An American–Canadian Dialogue
on Interprofessional Health Education

Collaborating Across Borders

October 24 - 26, 2007
University of Minnesota
Academic Health Center
Twin Cities Campus
Minneapolis, Minnesota

Welcome to

Collaborating Across Borders

An American–Canadian Dialogue on Interprofessional Health Education

October 24 - 26, 2007
University of Minnesota
Academic Health Center
Twin Cities Campus
Minneapolis, Minnesota

Table of Contents

Welcome Letters	1-4
Planning Committee	5
Sponsors, Supporters, and Endorsers	6
Welcome to the Twin Cities	7
Special Events	8
Hotel, Canadian Consulate, Registration, and Display Information	9
Maps	10
Events Around Town	11
Message Board and CEUs	12
Other Important Notes	13
Conference Goals	14
Track Descriptions	14-15
Conference Schedule	16-30
Track Schedule	31-33
Schedule at a Glance	34-35
Breakfast Sessions	36
Reception and Dinner	37
DeWitt C. Baldwin, Jr. Recognition	38
Poster Session	39-40
Facilitated Dialogue	41
Plenary Speaker Biographies	42-44
Upcoming Meetings	45

Consulate General of Canada | Consulat général du Canada

October 24, 2007

Welcome to Minnesota, one of the world's leading locations for innovation in the health industry.

We are delighted that the first Interprofessional Health Education Conference in the United States is being held here in Minnesota. As a border state, the Canada–U.S. relationship is especially important. The collaboration achieved during this event will further increase the excellent association that our two countries enjoy, for which we offer you our gratitude and commendations.

Canada and the United States compose the world's largest and most comprehensive trade relationship. Last year, bilateral merchandise trade between the two countries amounted to US $489 Billion and supported 7.1 million U.S. jobs. Our mutual successes have been achieved thanks to the strong ties we have both worked so diligently to develop. Your participation in this conference will directly result in our countries' interconnection flourishing for years to come.

The Consulate General of Canada in Minneapolis would particularly like to welcome those who will be representing Canada at this event. We sincerely hope you enjoy your visit to Minnesota and relish the opportunity to develop and promote collegial relationships with your U.S. counterparts. The state is renowned for offering a warm welcome to guests and we are sure you will find this evident during your stay.

Thank you again to all participants for your efforts and leadership in this field.

Welcome,

Kim Perry Butler
Consul General of Canada

Canada

STATE OF MINNESOTA

Office of Governor Tim Pawlenty

130 State Capitol ♦ 75 Rev. Dr. Martin Luther King Jr. Boulevard ♦ Saint Paul, MN 55155

October 24, 2007

Greetings!

On behalf of the State of Minnesota, I would like to welcome you to the Interprofessional Health Education (IPE) Conference.

This week's conference, the first of its kind to be held in the United States, presents the opportunity for participants from different states and countries to gather together to learn about the newest developments in health care. Through presentations, guest speakers, and sessions, you will learn about the importance of interdisciplinary collaboration while meeting other professionals who share in your commitment to interprofessional education and collaboration.

For those of you visiting from out of town, we hope you enjoy your stay in the Twin Cities. We invite you to explore the area's superior shopping, fine hotels, world-class restaurants, and variety of attractions.

Again, welcome to Minnesota. I hope your conference proves to be both informative and productive.

Warmest regards,

Tim Pawlenty
Governor

Voice: (651) 296-3391 or (800) 657-3717 Fax: (651) 296-2089 TDD: (651) 296-0075 or (800) 657-3598
Web site: http://www.governor.state.mn.us An Equal Opportunity Employer
Printed on recycled paper containing 15% post consumer material

Collaborating Across Borders
www.ipe.umn.edu

University of Minnesota Academic Health Center
Office of the Senior Vice President for Health Sciences
501 MMC, 420 Delaware Street SE
Minneapolis, MN 55455

October 24, 2007

Dear Conference Presenters and Attendees:

On behalf of the entire planning committee of the "Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education" conference, we welcome you to the Twin Cities of Minneapolis and St. Paul, Minnesota. We are pleased to have you with us during this exciting time of ground-breaking collaboration.

Months of planning are culminating with this truly collaborative interprofessional event that will showcase best practices, evidence, outcomes and lessons learned in the field of interprofessional health education across the United States and Canada, as well as the UK and Australia. Our major goal for this conference was to set the stage to ask the "tough questions" about interprofessional education. Over the coming days, we are confident the program will do just that.

A special thanks to the conference planning committee and the many contributions that helped to make this event a reality. We look forward to the beginning of a rich and enduring dialogue across national borders, and continuing the conversation in Halifax May 27-29, 2009.

Sincerely,

Barbara F. Brandt, PhD
Assistant Vice President for Education
Academic Health Center
University of Minnesota

John Gilbert, PhD
CIHC Project Lead
Principal and Professor Emeritus
University of British Columbia

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Academic Health Center
Office of the Senior Vice President for Health Sciences

Mayo Mail Code 501
420 Delaware Street S.E.
Minneapolis, MN 44344-0374

612-626-3700
Fax: 612-626-2111

Offices located at:
410 ChRC
426 Church Steet S.E.
Minneapolis, MN 55455-0374

October 24, 2007

Dear Conference Attendees:

On behalf of the University of Minnesota's Academic Health Center, I'm very pleased to welcome you to "Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education".

Our University has a long-standing commitment to interprofessional education as part of our core mission. In 2006, we extended that commitment through the founding of our Center for Interprofessional Education, designed to further support our faculty, staff and students in developing, integrating, and evaluating interprofessional education across the health science disciplines and in practice.

The University is honored to serve as the inaugural host of this North American dialogue. I'm certain it will be an engaging and productive dialogue as well as the beginning of a long-term, cross border collaboration.

Sincerely,

Frank B. Cerra, MD
Senior Vice President for Health Sciences
McKnight Presidential Leadership Chair

Planning Committee Members

- DeWitt "Bud" Baldwin, MD, ScD(hon), Accreditation Council for Graduate Medical Education
- Phil Clark, PhD, University of Rhode Island
- Maria Clay, PhD, Brody School of Medicine, East Carolina University
- Doyle "Skip" Cummings, PharmD, FCP, FCCP, Brody School of Medicine, East Carolina University
- David Garr, MD, Medical University of South Carolina
- John Gilbert, PhD, University of British Columbia
- Caroline Goulet, PT, PhD, Creighton University
- Susan Grover, PhD, RN, College of Nursing, East Tennessee State
- Ruby Grymonpre, PharmD, FCSHP, University of Manitoba
- Les Hall, MD, School of Medicine, University of Missouri
- Robin Harvan, EdD, School of Medicine, University of Colorado
- Juliet Ho, College of Health Disciplines, University of British Columbia
- Steve Hoffman, National Health Sciences Students' Association
- Denise Holmes, JD, MPH, Association of Academic Health Centers
- Kevin Lyons, PhD, College of Health Professions, Thomas Jefferson University
- Ruth Margalit, MD, College of Public Health, University of Nebraska Medical Center
- Kathy McGuinn, MSN, RN, CPHQ, American Association of Colleges of Nursing
- Jennifer Medves, RN, PhD, Queen's University
- Susan Meyer, PhD, School of Pharmacy, University of Pittsburgh
- Pam Mitchell, RN, PhD, FAAN, FAHA, School of Nursing, University of Washington
- Sue Offutt, PhD, School of Medicine and Health Sciences, University of North Dakota
- Carole Orchard, PhD, University of Western Ontario
- Brenda Sawatzky-Girling, Canadian Interprofessional Health Collaborative
- Mattie Schmitt, PhD, RN, FAAN, FNAP, School of Nursing, University of Rochester
- Joesephine Skrtic, University of Toronto
- Hassan Soubhi, MD, PhD, Université de Sherbrooke
- Tony Suchman, MD, MA, FACP, Relationship Centered Health Care

Members from the University of Minnesota

Karyn Baum, MD, MSEd, Medical School

Jim Beattie, MLIS, Health Sciences Library

Judy Beniak, RN, MPH, AHC Office of Education

Judith Buchanan, DMD, PhD, School of Dentistry

Rod Carter, PharmD, College of Pharmacy

Mary Coulter, AHC Office of Education

Gwen Halaas, MD, MBA, AHC Office of Education

Richard Hoffman, PhD, Medical School, Duluth

Kathleen Krichbaum, RN, PhD, School of Nursing

Gina Kundan, MA, AHC Office of Education

Tom Lackner, PharmD, CGP, FASCP, College of Pharmacy

Linda Lindeke, PhD, RN, CNP, School of Nursing

Peggy Martin, MS, OTR/L, Center for Allied Health Programs

Jane Miller, PhD, AHC Office of Education

Teresa McCarthy, MD, MS, Medical School

Paul Ranelli, PhD, College of Pharmacy, Duluth

Nelson Rhodus, DMD, MPH, School of Dentistry

Bill Riley, PhD, MA, School of Public Health

Mary Rowan, PhD, RN, CNM, School of Nursing

Karin Schurrer-Erickson, MA, RN, CNP, School of Nursing

Janet Shanedling, PhD, AHC Office of Education

Marilyn Speedie, PhD, College of Pharmacy

Jeny Stumpf Kertz, MPP, AHC Office of Education

Jennifer Trochinski, AHC Office of Communications

Special Recognition

As evidence of their strong support of Interprofessional Health Education, the following institutions have three or more members of their faculty in attendance.

University of Minnesota
Twin Cities and Duluth Campus', MN, USA
Canadian Interprofessional Health Collaborative
Vancouver, BC, Canada
Creighton University;
Omaha, NE, USA
Dalhousie University
Halifax, NS, Canada
George Brown College
Toronto, ON, Canada
Georgian College
Orillia, ON, Canada
Kobe University
Kobe, Japan
Lakehead University
Thunder Bay, ON, Canada
McMaster University
Hamilton, ON, Canada
Medical University of South Carolina
Charleston, SC, USA
Mercy Hospital and Healthcare
Moose Lake, MN, USA
Northeast Minnesota AHEC
Hibbing, MN, USA
Northern Ontario School of Medicine
Sudbury, ON, Canada
P-Cite
Saskatoon, ON, Canada
SCO Health Service
Ottawa, ON, Canada
Sick Kids Hospital
Toronto, ON, Canada
Southern Minnesota AHEC
Willmar, MN, USA
St. George's University of London
London, United Kingdom
St. Michael's Hospital
Toronto, ON, Canada
The Michener Institute
Toronto, ON, Canada
Toronto Rehab Institute
Toronto, ON, Canada
University of Kentucky College of Medicine
Lexington, KY USA
University of Texas Medical Branch
Galveston, TX, USA
University of British Columbia
Vancouver, BC, Canada
University of Illinois-Chicago
Chicago, IL, USA
University of Iowa
Iowa City, IA, USA
University of Manitoba
Winnipeg, MB, Canada
University of Missouri
Columbia, MO, USA
University of Ottawa
Ottawa, ON, Canada
University of Pittsburgh
Pittsburgh, PN, USA
University of Toronto
Toronto, ON, Canada

Sponsors, Endorsers, and Supporters

Sponsors

- University of Minnesota Academic Health Center
- Canadian Interprofessional Health Collaborative (cihc)/Consortium pancanadien pour l'interprofessionnalisme en sante (cpis)

Supporters

Platinum ($5,000 or more)
- University of Minnesota Academic Health Center
- Canadian Interprofessional Health Collaborative (cihc)/Consortium pancanadien pour l'interprofessionnalisme en sante (cpis)
- Association for Prevention Teaching and Research
- School of Public Health, University of Minnesota

Gold ($1,500 to $5,000)
- American Dental Association
- Office of Medical Education, University of North Dakota School of Medicine & Health Sciences

