancock, Daniel, Johnson & Nagle, P. C., Richmond, VA, USA
- **Sean McKenna**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA
- **Ranya Abi-Falah**, Virginia Commonwealth University, School of Medicine, Richmond, VA, USA

P3-76. Establishing a Turkish Interprofessional Education (TIPE) group and promote the innovative Interdisciplinary Learning (IPL) programmes at newly establish Turkish Universities.

- **Sezer Domac**, World Health Organisation-International Expert (Turkey), Turkey
- **Ali Yildirim**, De Montfort University, Leicester, UK
- **Fatih Sobaci**, University of Leicester, Leicester, UK
- **Pinar Soydas**, University of Leicester, Leicester, UK
- **Turkan Ozkent**, University of Leicester, Leicester, UK

P3-77. Does a Portfolio of students reflections demonstrate learning towards obtaining interprofessional competence at pre-registration level?

- **Sezer Domac**, World Health Organisation-International Expert (Turkey), Turkey
- **Elizabeth Anderson**, University of Leicester, Leicester, UK
- **Jenny Ford**, De Montfort University, Leicester, UK



P3-78. Interprofessional Education in the Classroom: Peer review as a quality improvement initiative

- **Carrie Krekoski-De Palma**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Lynda Eccott**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Elsie Tan**, University of British Columbia, School of Nursing, Vancouver, BC, Canada

P3-79. Student Led Community Service Learning (CSL) Initiatives: Building an infrastructure to support and sustain interprofessional learning and authentic community engagement

- **Carrie Krekoski-De Palma**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

P3-80. A Longitudinal Study of Students' Perceptions of Health Profession Groups: Exploring the Impact of Interprofessional Education on Stereotypes

- **Carolyn Giordano**, Thomas Jefferson University, Philadelphia, PA, USA
- **Barret Michalec**, University of Delaware, Newark, DE, USA
- **Sokha Koeuth**, Thomas Jefferson University, Philadelphia, PA, USA
- **Christine Arenson**, Thomas Jefferson University, Philadelphia, PA, USA
- **Elizabeth Speakman**, Thomas Jefferson University, Philadelphia, PA, USA

P3-81. The Maryland Eastern Shore Collaboration for Interprofessional Education (ESCIPE) Experience

- **Hoai-An Truong**, University of Maryland Eastern Shore (UMES), School of Pharmacy, Princess Anne, MD, USA
- **Katherine Hinderer**, Salisbury University, Department of Nursing, Salisbury, MD, USA
- **Adriana Guerra**, Salisbury University, Respiratory Therapy Program, Salisbury, MD, USA

P3-82. An Interprofessional Approach and Multiple Academic-Community Partnerships for Providing Health Education and Improving Medication Safety in Underserved Clinics

- **Hoai-An Truong**, University of Maryland Eastern Shore (UMES), School of Pharmacy, Princess Anne, MD, USA
- **Rosemary Botchway**, Primary Care Coalition of Montgomery County, Silver Spring, MD, USA
- **Diem-Thanh (Tanya) Dang**, Primary Care Coalition of Montgomery County, Silver Spring, MD, USA

P3-83. A realist evaluation of IPL: lessons learnt for moving forward

- **Jennifer Newton**, Monash University, Clayton, Victoria, Australia
- **Brett Williams**, Monash University, Clayton, Victoria, Australia
- **Fiona Kent**, Monash University, Clayton, Victoria, Australia
- **Michelle Leech**, Monash University, Clayton, Victoria, Australia

P3-84. Walking the talk: coming together for IPE

- **Jennifer Newton**, Monash University, Clayton, Victoria, Australia
- **Brett Williams**, Monash University, Clayton, Victoria, Australia
- **Fiona Kent**, Monash University, Clayton, Victoria, Australia
- **Mollie Burley**, Monash University, Latrobe Community Health Services, Clayton, Victoria, Australia

P3-85. A multi-institutional analysis of Australian undergraduate paramedic students' attitudes towards interprofessional learning and cooperation: A two-year study

- **Brett Williams**, Monash University, Clayton, Victoria, Australia

P3-86. Social Media and Interprofessional Education: A Way to Connect Students Across Professions?