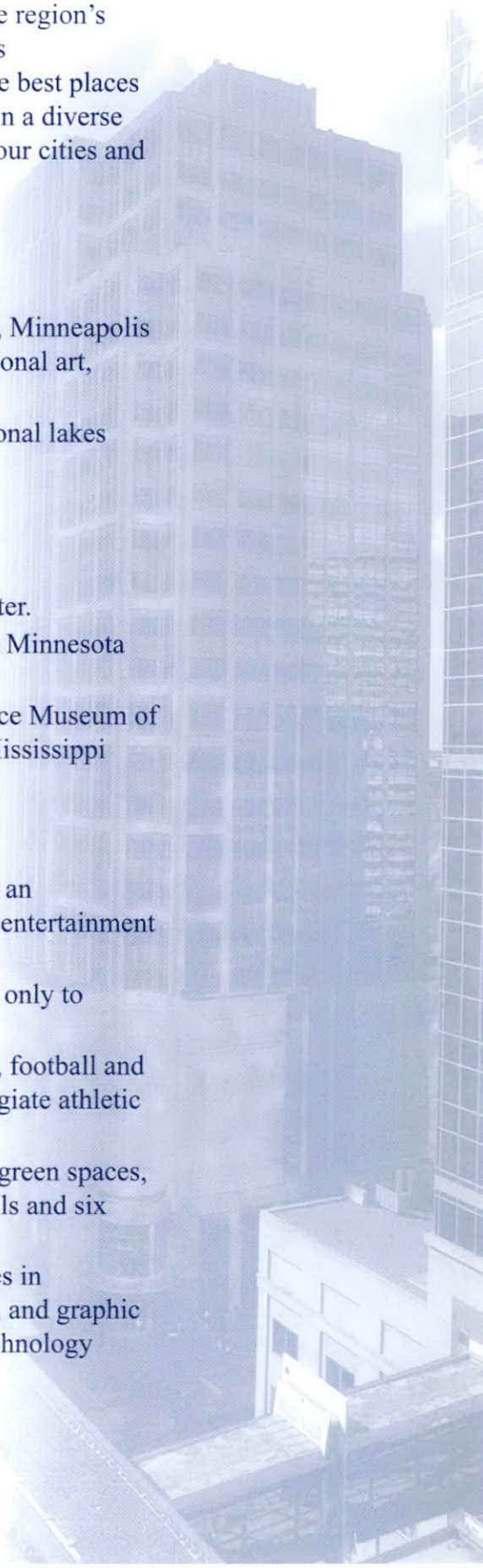
Silver ($500 to $1,500)
- American Association of Colleges of Nursing
- American Association of Colleges of Pharmacy
- The College of Health Disciplines, University of British Columbia
- University of Toronto

Endorsers

- University of Minnesota Academic Health Center
- Canadian Interprofessional Health Collaborative (cihc)/Consortium pancanadien pour l'interprofessionnalisme en sante (cpis)
- American Academy on Communication in Healthcare
- American Association of Colleges of Nursing
- American Association of Colleges of Pharmacy
- American Dental Education Association
- Association for Prevention Teaching and Research
- The College of Health Disciplines, University of British Columbia
- Community-Campus Partnerships for Health
- The Faculty of Medicine and the Health Sciences, University of Sherbrooke
- The Kenneth B Schwartz Center
- National Academies of Practice
- National Health Sciences Students' Association(NaHSSA)/ L'Association des Étudiants des Sciences de la Santé du Canada (AÉSSCa)
- Office of Medical Education, University of North Dakota School of Medicine & Health Sciences
- School of Public Health, University of Minnesota
- Society for Humanism in Medicine (SHIM)
- Society of Teachers of Family Medicine (STFM)
- University of Toronto
- University of Washington Center for Health Sciences

Welcome to Minnesota and the Twin Cities!

A warm welcome to the twin cities of Minneapolis and St. Paul. The region's three million residents enjoy a high quality of living as Minnesota is consistently ranked as the healthiest state in the union and one of the best places to live in the country. The cities' distinct differences have resulted in a diverse selection of neighborhoods and communities. We welcome you to our cities and hope you enjoy your stay!



Minneapolis

- Features a modern, vibrant downtown center.
- Home to the world-renowned Guthrie Theater, Walker Art Center, Minneapolis Institute of Arts, The Children's Theatre and many additional regional art, music, and theatre venues.
- Known as the "City of Lakes," it boasts several beautiful recreational lakes within minutes of the downtown area.

St. Paul

- Home of the historic State capital and the Minnesota History Center.
- Home of the Ordway Center for Performing Arts, which hosts the Minnesota Opera and the St. Paul Chamber Orchestra.
- Features several museums and historical sites including the Science Museum of Minnesota and Fort Snelling, a historical trading outpost on the Mississippi River.

Twin Cities Metropolitan Area

- Home of the Mall of America, which offers more than 500 stores, an amusement park, an aquarium and a wide range of restaurant and entertainment options.
- Has the second highest number of theater seats per capita, second only to New York City.
- Hosts five professional sports teams (hockey, basketball, baseball, football and soccer), a minor league baseball team, and a wide variety of collegiate athletic teams.
- Features the Mississippi River as well as surrounding bike paths, green spaces, and a regional park system that includes 49 regional parks, 28 trails and six special recreation areas.
- Boasts a strong and diversified business base, including companies in manufacturing, electronics, medical instruments, food processing, and graphic arts. Strengths include a highly educated work force, access to technology and excellent transportation services.

Minnesota History Center

The Minnesota History Center is an architectural masterpiece which opened in 1992. It is part of the Minnesota Historical Society, a private, non-profit educational and cultural institution established in 1849 to preserve and share Minnesota history. The Minnesota History Center is home to an innovative museum, engaging public programs, a modern library, distinctive stores, and an award-winning restaurant.

Made of Minnesota materials, including Rockville granite and Winona limestone, the Minnesota History Center has been called the finest building constructed in Minnesota since the State capitol was completed in 1905. The building, its art and architecture, and the resources it holds, together form the history – and future – of Minnesota.

A dinner reception will be held at the Minnesota History Center on Thursday, October 25th, from 6:00-9:00 p.m. Details found in the "receptions" section of the program.

For further information, visit www.mnhs.org.

Frederick R. Weisman Art Museum

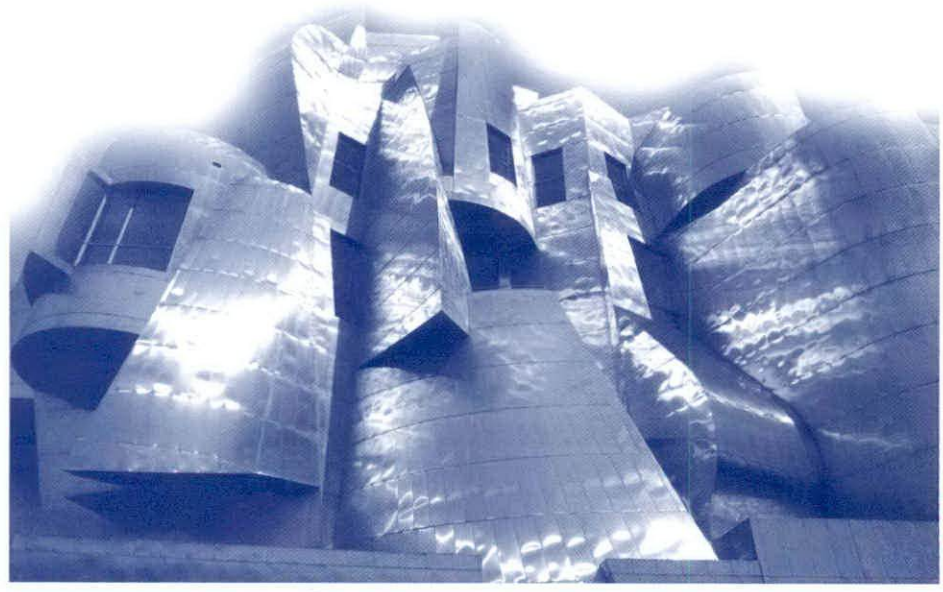
As the location for the Welcome Reception on Wednesday, October 24th, this striking museum is within a few minutes walk from the conference hotel and the opening plenary session.

Since its origin in 1934, the Weisman Art Museum has been a teaching museum for the University of Minnesota and the community. Today, education remains central to the museum's mission to make the arts accessible – intellectually, emotionally, and physically – to the University and public communities. The Weisman's permanent collection includes more than 17,000 works of art and is especially rich in the areas of American modernism, ceramics, Mimbres pottery, and Korean furniture.

The striking facility, designed by internationally acclaimed architect Frank Gehry, serves a University community of more than 60,000 students, faculty, and staff. Although Gehry has become known as one of the most uniquely "American" architects working today, he was raised in Toronto, Ontario. Noted California philanthropist, art patron, and entrepreneur Frederick R. Weisman provided the pivotal gift of $3 million, which gave the University of Minnesota Art Museum a new home in November of 1993.

The Weisman Art Museum fills an important role in the thriving arts community of the Twin Cities and greater Minnesota, and it serves as an impressive landmark for the University.

For further information, visit www.weisman.umn.edu.



Hotel Information

The majority of conference programs and presentations will be held on the second level of the Radisson University Hotel Minneapolis. The Radisson University Hotel is located less than three minutes from downtown Minneapolis on the University of Minnesota campus. All conference sessions are at the Radisson or within a short walking distance from the hotel.

Maps of all key conference venues are included on page 10 for your reference.

Hotel Information
Radisson University Hotel – Minneapolis
615 Washington Avenue S.E.
Minneapolis, Minnesota 55414
Telephone: (612)379-8888 Fax: (612)379-8682
Reservations: (888)201-1718
http://www.radisson.com/minneapolismn_metrodome

Canadian Consulate Information

For Canadians attending the conference, the Consular Section of the Consulate General of Canada in Minneapolis helps Canadians abroad who are in need of advice, services or support. The Consular Section deals with topics such as legal matters, protection and assistance, repatriation, deaths and illnesses, prisoners, citizenship and passport issues among others. Canadian citizens in distress outside Canada can reach the Consular Affairs Section in Minneapolis during normal business hours (M-F 9:00-12:00 and 1:00-4:00 CET) at 612-333-4641.

The Consular Client Services Division of Foreign Affairs Canada maintains a 24 hour, seven days a week emergency service for Canadian citizens, designed to assist during periods the Consulate may be closed. The emergency service is managed from Ottawa and can be accessed on the following number from the United States: 1-800-387-3124 or 1-613-996-8885. Visit the website at: http://www.voyage.gc.ca/main/sos/emergencies-en.asp.

Registration Desk

The **registration desk** is located on the **second floor** of the Radisson University Hotel, 615 Washington Avenue SE, Minneapolis, on the East Bank of the University of Minnesota. Staff will help participants check in, answer questions, and handle on-site registration during the following hours:

Wednesday, October 24th
Noon-7:00 p.m.

Thursday, October 25th
7:00 a.m. – 6:00 p.m.

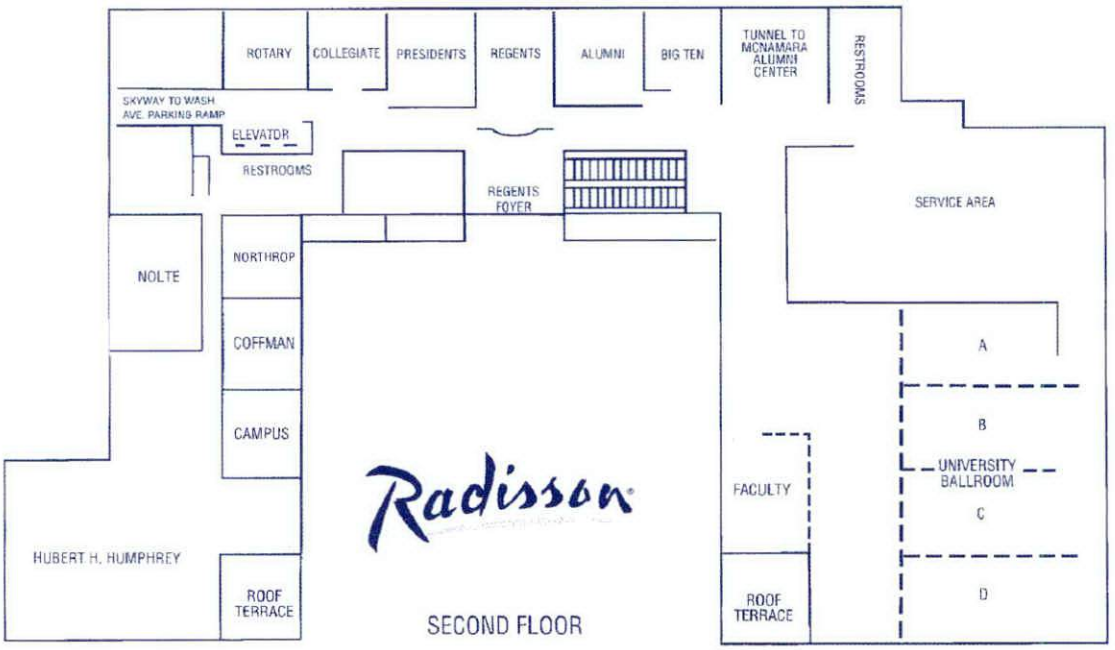
Friday, October 26th
7:00 a.m. – 3:30 p.m.