- **Adam Reid**, Memorial University of Newfoundland, Centre for Collaborative Health Professional Education, St. John's, NL, Canada



- **Olga Heath**, Memorial University of Newfoundland, Centre for Collaborative Health Professional Education, St. John's, NL, Canada

P3-87. Interprofessional Skills Training: An innovative approach to building collaborative skills through interprofessional education in pre-licensure health/social care students.

- **Carolyn Sturge Sparkes**, Memorial University of Newfoundland, Faculty of Medicine, St. John's, NL, Canada
- **Caroline Porr**, Memorial University of Newfoundland, School of Nursing, St. John's, NL, Canada
- **Adam Reid**, Memorial University of Newfoundland, Centre for Collaborative Health Professional Education, St. John's, NL, Canada
- **Erin Davis**, Memorial University of Newfoundland, School of Pharmacy, St. John's, NL, Canada

P3-88. Longitudinal Analysis of Interprofessional Education: Many programs, many stories.

- **Valerie Ball**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Lynda Eccott**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Christie Newton**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

P3-89. Extrinsic and Intrinsic Elements that may Impact Students' Perceptions of and Willingness to Internalize Interprofessional Education Program Goals

- **Barret Michalec**, University of Delaware, Newark, DE, USA
- **Carolyn Giordano**, Thomas Jefferson University, Philadelphia, PA, USA
- **Brandie Pugh**, University of Delaware, Newark, DE, USA
- **Christine Arenson**, Thomas Jefferson University, Philadelphia, PA, USA
- **Elizabeth Speakman**, Thomas Jefferson University, Philadelphia, PA, USA

Saturday, June 7th from 3:30pm to 4:30pm

Poster Session 4

P4-1. The ICF (International Classification of Functioning, Disability and Health) as a tool to promote collaboration readiness in interdisciplinary teams

- **Olaf Kraus de Camargo**, McMaster University, CanChild Research Institute for Childhood Disability, Hamilton, ON, Canada
- **Nora Fayed**, University Health Network, Toronto, ON, Canada

P4-2. Medication Reconciliation: Will the Real Medication List Please Stand Up?

- **Zachary Marcum**, University of Pittsburgh, Pittsburgh, PA, USA
- **Anne Kisak**, UPMC, Benedum Geriatrics at Magee-Womens Hospital, Pittsburgh, PA, USA
- **Neil M. Resnick**, University of Pittsburgh / UPMC, Pittsburgh, PA, USA

P4-3. A Collaboration Ready Workforce: The LHCH Healthcare Assistant Pathway

- **Steven Colfar**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK
- **Aaron Isted**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK
- **David Foulkes**, Liverpool Heart and Chest Hospital, NHS Foundation Trust, Liverpool, England, UK

P4-4. Implementation of a Behavioral Health Interdisciplinary Program



- **Eun Ha Kim**, VA Tennessee Valley Healthcare System, Alvin C. York VAMC, Murfreesboro, TN, USA
- **Jennifer Easterling**, VA Tennessee Valley Healthcare System, Alvin C. York VAMC, Murfreesboro, TN, USA
- **Erin Patel**, VA Tennessee Valley Healthcare System, Alvin C. York VAMC, Murfreesboro, TN, USA
- **Rebecca J. Rossello-Pate**, VA Tennessee Valley Healthcare System, Alvin C. York VAMC, Murfreesboro, TN, USA

P4-5. Evaluating the Financial Sustainability of the Richmond Health and Wellness Program

- **Ross K. Airington**, Virginia Commonwealth University, Office of Health Innovation, Richmond, VA, USA
- **Leland Waters**, Virginia Commonwealth University, Richmond, VA, USA
- **Paul E. Mazmanian**, Virginia Commonwealth University, Richmond, VA, USA
- **Kelechi C. Ogonna**, Virginia Commonwealth University, School of Pharmacy, Richmond, VA, USA

P4-6. Team building training – Facilitating Interprofessional teams – a continuing process for quality of care

- **Uffe Hylin**, Karolinska Institutet, Stockholm, Sweden
- **Margaretha Forsberg Larm**, Karolinska Institutet, Stockholm, Sweden
- **Sari Ponzer**, Karolinska Institutet and Södersjukhuset, Dept of Orthopaedics, Stockholm, Sweden
- **Marie Sjöstedt**, Karolinska Institutet and Södersjukhuset, Stockholm, Sweden