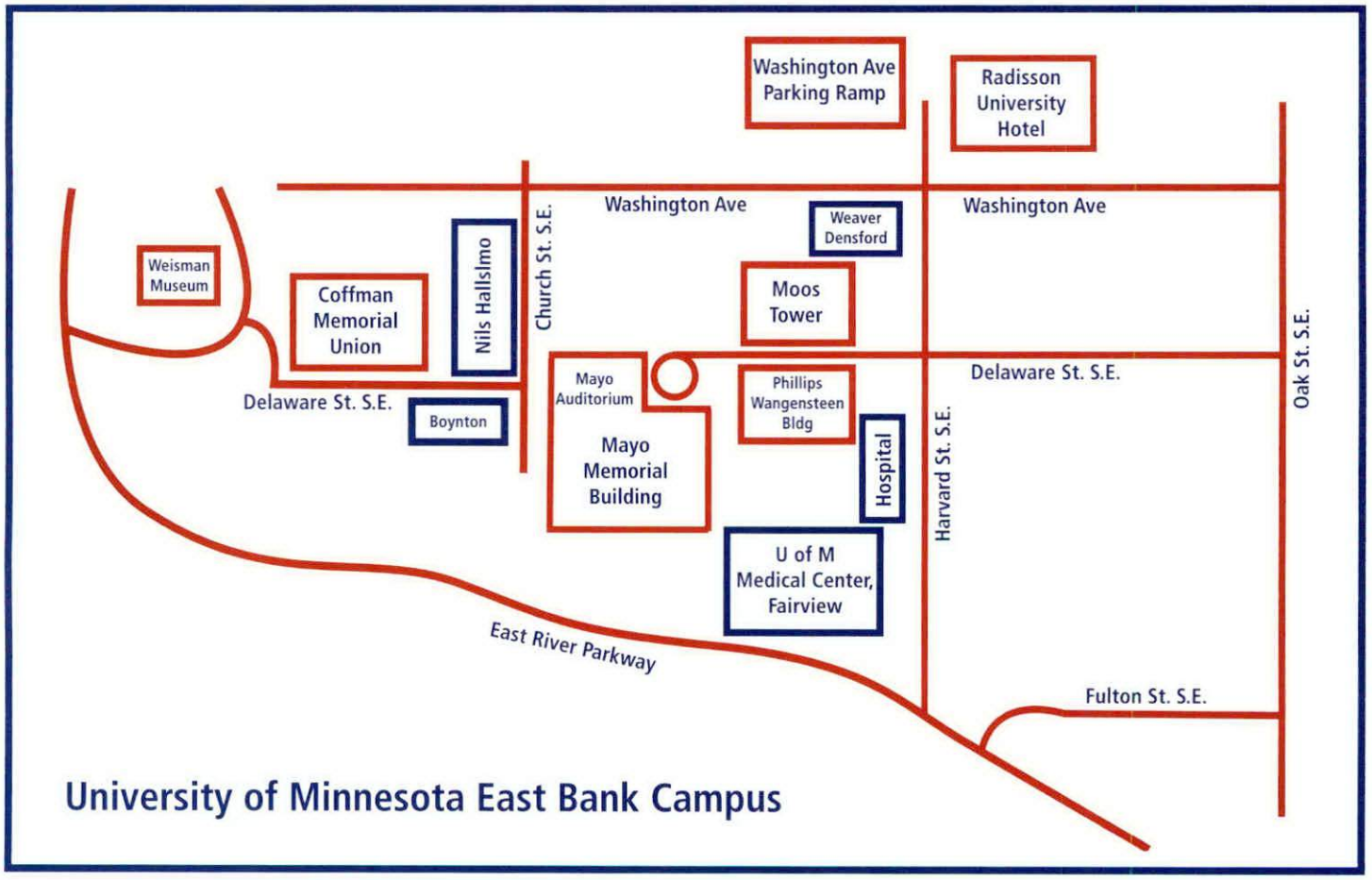
At the registration desk you may also find information about Minneapolis and Saint Paul, including local restaurant guides.

Displays

The following displays are located near the conference registration table on the second floor of the Radisson-University Hotel:

- University of Minnesota Academic Health Center
- Canadian Interprofessional Health Collaborative (cihc)
- *Journal of Interprofessional Care*
- Center for Interprofessional Education, University of Minnesota


ROTARY
COLLEGIATE
PRESIDENTS
REGENTS
ALUMNI
BIG TEN
TUNNEL TO MCNAMARA ALUMNI CENTER
RESTROOMS
SKYWAY TO WASH. AVE. PARKING RAMP
ELEVATOR
RESTROOMS
REGENTS FOYER
SERVICE AREA
NOLTE
NORTHROP
COFFMAN
CAMPUS
A
B
UNIVERSITY BALLROOM
C
D
FACULTY
HUBERT H. HUMPHREY
ROOF TERRACE
ROOF TERRACE
Radisson
SECOND FLOOR


Washington Ave Parking Ramp
Radisson University Hotel
Washington Ave
Washington Ave
Weaver Densford
Weisman Museum
Coffman Memorial Union
Nils Hallsimo
Church St. S.E.
Moos Tower
Delaware St. S.E.
Delaware St. S.E.
Boynton
Mayo Auditorium
Mayo Memorial Building
Phillips Wangensteen Bldg
Hospital
Harvard St. S.E.
Oak St. S.E.
U of M Medical Center, Fairview
East River Parkway
Fulton St. S.E.
University of Minnesota East Bank Campus

Events Around Town, October 23-27

Music and Theater

DATE/TIME	EVENT	LOCATION	CONTACT INFO
Tuesday - Saturday October 23 - 27, 7:30 p.m.	**"Jane Eyre"**	Guthrie Theater, Wurtele Thrust Stage, Minneapolis	Box Office 612-377-2224
Tuesday - Saturday October 23 - 27, 7:30 p.m.	**"The Home Place"**	Guthrie Theater, McGuire Proscenium Stage, Minneapolis	Box Office 612-377-2224
Tuesday - Saturday October 23 - 27, 8:00 p.m.	**Richard O'Brien's "The Rocky Horror Picture Show"**	Ordway Center for the Performing Arts, McKnight Theatre, St. Paul	Box Office 651-224-4222
Wednesday, Oct 24 7:30 p.m.	**Van Halen Concert**	Target Center, Minneapolis	Box Office 612-673-0900
Thursday, Oct 25 7:30 p.m. Friday, Oct 26 8:00 p.m. Saturday, Oct 27 2:00 p.m. and 8:00 p.m.	**Disney's Lion King**	Orpheum Theater, Minneapolis	Box Office 612-673-0404
Friday, Oct 26 7:30 p.m.	**Lily Cai Dance Company**	Ordway Center for the Performing Arts, Main Hall, St. Paul	Box Office 612-224-4222
Saturday, Oct 27 8:00 p.m.	**St. Paul Chamber Orchestra**	Ordway Center for the Performing Arts, Main Hall	Box Office 651-224-4222
Saturday, Oct 27 10:00 a.m.	**Guthrie Tour**	Guthrie Theater, Minneapolis	Box Office 612-377-2224

Sporting Events

DATE/TIME	EVENT	LOCATION	CONTACT INFO
Thursday, Oct 25 7:07 p.m.	**U of M Men's Hockey vs. Ohio State**	Mariucci Arena, U of M campus, Minneapolis	Box Office 612-624-8080
Friday, Oct 26 7:00 p.m.	**Minnesota Timber-wolves Pre-season**	Target Center, Minneapolis	Box Office 612-673-0900
Friday, Oct 26 7:07 p.m.	**U of M Men's Hockey vs. Ohio State**	Mariucci Arena, U of M campus, Minneapolis	Box Office 612-624-8080
Friday, Oct 26 6:00 p.m.	**U of M Women's Hockey vs. Duluth**	Ridder Arena, U of M campus, Minneapolis	Box Office 612-624-8080
Friday, Oct 26 7:00 p.m	**U of M Volleyball vs. Penn State**	Sports Pavillion, U of M campus, Minneapolis	Box Office 612-624-8080
Saturday, Oct 27 3:00 p.m.	**U of M Men's Hockey vs. U.S. Under-18 Team**	Mariucci Arena, U of M campus, Minneapolis	Box Office 612-624-8080
Saturday, Oct 27 3:00 p.m.	**U of M Women's Hockey vs. Duluth**	Ridder Arena, U of M campus, Minneapolis	Box Office 612-624-8080
Saturday, Oct 27 7:00 p.m.	**U of M Volleyball vs. Penn State**	Sports Pavillion, U of M campus, Minneapolis	Box Office 612-624-8080

Message Board

Messages will be taken for persons attending the conference during regular registration hours. Message boards are located at the registration desk on the second floor of the Radisson University Hotel. Please check periodically for messages. The number for messages or emergencies is 612-379-8888.

We encourage attendees to post topics for informal Round Table discussions during breakfast on both **Thursday, October 25th and Friday, October 26th.** Breakfast will be served in the foyer, near the University Ballroom. Dedicated space on the message board will be made available to those interested in hosting or recommending a topic for an informal round table session during this time frame.

Continuing Education Credits

Accreditation

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of the University of Minnesota and the Canadian Interprofessional Health Collaborative (CIHC). The University of Minnesota is accredited by the ACCME to provide continuing medical education for physicians.

Physicians

The University of Minnesota designates this educational activity for a maximum of 17.25 AMA PRA Category 1 Credits(s). Physicians should only claim credit commensurate with the extent of their participation in the activity.

Pharmacists

The University of Minnesota College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. This program has been planned in accordance with the ACPE's Criteria for Quality. The Universal Program Numbers are 031-999-07-801-L04 through 031-999-07-841-L04. This program provides up to 17.25 contact hours of pharmacy continuing education credit. Following attendance at the program and completion of a program evaluation, statements of credit will be mailed to participants within 6 weeks. Release date: October 2007.

Other Professionals

If requested, attendees will receive a Statement of Attendance which can be used by other healthcare professionals for requesting Continuing Education Units (CEU's) in accordance with state nursing boards, specialty societies, or other professional associations.

Disclosure Policy

It is the policy of the University of Minnesota Office of Continuing Medical Education to ensure balance, independence, objectivity and scientific rigor in all of its sponsored educational activities. All participating faculty, course directors, and planning committee members are required to disclose any financial relationships related to the subject matter of this program. Disclosure information is reviewed in advance in order to manage and resolve any possible conflicts of interest. Specific disclosure information for each course faculty will be shared with the audience prior to the faculty's presentation.

Other Important Notes

Program Changes
All program changes or cancellations will be posted on the message board.

Handouts Table
Two tables will be available near the registration area for attendees to share additional handouts or information about current research, publications, institutions, or programs.

Name Badge
Your name badge is your entrance to conference events. Please remember to wear your badge during all conference activities. If you lose your name badge, please request a replacement at the registration desk.