P4-7. Validation of the IEPS: A Swedish translated version

- **Sari Ponzer**, Karolinska Institutet and Södersjukhuset, Dept of Orthopaedics, Stockholm, Sweden
- **Marie Sjöstedt**, Karolinska Institutet and Södersjukhuset, Stockholm, Sweden
- **Susanne Kalén**, Karolinska Institutet and Stockholm County Council, Stockholm, Sweden
- **Hanna Lachmann**, Karolinska Institutet and Sophiahemmet University, Stockholm, Sweden

P4-8. Interprofessional collaboration in the community: An education and museum partnership

- **Nancy Baker**, University of Pittsburgh, Pittsburgh, PA, USA
- **Joanne Baird**, University of Pittsburgh, Pittsburgh, PA, USA
- **Denise Chisholm**, University of Pittsburgh, Pittsburgh, PA, USA

P4-10. An Interprofessional Falls Assessment Clinic Model to Develop Collaborative Team Skills among Health Professional Students

- **Brooke Salzman**, Thomas Jefferson University, Philadelphia, PA, USA
- **Emily Hajjar**, Thomas Jefferson University, Philadelphia, PA, USA

P4-11. Role Clarification: A Study of its Process and Measurement for Interprofessional Client-Centred Care

- **Dianne Allen**, University of Western Ontario, London, ON, Canada
- **Carole Orchard**, Western University, London, ON, Canada
- **Marilyn Evans**, University of Western Ontario, London, ON, Canada
- **Eunice Gorman**, University of Western Ontario, London, ON, Canada
- **Mickey Kerr**, University of Western Ontario, London, ON, Canada

P4-12. Improving quality and reducing costs: how digital storytelling is transforming health and social care

- **Pip Hardy**, Pilgrims Project Ltd, Cambridge, England, UK
- **Tony Sumner**, Pilgrims Project Ltd, Cambridge, England, UK

P4-13. Home Visiting Teams: An Interprofessional Collaborative Practice Pilot Program

- **Barbara Richardson**, Washington State University, Spokane, WA, USA



P4-14. Curriculum Redesign the in the Entry-Level Professional Physical Therapy Program: Teaching Students to put Evidence into Practice

- **Anthony Delitto**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **James Irrgang**, University of Pittsburgh, Department of Orthopedic Surgery, Pittsburgh, PA, USA
- **M. Kathleen Kelly**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **Joel Stevans**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **Debora L. Miller**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA

P4-15. The Student Health Center: A Novel Interprofessional Training Program for Second Year Doctor of Physical Therapy Students

- **Lynn Fitzgerald**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **Joel Stevans**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA
- **Anthony Delitto**, University of Pittsburgh, Department of Physical Therapy, Pittsburgh, PA, USA

P4-16. The Relationship Between Profession Groups and Value for IPEC Competencies in IPP

- **Christine Conroy**, Midwestern University, Downers Grove, IL, USA
- **Judith Stoecker**, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P4-17. Interprofessional Education at Kingston General Hospital

- **Cynthia Phillips**, Kingston General Hospital, Kingston, ON, Canada

P4-18. Screening, Brief Intervention, and Referral to Treatment (SBIRT) of Substance Use for Interprofessional Groups of Anesthesia Students (InGAS)

- **Ann M. Mitchell**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Michael Neft**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **John M. O'Donnell**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA
- **Kathy Puskar**, University of Pittsburgh, School of Nursing, Pittsburgh, PA, USA

P4-19. Enhancing Clinical Field Placements: An Interprofessional Consulting Team

- **Nichole Ammon**, Northeast Ohio Medical University, Best Practices in Schizophrenia Treatment (BeST) Center, Rootstown, OH, USA
- **Sara Dugan**, Northeast Ohio Medical University, Rootstown, OH, USA
- **Ron Rett**, National Alliance on Mental Illness (NAMI) Summit County, Akron, OH, USA
- **Lon C. Herman**, Northeast Ohio Medical University, Best Practices in Schizophrenia Treatment (BeST) Center, Rootstown, OH, USA

P4-20. Measuring up: a critical appraisal of psychometric instruments to measure outcomes of interprofessional education in pre-qualification health sciences students

- **Matthew Oates**, La Trobe University, Melbourne, Victoria, Australia
- **Megan Davidson**, La Trobe University, Melbourne, Victoria, Australia

P4-21. Interprofessional Education Workshop in Stroke Rehabilitation

- **Leesa Dibartola**, Duquesne University, Department of Physical Therapy, Pittsburgh, PA, USA
- **Elizabeth D. Deiuliis**, Duquesne University, Department of Occupational Therapy, Pittsburgh, PA, USA
- **Paula Turocy**, Duquesne University, Department of Athletic Training, Pittsburgh, PA, USA
- **Sarah Wallace**, Duquesne University, Department of Speech Language Pathology, Pittsburgh, PA, USA

P4-22. Achieving Interprofessional Education Competencies within the Electronic Health Record using an Online and Situated Learning Intervention

- **Kimberly Hoggatt Krumwiede**, University of Texas Southwestern Medical Center, Dallas, Texas, USA



- **Roopali Gupta**, University of California San Diego, School of Medicine, San Diego, CA, USA
- **Susan Simpkins**, University of Texas Southwestern Medical Center, Dallas, Texas, USA
- **Jennie Hocking**, University of Texas Southwestern Medical Center, Dallas, Texas, USA
- **Bernadette Latson**, University of Texas Southwestern Medical Center, Dallas, Texas, USA

P4-23. Development of a Grading Rubric to Assess Interprofessional Pain Management Skills

- **Jeanne Erickson**, University of Virginia, Charlottesville, VA, USA
- **Valentina Brashers**, University of Virginia, Charlottesville, VA, USA
- **Jennifer Marks**, University of Virginia, Charlottesville, VA, USA
- **John Owen**, University of Virginia, Charlottesville, VA, USA

P4-24. Certificate in Collaborative Practice for Health Professionals: A Comprehensive Continuing Interprofessional Professional Development Program

- **Victoria Wood**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada
- **Cristine Urquhart**, Change Talk Associates, Vancouver, BC, Canada
- **Deena Boeck**, University of British Columbia, Vancouver, BC, Canada
- **Lesley Bainbridge**, University of British Columbia, College of Health Disciplines, Vancouver, BC, Canada

P4-25. Achieving Healthcare Professionalism (AHP) Of New Healthcare Providers: The Development and Implementation of The AHP APP Mobile Learning Device

- **Diane Dodd-McCue**, Virginia Commonwealth University, Department of Patient Counseling, Richmond, VA, USA
- **Dianne F. Simons**, Virginia Commonwealth University, Department of Occupational Therapy, Richmond, VA, USA
- **Emily M. Hill**, Virginia Commonwealth University, Department of Clinical Lab Sciences, Richmond, VA, USA

P4-26. Patient/Client Empowerment: Teaching Students this Critical Interprofessional Responsibility

- **Sylvia Langlois**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Sharon Gabison**, University of Toronto, Toronto, ON, Canada
- **Eileen McKee**, University of Toronto, Factor-Inwentash Faculty of Social Work, Toronto, ON, Canada
- **Joanne Louise**, University of Toronto, Lawrence Bloomberg Faculty of Nursing, Toronto, ON, Canada

P4-27. Linking process and outcomes: a journey in living what we teach

- **Maria Tassone**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Sylvia Langlois**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Mandy Lowery**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Kathryn Parker**, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

P4-28. Creating an Interprofessional Learning Environment on a Geriatric Palliative Care Unit

- **Cindy Grief**, Baycrest, Toronto, ON, Canada
- **Mandy Lowe**, University Health Network, Toronto, ON, Canada
- **Mark Rootenberg**, Baycrest, Toronto, ON, Canada
- **Shoshanna Campbell**, Baycrest, Toronto, ON, Canada



P4-29. Interprofessional Education as a means for Enhancing Dignity on a Geriatric Palliative Care Unit

- **Cindy Grief**, Baycrest, Toronto, ON, Canada
- **Shoshanna Campbell**, Baycrest, Toronto, ON, Canada
- **Mark Rootenberg**, Baycrest, Toronto, ON, Canada
- **Mandy Lowe**, University Health Network, Toronto, ON, Canada