Refreshment Breaks and Meals
Continental breakfasts and lunches are included in the registration fee. All continental breakfasts, lunches, and refreshment breaks will be served in the foyer, near the University Ballroom.

Mobile Phone and Pagers
Please refrain from using mobile phones and pagers while sessions are in progress. Please turn them off or set to vibrate. We appreciate your cooperation in honoring this request.

Recommended Dress
Meeting room temperatures and personal comfort ranges vary widely. Because meeting rooms often seem cold, please bring a sweater or jacket. Business casual is recommended for all sessions.

Time Zone
The time zone in Minneapolis, Minnesota is Central Standard Time (CST).

Coffman Union and Coffman Bookstore
Located at 300 Washington Avenue, just three blocks west of the Radisson University Hotel and next to the Weisman Art Museum. Bookstore hours are Monday-Friday 8:00 a.m. to 6:00 p.m. and Saturday 10:00 a.m. to 4:00 p.m. (Phone:612-625-6000)

Safety and Medical

Campus Safety Information
University Police (non-emergency)
612-624-2677
Free campus escort service
612-624-9255
Motorist assistance
612-626-7275

Medical Care
Emergency Medical Care 911

Boynton Health Service
612-625-8400
University of Minnesota
Minneapolis campus
410 Church Street SE
Minneapolis, MN 55455

University of Minnesota Medical Center, Fairview
612-273-3000
University of Minnesota
Minneapolis campus
500 Harvard Street SE
Minneapolis, MN 55455

For assistance while you are in the hotel, please dial "0" from a house telephone.

Conference Goals

- To **showcase American and Canadian best practices**, cutting-edge innovations, outcomes and lessons learned in linking interprofessional education to collaborative patient-centered practice
- To **document what is working and not working** in interprofessional education and collaboration
- To **make recommendations for policies** that facilitate interprofessional collaboration and address IPE barriers
- To **set an agenda for promoting future continued collaboration** across American and Canadian national and health professions borders

Track Descriptions

Conference theme tracks will feature cutting-edge thinking about interprofessional education (IPE), practice, and policy and showcase exemplary programs and "best practices" in IPE. The purpose of the tracks is to move beyond description to raising and addressing the "tough questions" in linking IPE to collaborative patient-centered practice.

The specific track session descriptions include:

Cutting Edge Innovations in Curriculum and Instruction

This track will showcase cutting-edge innovations and restructured courses and programs to promote interprofessional collaboration in classrooms, schools, practice and community settings. Specifically, sessions will showcase innovative strategies for: educating and supporting faculty as they redesign learning environments; effective IPE evaluation and assessment methodologies; design and implementation of redesigned courses and curriculum that promote interprofessional collaboration; performance-based assessment, simulations and clinical skills teaching/learning; and incorporating "new" partners.

21st Century Technology-Enhanced IPE

Sessions in this track explore real-world examples of technology-enhanced IPE. Track presenters will discuss the use of simulators in health professions education; how gaming can be used as a tool to promote IPE; the use of E-learning technologies and Web-based courses to shape new educational opportunities and promote interprofessional learning for students and clinicians; the use of electronic cases as a teaching and learning strategy; and innovative programs that involve medical librarians as partners in patient-centered care.

Track Descriptions, continued

Through the Eyes of Students

This track is designed to showcase the different strategies students have implemented to promote their engagement in IPE. Track presenters will showcase student perceptions of IPE, student-led leadership and advocacy efforts in the area, as well as innovative student-initiated efforts in professionalism and service to community.

Faculty/ Teaching Skills Development

The Faculty/Teaching Skills Development Track will focus on providing skills for faculty to teach effectively in an interprofessional environment for optimal student outcomes. Track presenters will highlight competency-based teaching, outcomes methodologies and preceptor development.

Transformation/ Change/ Leadership

The Leadership Track will showcase the leadership qualities, administrative structures, and strategies that are needed to host IPE in higher education and health systems and to ensure its success. Track presenters will address the "tough questions" on organizing for success in IPE: Who should lead and how? What strategies should be deployed to address regulatory issues? What resources, organizational structures and academic oversight are needed for IPE? How should IPE be resourced in higher education institutions? How are barriers to IPE addressed?

Addressing Barriers Through Policy Development

For more than 35 years, those working in IPE have listed countless barriers to IPE implementation, including silos, financing, accreditation, scheduling. This track will feature leaders who have and are successfully addressing barriers and/or implementing policies locally and nationally to move beyond these barriers. Session participants will be engaged in making recommendations for addressing barriers and creating policies for success and sustainability.

New Models of Care/ Communities of Practice

This track will focus on best practices of comprehensive IPE program collaborations taking place in Canada and the United States. This track will highlight exemplary programs that take a broad approach to integrating IPE for pre-professional students and/or practicing health professionals in classrooms and practice settings. Typically, the goal of these programs is to develop new models of collaborative patient-centered practice. Program examples include local, regional, or national partnerships and collaborations across higher education, health systems, and communities.

WEDNESDAY, OCTOBER 24, 2007

REGISTRATION Open Noon - 7:00 p.m. — second floor Radisson University Hotel

All presentations will take place on the second floor of the Radisson University Hotel unless otherwise noted.

Please select one track (shown in red) from the following course options (101,105,106, or 109):

1:00-4:45 p.m.

(101) Cutting Edge Innovations in Course and Curriculum Design: Active Learning Workshops
Hosted by Janet Shanedling, PhD, Academic Health Center Office of Education, University of Minnesota
Workshops in this track invite discussion of successful strategies, tools, and evaluative metrics for successful interprofessional healthcare courses. Track attendees should actively consider topics such as:

- What elements and strategies contribute to a successful interprofessional curriculum?
- What are the core competencies/capabilities that need to be addressed?
- How can learners apply and practice interprofessional skills within the context of the curriculum?
- What defines 'success' of an interprofessional course or curriculum in terms of both education and clinical practice? What metrics can best be applied?

Track attendees are invited to discuss responses to these questions during a facilitated dialogue following the track workshops.

Alumni Room

From Grass Roots, Building an Interprofessional Curriculum *presented by Susan M. Meyer, PhD, University of Pittsburgh, USA; Allen Humphrey, PhD, University of Pittsburgh School of Pharmacy, USA; Rosemary Hoffman, RN, MSN, PhD, University of Pittsburgh School of Nursing, USA*
Presenters will use a case study approach to describe the evolution of an interprofessional design team and the development of a course. Participants will learn the elements of designing and sustaining an interprofessional course, as well as how to develop goals, objectives, and outcomes. During the session, participants will work in small groups to address specific issues and strategies required for the development and design of an interprofessional course.

Competencies of Interprofessional Practice: Preparing Students for Interprofessional Team-Based Clinical Practice *presented by Linda Ferguson, RN, PhD, University of Saskatchewan, Canada; Susan Fowler-Kerry, RN, PhD (c), University of Saskatchewan, Canada; Mary Ann MacDonald, RN, MCEd, University of Saskatchewan, Canada; Lee Murray, RN, PhD (c), University of Saskatchewan, Canada; June Anonson, RN, PhD, University of Saskatchewan, Canada; Jill Bally, RN, MN, University of Saskatchewan, Canada*
One of the challenges for educators is the delineation of actual competencies required for interprofessional practice. Participants will learn about a study for which practitioners, faculty, and students developed a comprehensive list of the competencies and associated behaviors required for interprofessional practice. Session presenters will also discuss preparation of clinical preceptors and students for interprofessional practice, as well as evaluation criteria for professional practice. Participants will engage in a discussion about these competencies, behaviors, and evaluative criteria and will provide feedback on the identified list and the development process for health sciences professional students. Presentation followed by thirty minutes of facilitated dialogue.

-OR-

Presidents Room

Interprofessional Health Care Course: A Tool-Kit to Getting Started *presented by Sue Offutt, PhD, University of North Dakota, USA*
Session presenter will share her experiences in the development of a successful interprofessional course based on the model of Patient-Centered Learning (PCL). Participants will receive some sample documents and learn some of the necessary strategies required to develop a successful course.

"PBL-in-Action": An Innovative Interprofessional Educational Model for the Ambulatory Primary Care Setting *presented by Christie Newton, MD, University of British Columbia, Canada; Lesley Bainbridge, M.Ed., BSR (PT), PhD, University of British Columbia, Canada*
Collaborative, patient-centered practice has been shown to be effective in achieving improved health outcomes and enhanced human health resource management. PBL-in-Action is an innovative educational model in which real patients in the ambulatory primary care setting are the focus for PBL. Session presenters will describe the development, implementation plan, and evaluation framework of PBL-in-Action. Presentation followed by thirty minutes of facilitated dialogue.

2:00-4:45 p.m.
Nolte Room

(105) 21st Century Technology-Enhanced IPE: Simulation and the Science of Interprofessional Teamwork
Hosted by Jane Miller, PhD, Academic Health Center Office of Education, University of Minnesota
Simulations are increasingly used as a means of teaching and assessing interprofessional technical and communication skills. This session will provide an overview (for novices and experts alike) of how simulations can be used to enrich and develop curriculum in the health sciences. A wide range of issues – including both clinical and operational issues and best practices – will be discussed.

Integrating Team Training with a High Fidelity Simulator: An Innovative Way to Incorporate High Fidelity Simulation into a Clinical Skills Assessment Center *presented by John Tomkowiak, MD, Rosalind Franklin University Chicago Medical School, USA*
The logistics of integrating a simulator into interprofessional health science education poses a unique set of challenges. The presenter will discuss the educational theory behind high fidelity simulation in health science education, the technical capabilities of simulators, and the opportunities and challenges of designing, implementing, and evaluating an interprofessional team training module. Participants will be asked to assess their own institutions' readiness to integrate the High Fidelity Simulation interprofessional team training approach. The group discussion will include development strategies for successful implementation within a participant's home institution.

Interprofessional Emergency/Disaster Action Studies (IDEAS): Promoting Interprofessional Collaboration and Team Building to Deliver Safe and Effective Casualty and Patient-Centered Practice in Disasters *presented by Trish Dryden, MEd, RMT, Centennial College, Canada; Paula Burns, PhD, Michener Institute for Applied Health Studies, Canada*
Communication is typically the first element to fail in a disaster. Too often, plans are developed in silos, which results in duplication and lack of connectivity. Effective team building is critical to preparing for health and safety issues. Participants in this session will learn about each other by playing at designated units in a facilitated, table-top board game. A follow-up discussion will address the use of gaming and simulation as tools in interprofessional education. Presenters will also review evaluation methods.

Team Objective Structured Clinical Examination in Palliative Care: A Pilot Project *presented by Pippa Hall, PhD, University of Ottawa, Canada; Denise Marshall, MD, CCFP, McMaster University, Canada; Alan Taniguchi, McMaster University, Canada; Susan Brajtman, RN, PhD, University of Ottawa, Canada; Lynn Casimro, pht, MA, PhD(c), University of Ottawa, Canada*
Session presenters will discuss the experiences, challenges, and lessons learned while participating in an Interprofessional Team Objective Structured Clinical Examination (TOSCE). Presenters will review the challenges of using the TOSCE framework as an evaluation tool for competencies. Participants will learn the results of the pilot project based on a sample TOSCE palliative care scenario.

2:00-4:45 p.m.
Moos Tower 2-650 U of M

(106) Through the Eyes of Students: Professionalism and Career Choice
Hosted by Judy Beniak, RN, MPH, Academic Health Center Office of Education, University of Minnesota

Professionalism, Interprofessional Collaboration and Patient-Centered Care: A Critical Analysis *presented by Scott Reeves, PhD, Li Ka Shing, Knowledge Institute of St. Michael's Hospital, Toronto, Canada*
This presentation will discuss how the construction of health care professions has generated a number of tensions and made it difficult to successfully engage with current health policy agenda focused on advancing effective interprofessional collaboration for patient-centered care. Presenters will draw upon key research studies and theories to illuminate this subject area.