P4-30. Double Dose: An Interprofessional Education Curriculum Faculty Development Strategy for Facilitation

- **Susan J. Wagner**, University of Toronto, Toronto, ON, Canada
- **Mandy Lowe**, University Health Network, Toronto, ON, Canada

P4-31. Collaborative Academic Practice Innovation and Research Fellowship Program: Building Interprofessional Leadership Capacity at the Point of Care

- **Carolyn Plummer**, University Health Network, Toronto, ON, Canada
- **Paula Rowland**, University Health Network, Toronto, ON, Canada

P4-32. Tracing Patient Centered Care Citations Across the Professions over the Past 67 Years

- **Paula Rowland**, University of Toronto, Toronto, ON, Canada
- **Simon Kitto**, University of Toronto, Continuing Professional Development, Toronto, ON, Canada

P4-33. Educating Interprofessional Teams to Support Point-of-Care Research in Health Systems

- **Paula Rowland**, University of Toronto, Toronto, ON, Canada
- **Helen Kelly**, University Health Network, Toronto, ON, Canada
- **Brenda Ridley**, University Health Network, Toronto, ON, Canada

P4-35. Integrating Interprofessional Education With Uniprofessional Curricula: Strategies and Learnings from Speech-Language Pathology

- **Susan J. Wagner**, University of Toronto, Toronto, ON, Canada

P4-36. Interprofessional Education during an International Medical Mission

- **Karen Arscott**, The Commonwealth Medical College, Scranton, PA, USA

P4-37. A Required Interprofessional Clerkship for Fourth Year Medical Students at The Commonwealth Medical College.

- **Karen Arscott**, The Commonwealth Medical College, Scranton, PA, USA
- **Kathleen Provinzano**, Drexel University, Philadelphia, PA, USA
- **Edward Foote**, Wilkes University, Wilkes-Barre, PA, USA

P4-38. A novel health care professional-shadowing initiative for senior medical students

- **Daniel Shafran**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada
- **Lisa Richardson**, University of Toronto, HoPingKong Centre for Excellence in Education and Practice, Toronto, ON, Canada
- **Mark Bonta**, University of Toronto, Centre for Interprofessional Education, Toronto, ON, Canada

P4-39. Using university-jail partnership to create opportunities for Interprofessional Team-based Learning

- **Kerry Dunn**, University of New England, School of Social Work, Portland, ME, USA
- **Shelley Cohen Konrad**, University of New England, Portland, ME, USA

P4-40. Campus to Community Partnerships: Building Interprofessional Collaborative Practice Learning Experiences

- **Shelley Cohen Konrad**, University of New England, Portland, ME, USA
- **Daniel Mickool**, University of New England, Portland, ME, USA
- **Andrea Abrell**, Maine Dartmouth Family Medicine Institute, Augusta, ME, USA
- **Susan St. Pierre**, University of New England, Portland, ME, USA



P4-41. Integrated Experiential Continuing Education to Enhance Collaborative Practice

- **Sharla King**, University of Alberta, Health Sciences Education and Research Commons, Edmonton, AB, Canada
- **Tara Hatch**, University of Alberta, Edmonton, AB, Canada
- **Joe MacPherson**, University of Alberta, Edmonton, AB, Canada
- **Jana Lait**, Workforce Research and Evaluation, Alberta Health Services, Calgary, AB, Canada

P4-42. Simulation Blitz Impacts Collaborative Practice Readiness

- **Sharla King**, University of Alberta, Health Sciences Education and Research Commons, Edmonton, AB, Canada
- **Dawn Ansell**, NorQuest College, Edmonton, AB, Canada
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P4-43. Exploring the Development and Sustainability of a Student-Led Interprofessional University Clinic in the Context of Communities of Practice

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P4-44. A Novel Financial Education Program in Single Women of Low-Income and Their Children

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P4-45. Fall Risk Assessments: Unique Opportunities for Interprofessional Health Science Students

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- **Kathy Flecky**, Creighton University, School of Pharmacy and Health Professions, Omaha, NE, USA

P4-46. The Interprofessional Pediatric Advocacy Program

- **Natalie Bachynsky**, The University of Texas Medical Branch, School of Nursing, Galveston, TX, USA
- **Mary O'Keefe**, The University of Texas Medical Branch, School of Nursing, Galveston, TX, USA

P4-48. Replication of an Interprofessional Error Disclosure Module at Three Health Science

Universities: Lessons Learned

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- **Erin Blakeney**, University of Washington, Center for Health Science Interprofessional Education, Research and Practice, Seattle, WA, USA
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- **Trisha Mason**, University of New England, Portland, ME, USA
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P4-50. Aligning Student Service Learning Opportunities with Developing Community Engagement Programs: The Healthy Columbia Campaign

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- **Christopher Goodman**, University of South Carolina, Columbia, SC, USA



- Terri Jowers, Healthy Columbia, Columbia, SC, USA

P4-51. Building Leadership: The Impact and Importance of Multi-disciplinary Health Fellowships for graduate students

- Nancy Zionts, Jewish Healthcare Foundation, Pittsburgh, PA, USA

P4-52. Interprofessional Health Education Gives a Meaningful Voice to Gen-Silent Elders

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P4-54. Interprofessional Education at the IWK Health Centre: A Redesign of Structures & Processes

- Heather Simmons, IWK Health Centre, Halifax, NS, Canada
- Rob Martell, IWK Health Centre, Halifax, NS, Canada
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P4-55. Interprofessional Simulation in the Pediatric Emergency Department at the IWK Health Centre

- Heather Simmons, IWK Health Centre, Halifax, NS, Canada

P4-56. How To Weave Culture Into An Interprofessional Course

- Cilvia Henderson, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- Marilyn Hanson, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA
- Susan Tappert, Rosalind Franklin University of Medicine and Science, North Chicago, IL, USA

P4-57. Excellence in Interprofessional Health Care – an elective activity for students at Rosalind Franklin University of Medicine and Science

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P4-58. Perceptions of Pharmacy Students, Pharmacists and Pharmacy Faculty in Qatar to Interprofessional Education and Collaborative Practice

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- Sundari Joseph, Robert Gordon University, Aberdeen, Scotland, UK
- Maguy El Hajj, Qatar University, Doha, Qatar

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- Jane Grover, Council on Access, Prevention & Interprofessional Relations/ADA, Chicago, IL, USA

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P4-61. An Evaluation of a Student-Run Interprofessional Clinic.



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- **Tom Shakespeare**, University of East Anglia, Norwich, Norfolk, UK
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P4-64. Interprofessional Student Placements in Subacute Care

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- **Jenny Langley**, Western Australia Training Centre in Subacute Care, Shenton Park, Western Australia, Australia
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- **Kate Duncanson**, Curtin University, School of Occupational Therapy and Social Work, Perth, Western Australia, Australia

P4-66. IPE Symposium on QI: A Model for Collaborative Professional Education

- **Beth Chiariello**, Touro College, New York, NY, USA
- **Nathan Boucher**, Touro College, School of Health Sciences, New York, NY, USA
- **Rivka Molinsky**, Touro College, New York, NY, USA

P4-67. “I’m going to get personal with you”: Guidance for Interprofessional Practice & Education from an Urban Community

- **Nathan Boucher**, Touro College, School of Health Sciences, New York, NY, USA

P4-68. Exploring Interprofessional Practice in Rehabilitation Education Through Service Learning

- **Pamela Toto**, University of Pittsburgh, Department of Occupational Therapy, Pittsburgh, PA, USA

P4-69. Practice-based interprofessional education for health and social care students– a review of the evidence

- **Barbara Maxwell**, A. T. Still University, Mesa, AZ, USA

P4-70. Development of an IPE Elective for ATSU-SOMA Community Health Center Sites

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- **Barbara Maxwell**, A. T. Still University, Mesa, AZ, USA
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P4-71. Interprofessional Care Access Network (I-CAN): Clinical Education in Underserved Neighborhoods

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- **Jennifer Boyd**, Oregon Health & Science University, Portland, OR, USA
- **Tanya Ostrogorsky**, Oregon Health & Science University, Portland, OR, USA

P4-72. Outcomes of the Faculty and Student Evaluation of the Year 1 Curriculum: Foundations of Interprofessional Education