Student Career Choice: Does the Potential for Interprofessional Practice Play a Role? *presented by Louise Nasmith, MD, University of British Columbia, Canada; Peter Baker, PhD, University of Queensland, Australia; Lesley Hughes, BSc (Hons), University of Hull, UK, Lisa Norsen, PhD, RN, University of Rochester, USA; Jill Thistlewaite, BSc, MBBS, University of Sydney, Australia*
As health professional learning environments emphasize the importance of interprofessional practice (IPP), students are being exposed to new models of care that they may perceive as either positive or negative "experiments." Anecdotal stories from various countries recount the confusion that certain students feel about the role they play in these different models as a specific health care provider. This workshop will present information on this issue from four different countries: Canada, the United Kingdom, Australia, and the United States. Participants will be asked to share their own experiences in order to tease out the factors that education and research programs must address.

Tour of Health Careers Center
This will be an on-site tour of the Health Careers Center–an innovative model to provide pre-health students with career services on both traditional and emerging health careers. Participants will have the opportunity to meet Health Careers Center staff and view some program initiatives currently underway on behalf of the University of Minnesota.

3:00-4:30 p.m. (109) Transformation/Change/Leadership

Nolte Room

Emerging Technologies for Learning
presented by Barbara F. Brandt, PhD, Assistant Vice President for Education, Academic Health Center, University of Minnesota, USA; Billie Wahlstrom, PhD, Vice Provost for Distributed Education and Instructional Technology, University of Minnesota, USA
Today's students have grown up with technology. They value speed, efficiency, and instant feedback. During this session, presenters will provide highlights of the strategic framework, investments and developments that are creating the educational technology platform to facilitate 21st century learning. The development is grounded in the strategic direction of the institution and represents how future innovations in education delivery will allow learning to transcend time and space.

5:00-6:45 p.m. **Plenary Session: Student Leadership: Essentials for Success**

Mayo Auditorium U of M

Health professions students have demanded and taken leadership for creating interprofessional experiences in or outside their curricula for decades. Their interprofesional innovations have led to the development of new courses, centers and a vital sense among educators of the urgency of integrating the core principles of inteprofessional education in the curricula and experiences of all health professions students. The following sessions provide examples of two exemplary organizations that are implementing a bold vision for inteprofessional collaboration.

The National Health Sciences Students' Association: Student Leadership in Interprofessional Education: Working Towards Sustainable Future *presented by Steven Hoffman, Past President, Canadian National Health Sciences Student Association, Canada; Alexandra Harris, Canadian National Health Sciences Students' Association, Canada; Daniel Rosenfield, National Health Sciences Students' Association, Canada*
As the health professionals of the future, today's students have an important role in preparing their peers for future collaboration in health care. In this session, presenters will discuss how student-initiated IPE can increase other students' willingness to collaborate and help facilitate the long-term sustainability of IPE efforts. Presenters will highlight the leading role of Canada's National Health Sciences Students' Association (NaHSSA) and demonstrate the benefits accrued when students assume leadership in educating one another. Presenters will suggest several practical actions that educators, researchers, and policymakers can take to further facilitate students' efforts and contributions.

"Success Outcomes for Health Profession Student Leaders: The Center for Health Interprofessional Programs (CHIP) and CLARION" *presented by Christine Triebsch, Center for Health Interprofessional Programs, Executive Council Co-Chair; Karla VanWagner, CLARION Coordinating Chair; Ling Xu, CLARION Publicity Chair, University of Minnesota, USA*
The Center for Health Interprofessional Programs (CHIP) was founded in 1970 by students seeking meaningful interaction with colleagues across the health professions schools. CLARION is a student-driven, staff/faculty-advised organization housed within the CHIP Student Center. In this Session students leaders from CHIP and CLARION will provide some historical context for these two organizations and discuss the issues surrounding the significance of co-curricular involvement as a way to enhance and support their academic and professional development.

7:00-9:00 p.m. **Welcome Reception at the Weisman Art Museum on the University of Minnesota campus** **(see page 37)**

THURSDAY, OCTOBER 25, 2007

REGISTRATION Open 7:00 a.m. - 6:00 p.m. — second floor Radisson University Hotel
Breakfast 7:00 - 7:45 a.m. in the Radisson University Ballroom

All presentations will take place on the second floor of the Radisson University Hotel unless otherwise noted.

8:00-10:00 a.m. **Plenary Session: The State of Interprofessional Health Education**

Ballroom

8:00-9:00 a.m. Interprofessional Health Education: A Tale of Two Countries *presented by Madeline Schmitt, PhD, RN, FAAN, FANP, University of Rochester, USA; John Gilbert, PhD, University of British Columbia, Canada*
Join Canadian and American scholars for an enlightening, cross-border discussion of Interprofessional Health Education (IPE). Madeline Schmitt will offer a brief history of IPE efforts in the U.S., discuss the role of recent IOM reports in revitalizing interest in IPE around quality and safety issues in health care, and present a snapshot of current IPE initiatives "bubbling up" across the country. John Gilbert will address the importance of policy decisions, the development of Health Canada's initiative, "Interprofessional Education for Collaborative Patient Centered Practice," plans for the future of the Canadian Interprofessional Health Collaborative, and linkages to the international association and the WHO Study Group on interprofessional education for collaborative practice.

9:00-10:00 a.m. **"Getting to Know You" – Next Generation Interprofessional Curriculum Telecommunications Technologies** *presented by Ron Weinstein, MD, University of Arizona College of Medicine, USA*
Currently available video conferencing technologies create bottlenecks for multi-site interprofessional team training. Next generation telecommunications systems will incorporate more options for electronically configuring and reconfiguring, multiple teams on the fly. Use of multiple electronically configured teams, with interchangeable participants, will increase the value of iterative scenarios for team training. Command and control software will be used to manage electronic group activities in real time. Novel computer display presentation tools will be used to queue participants for multiple rounds of team-centered activities.

10:00-10:30 a.m. **BREAK: Radisson University Hotel**

10:30-Noon **CONCURRENT BREAK-OUT SESSIONS**

Regents Room **(201) Cutting-Edge Innovations in Curriculum and Instruction:** Student Introduction to IPE Regents

Starting Out Right: An Interprofessional Course at the Beginning of the Curriculum *presented by Ginge Kettenbach, PhD, PT, Saint Louis University, USA*
Session presenter will review course content, instructional techniques, successes, and challenges of an existing large, interprofessional class at the university level. Using scenarios provided, participants will develop a beginning-level interprofessional course for their educational institutions.

Nolte Room **(202) Faculty/Teaching Skills Development:** Faculty/Preceptor Programs for IPE

Competency-Based Interprofessional Facilitation Development Program: The Partners for Interprofessional Cancer Education (PICE) Project *presented by Kelly Lackie, MN, RN, Registered Nurses Professional Development Center, Canada; Valerie Banfield, RN, BScN, MN, Registered Nurses Professional Development, Canada*
A competency-based education framework was used to develop interprofessional facilitator competencies, which guided the design of the Interprofessional Facilitator Development Program. In this session, participants will be divided interprofessionally into groups and assigned to one of three competency areas contained in the competency document. Through group work, participants will have an opportunity to discuss their assigned competency and its usefulness as an evaluation tool.

Training Health Care Professionals as Higher Education Professionals: Developing a Certificate Program in Health Professions Education *presented by Karen Hughes Miller, PhD, University of Louisville, USA*
The presenter in this session will review the University of Louisville's College of Education and Health Science Campus interdisciplinary Certificate in Health Professions Education program. Goals of the certificate program will be discussed. Participants will learn how to replicate this program in their home institutions.

Effectiveness of a Faculty Development Program on Interprofessional Education: A Randomized Controlled Trial *presented by Denyse Richardson, MD, FRCPC, MEd, University of Toronto, Canada; Keegan K. Barker, M.Ed., University of Toronto, Canada; Susan J. Wagner, MSc, BSc, University of Toronto, Canada*
Evidence regarding the best model for educating clinical faculty about interprofessional education (IPE) and whether such education impacts teaching is sparse. This presentation will describe a faculty development program on interprofessional education and its effectiveness, as studied in a randomized-controlled trial design.

Alumni Room **(203) Transformation/Change/Leadership:** Creating Meaningful Transformation in IPE

Creating and Sustaining Meaningful Change: Working at the Interface between Interprofessional Education and Practice *presented by Phillip Clark, ScD, University of Rhode Island, USA; Cheryl Cott, PhD, University of Toronto, Canada; Theresa Drinka, PhD, LCSW, President, Drinka Consulting, USA*
Interprofessional education and interprofessional practice have had a long, checkered history, with the field "littered with the bodies of the good intentions" of those who have tried to bring about real change in support of health care teamwork. Presenters in this session will use experiences from both the U.S. and Canada to develop a set of change strategies in support of the training of health professionals to work on teams, the formation and maintenance of such teams in the clinical setting, and the measurement of their effectiveness.

Northrop Room **(204) Addressing Barriers Through Policy Development:** Incentivizing IPE through Accreditation Standards

Cross-Border Collaboration on Enhancing Interprofessional Education: The U.S./Canadian Pharmacy Experience *presented by Peter H. Vlasses, PharmD, Accreditation Council for Pharmacy Education, USA; David S. Hill, Ed.D., ECSHP, Canadian Council for Accreditation of Pharmacy Programs, Canada; Marcus Droege, PhD, Takeda Pharmaceuticals North America and Nova Southeastern University College of Pharmacy, Canada*
Presenters in this session will present findings of a recent study on the status of interprofessional education in U.S. curricula and discuss collaborative efforts in and between the U.S. and Canada to define standards for professional degree programs, including expected interprofessional classroom and experiential education. Presenters also will review the collaboration that has occurred between accreditation agencies for pharmacy education, their counterparts in other health professions and health care organizations, and other national stakeholders.

Presidents Room **(205) Through the Eyes of Students:** Student-Initiated IPE Clinical Experiences

A Service Learning Model for Student-Driven Health Initiatives that Responds to the Needs of Marginalized Communities *presented by Andrew Thamboo, University of British Columbia, Canada; Carole Courtney, BSW, RSW, Student Wellness Initiative Toward Community Health, Saskatchewan, Canada*
Community Health Initiative by University Students (CHIUS) is an interdisciplinary, student-run program at the downtown community health clinic on the downtown east side of Vancouver. This session will provide an overview of the health care provided by the clinic. Participants will hear about the ongoing efforts to ensure the delivery of quality patient care, student education, and public safety.

Advancing the Health of Our Community through an Interprofessional Student-Managed Wellness Center *presented by Andrew Thamboo, University of British Columbia, Canada; Carole Courtney, BSW, RSW, Student Wellness Initiative Toward Community Health, Saskatchewan, Canada*
The Student Wellness Initiative Toward Community Health (SWITCH) is a student- managed wellness center in Saskatoon. SWITCH was developed by students who recognized their formal education had a gap in learning how to work interprofessionally. Students in four institutions from eleven health colleges, mentored by professionals from almost twenty different disciplines, provide year-round interprofessional after-hours clinical, social and programming services to residents of Saskatoon. In this session, a SWITCH representative will share students' experiences and the skills that they gain.

Coffman Room **(206) New Models of Care/Communities of Practice:** Research Methodologies and Models

Forming Communities of Practice: Education of Health Professionals in Interprofessional Settings *presented by Susan Sterrett, PhD, University of Pittsburgh, USA*
Health professions students become acculturated in their professions. Can interprofessional experiences during their professional education create an interprofessional community of practice? What are the essential components of these effective learning experiences? The presenter in this session will explore the results of a research study examining the perceptions of students, teachers, and administrators in interprofessional learning environments.

Partners for Interprofessional Cancer Education (PICE): Cultivating Communities of Practice for Collaborative Care *presented by Anne Murray, MD, MS, Cancer Care Nova Scotia, Canada; Andrea Hilchie-Pye, MHSA, Cancer Care Nova Scotia, Canada*
Cancer Care Nova Scotia and ten partners are cultivating a community of practice of health care professionals who will facilitate interprofessional cancer education for approximately 1200 community-based health professionals, an endeavor that will improve the collaborative, patient-centered practice within Nova Scotia and Prince Edward Island. Presenters will give an overview of this project and share results to date. Participants will identify practical ways to incorporate this approach and respective evaluation measures for their own use.