- **Tanya Ostrogorsky**, Oregon Health & Science University, Portland, OR, USA

P4-73. Preparing for Effective Patient Transitions: A Collaborative Transitional Practicum

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- **Joanne Roy**, Midstate Medical Center, The Hospital of Central Connecticut, Meriden, CT, USA
- **Angela Carrano**, Quinnipiac University, Hamden, CT, USA

P4-74. Students' views of service users/patients and carers leading interprofessional education

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- **Elizabeth Anderson**, University of Leicester, Leicester, UK

P4-75. Practice-based interprofessional learning for medical and pharmacy students to ensure safe prescribing in the elderly

- **Neena Lakhani**, De Montfort University, Leicester School of Pharmacy, Leicester, UK
- **Elizabeth Anderson**, University of Leicester, Leicester, UK
- **Susanne Dawson**, University Hospitals Leicester, Leicester, UK

P4-76. "Reaching our potential": The impact of postgraduate interprofessional education (IPE)

- **Caroline Morris**, University of Otago Wellington, Wellington, New Zealand
- **Eileen McKinlay**, University of Otago Wellington, Wellington, New Zealand
- **Sue Pullon**, University of Otago Wellington, Wellington, New Zealand

P4-77. Health professional degree programmes: governance and opportunities for interprofessional education in NZ

- **Sue Pullon**, University of Otago Wellington, Wellington, New Zealand
- **Eileen McKinlay**, University of Otago Wellington, Wellington, New Zealand

P4-78. Enhancing Reflective Writing in IPE Learning Activities Using Small Group Review Sessions

- **Sharona Kanofsky**, University of Toronto, Physician Assistant Program, Toronto, ON, Canada
- **John Shea**, Northern Ontario School of Medicine, Thunder Bay, ON, Canada

P4-80. The application of Clinical Simulation Practice to improve interprofessional collaboration in real life professional practice

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- **Helen Harrison**, Fanshawe College, London, ON, Canada
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P4-81. Interprofessional Education Course Assignment: Undergraduate Students Perspectives' about Caring Responses and Decision-Making Skills related to Patient-Centered Care

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P4-82. The effectiveness and challenges of a joint project in interprofessional education

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- **Osamu Hosoya**, Josai University, Sakado, Saitama, Japan



- Sachiko Takahashi, Saitama Medical University, Iruma, Saitama, Japan

P4-83. The Virtual Community Clinic Learning Environment: A Web-Based Approach to Interprofessional Education

- Pamela Reis, East Carolina University, College of Nursing, Greenville, NC, USA

P4-84. Impact of Patients as Co-Educators in Collaborative Practice IPE Workshops at Université de Montréal (UdeM)

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- Vincent Dumez, Université de Montréal, Faculty of Medicine, Montréal, QC, Canada
- Isabelle Brault, Université de Montréal, Montréal, QC, Canada

P4-85. Implementation of Interprofessionnal Learning Activities in Professional Disciplinary Practicum: Barriers and facilitators

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- Louise St-Denis, Université de Montréal, Montréal, QC, Canada
- Paule Lebel, Université de Montréal, Montréal, QC, Canada

P4-86. CONVERGENCE: The iterative development and implementation of a first-year curriculum for interprofessional learning in a health science center

- Kimberly Krumwiede, University of Texas Southwestern Medical Center, Dallas, Texas, USA
- Angela Mihalic, University of Texas Southwestern Medical Center, Dallas, Texas, USA
- Kristine Kamm, University of Texas Southwestern Medical Center, Dallas, Texas, USA

P4-87. Teaching and Education Achieving Collaboration among Health Professionals: The TEACH Study

- Giavanna Russo-Alvarez, Cleveland Clinic, Cleveland, OH, USA
- Patricia Klatt, UPMC St. Margaret, Pittsburgh, PA, USA
- Stephen Wilson, UPMC St. Margaret, Pittsburgh, PA, USA

P4-88. Enhancing participation in structured Interprofessional Education clinical experiences for students and staff: A theme-based approach

- Debbie Rolfe, University Health Network, Toronto, ON, Canada
- Tracy Paulenko, University Health Network, Toronto, ON, Canada
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