Lessons from the PIER Project: Recommendations to Facilitate Use of Participatory Action Research to Study Interprofessional Education and Collaboration *presented by Cathy Risdon, MD, McMaster University, Canada*
The presenter at this session will define the key principles and explore the potential merits of participatory action research (PAR). The presenter also will review a case study involving the use of PAR and the resulting concerns and confusions of research participants and research ethics boards.

Noon-1:30 p.m. **Lunch and Poster Session**: Radisson University Hotel, Second Floor Foyer
During this time frame, lead presenter and/or co-presenters of displayed posters will be available to answer questions or engage in dialogue with conference attendees. Posters will be available for viewing from Noon-5:00 p.m. on Thursday, October 25th and from 7:00 a.m.-12:15 p.m. on Friday, October 26th.

1:30-3:00 p.m. **CONCURRENT BREAK-OUT SESSIONS**

Presidents Room **(207) Cutting-Edge Innovations in Curriculum and Instruction:** Student Introduction to IPE

Introducing Interprofessional Education Across the Campus: The MUSC Interprofessional Education Day *presented by Amy Blue, PhD, Medical University of South Carolina, USA; Valerie West, EdD, Medical University of South Carolina, USA; David Garr, MD, Medical University of South Carolina, USA; Carol Lancaster, PhD, Medical University of South Carolina, USA*
Presenters will describe an innovative educational program, Interprofessional Education Day, developed for all first- and second-year health professions students at the Medical University of South Carolina. Presenters will address the planning process, learning activities, lessons learned, and program evaluation results, including participant satisfaction and measure of attitudes.

Interprofessional Education Day at the University of California, San Francisco *presented by Dorrie Fontaine, RN, DNSc, FAAN, University of California, San Francisco, USA*
In this session, the presenter will describe the development and success of an Interprofessional Education Day at the University of California, San Francisco. Students from dentistry, nursing, and pharmacy were involved in an interactive learning experience about patient safety, communication, and team collaboration. Participants will identify creative approaches to bringing students together for interprofessional learning, explore the benefits of administrative leadership, and develop strategies to overcome the barriers to interprofessional education.

Introductory Interprofessional Learning Session for 1000 Health Care Professional Students: Reflections on Planning, Delivery, and Outcomes *presented by Andrea Cameron, BScPhm, MBA, University of Toronto, Canada; Scott Reeves, PhD, Li Ka Shing Knowledge of St. Michael's Institute, Canada*
Presenters at this session will discuss the logistical, organizational, and educational factors associated with developing and implementing a large-scale interprofessional education event for over 1000 first-year health sciences students. Presenters also will provide feedback from an evaluation that gathered survey and focus group data related to the student experience of the event.

Alumni Room

(208) New Models of Care/Communities of Practice: Changing Cultures

Building Interprofessional Education and Practice from the Ground Up: Changing the Cultures of Professional Education and Medical Care *presented by DeWitt C. Baldwin, Jr., MD, Scholar-in-Residence, Accreditation Council for Graduate Medical Education (ACGME), USA; Anthony L. Suchman, MD, MA, Relationship Centered Health Care, New York, USA; David L. Mossbarger, MBA, MA, Relationship-Centered Care Initiative, Indiana University School of Medicine, USA; Karen Bowers, RN, MSN, Wishard Hosptial, USA; Karl Huesgen, MS, Indiana University School of Medicine, USA*
Organizational culture constitutes the "informal curriculum" for health professions students, shaping their emerging professional identities, behaviors, and role expectations. Organizational culture change is the next frontier for interprofessional education and practice. This presentation will explore powerful new approaches for changing organizational culture.

Nolte Room

(209) 21st Century Technology-Enhanced IPE: E-Learning for IPE

Using Electronic Cases as a Teaching and Learning Strategy to Promote Interprofessionalism in Academic and Clinical Settings *presented by Nancy Posel, M.Ed., McGill University, Canada; Dianne Bateman, PhD, McGill University, Canada*
Presenters in this session will describe the development and utilization of an online learning activity and resulting workshop based upon the integration of medical informatics with pedagogical theories and principles of learning to promote interprofessional education and practice. After this session, participants will better understand this innovative model and have the ability to apply it in their own settings, both in academic and clinical areas.

Interprofessional Education for Collaborative Mental Health Care: Outcomes, Lessons and Recommendations from a National, E-Learning, Knowledge Exchange Project *presented by Enette Pauzé, MSc, Spetha, Inc., Canada*
E-learning technologies have shaped new educational opportunities and can transport programs within and across national and international boundaries. This project is based on the Education Toolkit, developed by the Canadian Collaborative Mental Health Initiative. The presenter will discuss the key outcomes from continuing education accredited learning programs, lessons learned from using E-learning technologies, and recommendations for improving programs in the future. Participants will benefit from lessons learned by taking part in a live version of a Train-The-Trainer program.

Web-Based Interprofessional Education and Wellness Course: Collaboration Across Discipline-Specific Borders *presented by Joey Farrell, PhD, MA, BSc, Lakehead University, Canada*
In this workshop, participants will be introduced to a Web-based interprofessional education and wellness course that was developed at Lakehead University in 2005. This interprofessional Web-based course teaches students how to work collaboratively in an academic setting. They learn to work effectively and respectfully as a member of a team to produce an integrated, comprehensive wellness plan, using the Internet as their communication medium.

Northrop Room

(210) Transformation/Change/Leadership: New Models of Healthcare – Leadership for IP Practice

Beyond the Doctor's Workshop: The Role of the Health Administrator on the Interprofessional Team *presented by James Begun, PhD, Gordon Mosser, MD, University of Minnesota, USA; Kenneth White, PhD, Virginia Commonwealth University, USA*
Administrators need to assume a more proactive and prominent role in promoting and leading interprofessional practice. Presenters at this session will report lessons learned by three health administrator educators from two of the top health administration programs in North America--the University of Minnesota and Virginia Commonwealth University. Learning and teaching methodologies will be discussed.

Implementing Communities of Practice to Foster Interprofessional Practice *presented by Esther Suter, PhD, Calgary Health Region, Canada*
A community of practice model was used to foster lateral mentoring and interprofessional practice in clinical environments. In this session, presenters will highlight how this approach can be effectively used to link education and practice, including faculty, students, clinical placement coordinators, and preceptors. The presenter also will discuss challenges with implementation, as well as creative solutions.

Interprofessional Education and Collaboration: Keys to the Provision of Effective Health Care *presented by Lynn Sinclair, MA (Ad Ed), Toronto Rehabilitation Institute, Canada; Mandy Lowe, MSc, BSc (OT), Toronto Rehabilitation Institute, Canada*
As patient complexity increases and health care human resources are progressively challenged, it is critical that health care professional students and clinicians learn how to become collaborative team members in order to provide the best possible patient care. This session will inform participants on how a large, urban, multi-site teaching hospital in Canada developed and piloted an innovative student interprofessional education placement program. Using practical examples, strategies, and scenarios, presenters will discuss successes and lessons learned in the development and implementation of the student placement program.

Coffman Room **(211) Through the Eyes of Students:** Health Care Learners' Perspectives on IPE

Health Care Learners' Perspective on Interprofessional Education in Theoretical and Clinical Settings *presented by Jennifer Medves, RN, PhD, Queen's University, Canada; Margo Paterson, OT Reg. PhD, Queen's University, Canada; Cheryl Poth, PhD(C), Queen's University, Canada; Corrine Schroder, MD, CCFP, Queen's University, Canada; Teresa Broers, MSc, Queen's University, Canada*
When health sciences students were asked to define "Interprofessional Collaboration," the definitions varied quite significantly among nursing, medicine, occupational therapy, and physical therapy learners. In this session presenters will describe the common themes by profession and the implications of this understanding from the point of view of the educators. Presentation followed by forty-five minutes of facilitated dialogue.

Regents Room **(212) Addressing Barriers Through Policy Development:** Outcomes: Where's the Evidence?

Using Evidence to Overcome Barriers to Implementing Interprofessional Interventions: Progress and Findings from Three Cochrane Reviews *presented by Scott Reeves, PhD, Li Ka Shing Knowledge Institute, Canada; Joanne Goldman, MSc, Li Ka Shing, Knowledge Institute of St. Michael's Hospital, Canada*
This session will focus on the critical role of rigorous, quantitative research evidence in promoting interprofessional collaboration in education, practice, and policy. Presenters will discuss conceptual and methodological issues related to these reviews, as well as report findings and outline a number of implications for the advancement of interprofessional education, collaboration, and coordination.

Twenty Health Canada Projects: Twenty Studies Linking Interprofessional Education to Collaborative Patient–Centered Practice *presented by Ruby Grymonpre, Pharm D., FCSHP, University of Ottawa, Canada*
The mandate of the Canadian Interprofessional Health Collaboration (CIHC) evaluation sub-committee is to provide leadership in the development and implementation of an overall strategy to support and promote collaboration and knowledge exchange concerning the funded Interprofessional Education to Collaborative Patient–Centered Practice (IECPCP) projects. This session presents the findings of a comprehensive review of the twenty Health Canada funded (IECPCP) project proposals' evaluation plans as a step towards reaching the mandate.

Evaluating Interprofessional Education as Part of a Provincial Network *presented by Lesley Bainbridge, M.Ed, PhD(c), University of British Columbia, Canada*
The Interprofessional Network of British Columbia engages communities of practitioners and community leaders in the implementation and evaluation of interprofessional education for collaborative patient-centered care. A program logic model was used to determine the evaluation metrics for the network. The presenter in this session will describe the network logic model, associated evaluation processes, and the results to date.

3:00-3:30 p.m. **BREAK: Radisson University Hotel**

3:30-5:00 p.m. **CONCURRENT BREAK-OUT SESSIONS**

Regents Room **(213) Transformation/Change/Leadership:** Institutional Transformation through a Continuum of Learning

Interprofessional Education: Overcoming the Challenges *presented by Irma Ruebling, PT, MA, St. Louis University, USA*
The presenter in this session will discuss overcoming the administrative issues of interprofessional education and capitalizing on an individual institution's strengths to overcome challenges. Participants will learn how to apply possible solutions to their home environments. The presenter will also discuss the possible inclusion of interprofessional competence in professional accreditation standards.

Learning With, From, and About One Another: The Evolution of an Interprofessional Curriculum in the Community College System *presented by Lorie Shekter-Wolfson, MSW, George Brown College, Canada; Rivie Seaberg, BScN, MPM, George Brown College, Canada*
To successfully introduce interprofessional education into an educational environment, one has to look at the transformation as a large-scale change project. This presentation will address the implementation plan for George Brown College and explore how its Center for Health Sciences is moving through this process. Session presenters will discuss organizational structure, the shift in curriculum priorities, governmental impact, the need for collaboration with other educational and clinical partners, and the need for better integrated space.

Alumni Room

(214) Cutting-Edge Innovations in Curriculum and Instruction: Pearl Sessions–Community IPE in the Rural and Underserved Communities

Interprofessional Scholarship, Service, and Education – A Means to Meet Community Needs and Academic Expectations *presented by Caroline Goulet, PT, PhD, Creighton University, USA*
Graduates of health professions programs must demonstrate the skills necessary to participate in and recognize the value of interprofessional teams to promote health and prevent diseases in at-risk communities. The presenter at this session will discuss three key dimensions for successful endeavors: dedicated administrative support, human capital, and role/reward system with adequate flexibility that values faculty innovation and faculty buy-in, leading to programmatic resources and student engagement. This session offers a template for other health professions programs attempting to institutionalize interprofessional curricular initiatives.

Expanding Rural Academic Health Capacity in British Columbia *presented by Lesley Bainbridge, M.Ed, BSR (PT), PhD, University of British Columbia, Canada*
Rural communities present unique and challenging learning opportunities for health and human services students and residents. Interprofessional opportunities are embedded in the way rural communities deliver health care. The presenter in this session will discuss the research and evaluation components of an emerging model for sustainable interprofessional practice education in rural communities. Participants will learn about student orientation, preceptor orientation, and community engagement as they relate to rural academic health. Presenters also will describe lessons learned about community engagement, rural health, sustainability, and consensus building.

Promoting Interdisciplinary Health Care for Rural Older Adults: An Interdisciplinary Team Training Workshop *presented by Stacy Smallfield, DrOT, OTR/L, University of South Dakota, USA; Joy Karges, PT, Ed.D., MS, CLT, University of South Dakota, USA; Janet Buelow, PhD, RN, University of South Dakota, USA; Deb Norris, Ed. D., University of South Dakota, USA*
Interdisciplinary health care is especially critical in rural and frontier areas. Since 1999, faculty from the health-related disciplines at the University of South Dakota have been building annual workshops with the goal of educating students about various health care professions through shared learning, interaction, and collaboration. This interactive workshop will give participants the opportunity to take part in the team training concept that has been implemented at the University of South Dakota. Participants will leave the session with key components for building an interdisciplinary workshop that involves students from multiple health care disciplines.

Engaging Students, Faculty, and Communities in Community-Based Participatory Research *presented by Mary Ann Littleton, PhD, East Tennessee State University, USA; Chantelle Vernon, MPH Candidate, East Tennessee State University, USA*
East Tennessee State University's Interdisciplinary Rural Health Program illustrates how principles and practices of community-based participatory research (CBPR) can be applied within interprofessional education. This session will highlight issues and methodologies in applying CBPR within an interprofessional health education setting. Presenters will discuss outcomes and lessons learned, as well as methods used to provide continuous quality improvement related to CBPR outcomes.

Where the Rubber Hits the Road: Interprofessional Continuing Education in Rural Communities *presented by Olga Heath, PhD, Memorial University, Canada; Ted Callanan, MD, Memorial University, Canada; Elizabeth Church, PhD, Mount Saint Vincent University, Canada; Peter Cornish, PhD, Memorial University, Canada; Vernon Curran, PhD, Memorial University, Canada; Kate Flynn, MASP, Memorial University, Canada; Jennifer Forristall, MASP, Memorial University, Canada; Anne Kearney, Memorial University, Canada*
Rural health professionals encounter unique challenges and opportunities in providing care. The Rural Mental Health Interprofessional Training Project (RMHITP) was designed to address the challenges and build upon the opportunities. Session presenters will outline RMHITP experiences, the results of the evaluation, and possible options for sustainability.

Northrop Room

(215) 21st Century Technology-Enhanced IPE: E-Learning for IPE

Creating Interprofessional Collaborative Teams to Support Student Development *presented by Carole Orchard, PhD, University of Western Ontario, Canada; Richard San Cartier, RN, University of Western Ontario, Canada; Anne Brasset-Latulipee, University of Western Ontario, Canada; Karen Jenkins, University of Western Ontario, Canada; Susan King, University of Western Ontario, Canada; Hossein Khalili, University of Western Ontario, Canada*
Successful interprofessional collaborative practice depends upon having collaborative interprofessional teams to role model and reinforce collaborative teamwork for health professional students in health care settings. Moving to this model requires re-education of those currently in practice. The Institute for Interprofessional Health Sciences is a virtual educational institute that provides e-learning experiences for students and clinicians. Participants will learn about this group's findings and receive feedback on the process and outcomes of this team development approach. Presentation followed by forty-five minute facilitated dialogue.

Coffman Room **(216) Transformation/Change/Leadership:** Designing Physical IP Healing Environments

Creating Environments for Innovation in Health Care Design: At the Intersection of Seven Professions *presented by Gerri Lamb, RN, PhD, FAAN, Emory University, USA; Ellen Yi-Luen, PhD, Georgia Institute of Technology, USA; Craig Zimring, PhD, Georgia Institute of Technology, USA*
How do we create interprofessional learning environments that foster innovation? Faculty representing seven health care and design disciplines at Georgia Institute of Technology and Emory University share their experience in "Hospital Room of the Future," a graduate course in which student teams built full-size models of new solutions for hospital design.

Space Design Can Enhance Interprofessional Health Education and Collaborative Practice *presented by Christie Newton, MD, University of British Columbia, Canada; Lesley Bainbridge, M.Ed., BSR (PT), PhD, University of British Columbia, Canada*
Despite research into the impact of space design on hospitals and corporate productivity, little attention has been paid to the impact of space design on interprofessional health education and collaborative practice. This presentation describes the spatial design of an interprofessional ambulatory care clinic that enhances collaborative learning and practice.

Landscapes with Healing in Mind *presented by Jean Larson, MA, University of Minnesota, USA*
Over the centuries, there have been reported cases of people benefiting from gardens, landscapes, and interaction with plants. The focus of this presentation is how two departments (Horticulture and Integrative Medicine) at the University of Minnesota have come together in an interdisciplinary approach to teaching evidence-based therapeutic landscape design. Participants will learn about the history of the departments' collaboration, the rationale and benefits of therapeutic landscape design, and practical application of methods used in teaching across disciplines, including examples of student work drawn from the courses.

Nolte Room **(217) Cutting-Edge Innovations in Curriculum and Instruction:** Curriculum Redesign

Development of Core Competencies for an Academic Interprofessional Education Curriculum: Process and Outcome *presented by Susan J. Wagner, MSc, University of Toronto, Canada*
The University of Toronto is developing a mandatory interprofessional education curriculum for all of its health science disciplines. This session will describe the process utilized to determine core competencies for a mandatory interprofessional education curriculum. The presenter will share experiences of moving from conceptualization to formation to utilization. In addition, the presenter will discuss challenges and strategies to promote competency development in interprofessional education.

Designing, Implementing, and Evaluating an Interprofessional Patient Safety and Quality Outcomes Curriculum *presented by Anne Gunderson, MSN, GNP, University of Illinois – Chicago, USA*
Although patient safety has been increasingly recognized as a key dimension of quality care, systematic safety education is lacking, and interprofessional collaboration and communication training has not been addressed. The University of Chicago developed an interprofessional curriculum to prepare health science students for practice in today's health care environment. The presenter at this session will review current literature on patient safety and interprofessional teams, discuss the curricular development, implementation and assessment tools. Participants will learn how to identify opportunities within their home institutions and create successful strategies for implementation of an interprofessional learning module.

Developing and Implementing Sustainable Interprofessional Education Curriculum Components for Health Professional Programs *presented by Dennis Sharpe, PhD, Memorial University of Newfoundland, Canada*
This session will focus on a current interprofessional initiative. The presenter will address implications for change in an organizational culture and the administrative practices required to resource and sustain interprofessional education. Other areas of discussion will include the required components for an interprofessional curriculum, innovative approaches, evaluation activities, and lessons learned.

Presidents Room **(218) Addressing Barriers Through Policy Development:** National Perspectives–Robert Wood Johnson Funded Interprofessional Education Initiatives

Promoting Interprofessional Education through Quality and Safety Education for Nurses (QSEN) *presented by Leslie Hall, MD, University of Missouri - Columbia School of Medicine, USA; Jane Barnsteiner, PhD, RN, FAAN University of Pennsylvania School of Nursing, USA; Joanne Disch, PhD, RN, FAAN, University of Minnesota School of Nursing, USA*
Many of the quality and safety competencies outlined by QSEN are amenable to teaching in an interprofessional environment. This presentation will be in the form of a panel discussion in which the presenters will draw upon both their national involvement in QSEN and their experiences in interprofessional education to discuss how interprofessional learning may enhance the successful acquisition of quality and safety competencies.

Promoting Action-Based Interprofessional Education in Quality Improvement: The Achieving Competence Today (ACT) Experience *presented by Leslie Hall, MD, University of Missouri - Columbia School of Medicine, USA; Bonnie Jerome-D'Emilia, PhD, MPH, RN, University of Virginia School of Nursing, USA*
The Achieving Competence Today curriculum was developed by Partnerships for Quality Education (PQE), with sponsorship from the Robert Wood Johnson Foundation. This panel presentation will cover development of the ACT curriculum and program, ongoing maturation of the ACT curriculum, and program and integration of the ACT curriculum with quality improvement in a health system.

6:00-9:00 p.m. **Dinner Reception at the Minnesota History Center, St. Paul, Minnesota (see page 37)**
Bus departures begin at 5:30 p.m. at the 1st floor west hotel entrance doors. Buses will depart approximately every 20 minutes. Final bus departure to History Center at 6:45 p.m.

FRIDAY, OCTOBER 26, 2007

REGISTRATION Open 7:00 a.m. - 3:30 p.m. — second floor Radisson University Hotel
Breakfast 7:00 - 7:45 a.m. in the Radisson University Ballroom

All presentations will take place on the second floor of the Radisson University Hotel unless otherwise noted.

7:00-7:45 a.m. **Optional breakfast meetings.** Consult message board for room location on second floor of the Radisson University Hotel. No prior registration required. (Refer to page 36 for more information.)

- Interprofessional Prevention Education
- Planning for Halifax

8:00-9:00 a.m. **Plenary Session: Pathways Into Health – Interprofessional Education within Indian Communities**
Ballroom
James M. Galloway, MD, FACP, FACC, Office of Public Health and Science, Rear Admiral, Assistant Surgeon General, United States Public Health Service, USA
Presenter will share his experiences in the development of a successful collaboration, involving universities, tribes, tribal organizations and American Indian/Alaska Native communities and the federal government. The presentation will focus on the development of American Indian and Alaska Native health professionals, utilizing interprofessional education, distance and work-based learning as well as cultural integration. In addition, the cultural aspects of the team approach to education and health care will be explored.

9:30-11:00 a.m. **CONCURRENT BREAK-OUT SESSIONS**

Northrop Room **(301) Cutting-Edge Innovations in Curriculum and Instruction:** Innovations in Interprofessional Education

Training Interprofessional Patient Advocates: The Center for Patient Partnerships *presented by Sarah Davis, JD, MPA, BA, University of Wisconsin, The Center for Patient Partnerships (CPP), USA; Martha Gaines, JD, LLM, University of Wisconsin, The Center for Patient Partnerships (CPP), USA*
Presenters at this highly interactive session will discuss how a university-based center trains graduate/professional students from diverse backgrounds to advocate effectively with patients who have serious chronic or life-threatening illnesses. Case examples will demonstrate how students work interprofessionally with each other and with patients to build capacity that informs decision-making, builds patient-provider relationships, and hones self-advocacy skills.

Interdisciplinary Public Health Education about Family Violence and Sexual Assault – Challenges, Opportunities, and Future Directions *presented by Elaine Alpert, MD, MPH, Boston University School of Public Health, USA*
Given the worldwide prevalence of Family Violence and Sexual Assault (FV/SA), nearly every health care provider and public health practitioner in every country will encounter these issues during his or her career. Boston University School of Public Health has developed two four-credit graduate courses to address these issues. One course addresses family violence, and the other course addresses sexual violence. Participants at this session will learn about the development, content, and experience of each course. Presenter also will address the pedagogical, logistical, and cultural issues concerning dissemination of FV/SA education across disciplines and across national borders.

Regents Room **(302) Transformation/Change/Leadership:** Institutional Transformation Through a Continuum of Learning

Interprofessional Education in a School of Public Health Professions: Experiences in Developing a Core Curriculum *presented by Dale Fish, PhD, University of Buffalo, USA.*
Although interprofessional health education is enticing, promoting this form of education across a wide diversity of academic and health professions can be daunting. The presenter will share his experiences in developing a core curriculum in a School of Public Health and Health Professions and reflect on aspects of implementation, evaluation, and dissemination.

The University of British Columbia Model of Interprofessional Education and Practice *presented by Grant Charles, PhD, University of British Columbia, Canada; Lesley Bainbridge, M.Ed., BSR (PT), PhD, University of British Columbia, Canada*
The College of Health Disciplines at the University of British Columbia (UBC) has developed a model for interprofessional health and human service education that follows a continuum of learning from the beginning of pre-licensure training to continuing professional development post-licensure. As this is an emerging model, the presenters will identify the critical conceptual frameworks for interprofessional education, the key principles of interprofessional learning, and the development of educational strategies for each stage of the UBC model.

Transformation at the University of Colorado *presented by Robin Ann Harvan, Ed.D., University of Colorado, USA; Marguerite Childs, MPA, University of Colorado, USA*
A decade of institutional transformation has brought vision to reality. In 1995, when the Fitzsimons Army Medical Center was officially put on the Base Realignment and Closure list, officials from Health Sciences Center, University of Colorado Hospital and the City of Aurora presented an innovative proposal to the Department of Defense in Washington, D.C. The proposal emphasized the benefits of reusing the decommissioned base to build — from the ground up — a world-class, academic health center, including state-of-the-art health care facilities. In 1998, the Master plan was completed and transformation began. The fundamental guiding principles for institutional transition and transformation are: Interdisciplinary education, research and service; Interprofessional education and practice; and Integrated facilities and functions. This presentation will highlight the trials and tribulations of institutional transformation.

Coffman Room **(303) New Models of Care/Communities of Practice:** Enabling Effective Professional Governance through Interprofessional Collaboration

Enabling Effective Professional Governance through Interprofessional Collaboration: A Strategic Policy Framework Designed to Promote Integrated Practice and Education Outcomes *presented by J. Schleifer Taylor, MSc, Toronto, Canada*
How does a hospital move more than 750 individuals in the same direction related to practice and education? How is this accomplished despite beliefs that status, structures, power, resources, and size are 'real' barriers? A five-step strategy was undertaken at St. Michael's Hospital. Presenter at this workshop will introduce the construct of an interprofessional governance leadership framework; discuss the strategic process undertaken, tangible targets set, the practice and education indicators utilized to track progress, and the outcomes achieved. The session will provide participants with principles for application in their own environments.

Presidents Room **(304) Through the Eyes of Students:** Lessons Learned from CLARION National Case Competition

Lessons Learned from CLARION National Case Competition *presented by University of Minnesota Students, USA Karla Van Wagner (nursing), CLARION Coordinating Chair; Kade Birkland (pharmacy), CLARION Alumni Co-Chair; Steve Mandt (pharmacy), CLARION Board Member*
CLARION creates and conducts co-curricular, interprofessional experiences based upon the Institute of Medicine's report "Six Aims for a New Healthcare System." This student driven organization has just been selected to receive the Interdisciplinary Group Recognition Award of the National Academies of Practice. In this session, representatives from CLARION will share the many challenges and opportunities they encounter as they develop skills in leadership, teamwork, communication, analytical reasoning, conflict-resolution, and business practices.

The Competitive Edge: Winning Strategies for Case-Based Interprofessional Learning Opportunities *presented by Maralynne Mitcham, PhD, OTR/L, Medical University of South Carolina, USA; Robert Hendry, Medical University of South Carolina, USA; Aaron Embry, Medical University of South Carolina, USA; Manasi Sinhua, Medical University of South Carolina, USA; Karen Spry, Medical University of South Carolina, USA*
This session will focus on the dynamics that underlie the learning, teaching, and practice methodologies of collaborative interprofessional education, as well as lessons learned from a specific case-based experience. The opportunity to reflect and distill the key elements of this experience will help to generate new paradigms for learning and teaching and help participants to plan proactively for the future success of a variety of interprofessional endeavors within an academic health sciences center.

Nolte Room **(305) Addressing Barriers Through Policy Development:** Where's the Evidence?

Seamless Care: Interprofessional Education and the Development, Content Validation, and Reliability Study of a New Evaluation Instrument for Students *presented by Karen Mann, PhD, Dalhousie University, Canada*
This session addresses two important issues--the lack of evaluation instruments to assess outcomes of interprofessional education (IPE), and the lack of theory-based instruments. Session presenter will describe the development and validation of a new instrument to measure students' perceived self-efficacy for interprofessional collaborative practice.

Three Years of Outcome Data for an Interprofessional Educational Experience Linking the Institute of Medicine Five Core Competencies *presented by Wendy Rheault- Rosalind, PT, PhD, Franklin University of Medicine and Science, USA*
The Institute of Medicine (IOM) has asserted that although health professionals are required to work in interprofessional teams, they are not educated together or trained in team-based skills. The IOM has recommended a set of five core competencies essential for expanding roles of health care practitioners into the 21st century. The five are interdisciplinary teams, evidence-based practice, quality improvement, informatics, and patient-centered care. This presentation will provide an overview of the educational experience developed based on the IOM report for eight different health care professions across four schools. Session presenter will describe the content, process, structures, and three-year outcomes for this experience. In addition, the presenter will discuss barriers to interprofessional education and lessons learned.

University of North Dakota's Interprofessional Health Care Course Evaluation: An Evolving Process *presented by Sue Offutt, PhD, University of North Dakota, USA*
The education of health care professionals has been criticized for failing to provide experiences that promote interprofessional teamwork in the academic setting. In order to address this concern, eight disciplines at the University of North Dakota came together to develop an Interprofessional Health Care course. Session presenter will share the resources used in the development of the course, course outline/syllabus, approaches to evaluation of learning, and outcomes.

Alumni Room **(306) Cutting-Edge Innovations in Curriculum and Instruction:** Inter-institutional IPE Development

Achieving Interinstitutional, Interprofessional Education: Success and Challenges of Collaborative Family-Centered Skill Development *presented by Nancy A. Cicirello, Ed.D, PT, Pacific University, USA*
Presenter at this session will describe a federally funded project that assisted in preparing graduate students in physical therapy, occupational therapy, special education, and speech language pathology to use collaborative skills to develop a family-centered goal for a child with a disability and his/her family in the home. Participants will learn about the faculty and student reflections based on the outcomes of the interprofessional, interinstitutional pre-service education.

Learning to Care Together: Interagency, Interprofessional Education in Long Term Care and Retirement Living Settings *presented by Gary Kapelus, BS, DSP, MBA, George Brown College, Canada; Karen Brill, M.Ed., Retirement Resources, REIT, Canada*
This presentation will report on the first year of a three-year initiative, Learning to Care Together, funded by the Ontario Interprofessional Health Education Innovation Fund. The project builds on an interagency relationship between George Brown College and Retirement Residencies. Presenters will report on four products developed by the initiative: an interprofessional preceptor preparation protocol, a range of new interprofessional student placements within retirement living and long term care, a standardized interprofessional placement evaluation methodology, and interprofessional curriculum content/modules.

The Seamless Care Experience: Reflections on Process in Practice-Based Interprofessional Education and Research *presented by Susan Mansour, BSc, MBA, Dalhousie University, Canada; Lucille Wittstock, Dalhousie University, Canada*
"Seamless Care" is a project funded by Health Canada to facilitate interprofessional collaborative skills in pre-licensure health professional students. Fourteen student teams from medicine, nursing, pharmacy, dentistry, and dental hygiene were modeled in interprofessional collaborative practice at nine clinical practice sites. Presenters at this session will discuss lessons learned concerning the process for collaborating and working together across health professions, academic professional programs, and between educational and health care institutions. Presenters also will address research design, theoretical framework, curriculum design, and evaluation logic.

11:00-12:15 p.m. **Lunch and Networking in the Radisson University Ballroom**

12:15-1:45 p.m. **CONCURRENT BREAK-OUT SESSIONS**

Northrop Room **(307) Cutting-Edge Innovations in Curriculum and Instruction:** Use of Simulated Root Cause Analysis to Teach Patient Safety Skills

Use of Simulated Root Cause Analysis to Teach Patient Safety Skills to Interprofessional Health Care Learners *presented by Leslie Hall, MD, FACP, University of Missouri, USA; Myra Aud, PhD, RN, University of Missouri Sinclair School of Nursing, USA; Laurel Despins, MSN, APRN, University of Missouri Health Care, USA*
For the past five years, the University of Missouri has taught an interprofessional course in quality and patient safety to medical students, nursing students and health management students. A constant feature of this course has been participation in a simulated root cause analysis of an adverse event. Participants at this session will experience this learning exercise and learn to identify strategies that might allow them to incorporate a similar learning activity into their home educational environments.

Regents Room **(308) Transformation/Change/Leadership:** Bridging Relationships Across Interprofessional Domains

Bridging Relationships Across Interprofessional Domains (BRAID): Partners in Interprofessional Leadership *presented by Brenda Kinney, RN, BN, MN, Atlantic Health Sciences Corporation, Canada; Judith Buchanan, MHSc, RN, University of New Brunswick, Canada; Brenda Schyf, BN, BA, M.Ed., New Brunswick Community College, Canada*
The BRAID project has provided project partners and stakeholders opportunities to learn with, from, and about each other while building new partnerships and strengthening existing relationships. Presenters will discuss the evolution of the collaborative structure and discuss the lessons learned and barriers crossed to reinforce the process. Presentation followed by forty-five minute facilitated dialogue.

Nolte Room **(309) Faculty/Teaching Skills Development:** Outcomes Methodologies in Interprofessional Education

Interprofessional Education Research and Research Ethics Board – The Case of Seamless Care-Interprofessional Education *presented by Karen Mann, PhD, Dahousie University*
Seamless Care is a Health Canada-funded educational practice-based project. A goal of this project is to prepare pre-licensure health professional students at Dalhousie University to become collaborative practitioners. Presenter in this session will describe the challenges associated with ethical review encountered by educational practice-based projects. Presenter also will explore policy changes for Institutional Review Boards, based on the lessons learned.

Observation as a Research Tool in Interprofessional Education: Development of an Observation Guide for Student Interprofessional Interns *presented by Karen Mann, PhD, Dalhousie University, Canada; Hope Beanlands, MN, MPA, PhD(c), RN, Dahousie University*
This session describes the development of an observation guide for student teams as one evaluation method in a Health Canada-funded project, Seamless Care, a practice-based educational intervention to prepare pre-licensure health professional students as competent collaborative practitioners. Presenters will discuss the development of the guide, its implementation, and utility.

Patient Self-Management: Sharing the Experiences of Goal-Setting *presented by Hope Beanlands, MN, MPA, PhD (c), RN, Dalhousie University, Canada; Katherine P. Gould, BScN, RN; Shannex Healthcare, Nova Scotia, Canada; Sandra Duke, RN, MN, SNP, CCN, Capital District Health Authority, Nova Scotia, Canada; Alice Veinotte, Capital District Health Authority, Nova Scotia, Canada*
Presenters in this session will describe the patient perspective on a newly developed Patient Self-Management Scale in a student interprofessional education project. This panel discussion addresses the challenges experienced by patients and interprofessional student teams as they assisted patients with chronic health conditions to set three self-management goals.

Listening to the Voices of Learners: Insights and Actions *presented by Hope Beanlands, MN, MPA, PhD (c), RN, Dalhousie University, Canada; Karl Huesgen, MS, Indiana School of Medicine, USA, David Mossberger, MBA, MA, Relationship Centered Care Initiative, Indiana School of Medicine, USA; Anthony Suchman, MD, MA, Relationship Centered Healthcare, New York, USA*
In this session, presenters will describe how listening to participant feedback improved the learning, teaching, and practice methods of the interprofessional education experience in the Seamless Care project. Presenters will address overall participant reactions, lessons learned, and the preliminary findings of the intervention modifications.

Coffman Room **(310) New Models of Care/Communities of Practice:** Changing Cultures

"A Play Within a Play": The Catalyzing and Sustaining Communities of Collaboration Around Interprofessional Care Project *presented by Ivy Oandasan, MD, MHSc, University of Toronto, Canada*
Presenter at this session will discuss how a network of 13 teaching hospitals has been the umbrella for a grant-funded project fostering interprofessional collaboration in multiple hospital and academic sites. Core principles to be explored include the value of a common vision, how to foster continual learning from each other, and the critical nature of linking interprofessional practice to a concrete goal, such as patient-centered care. Presentation followed by forty-five minutes of facilitated dialogue.

Alumni Room **(311) Through the Eyes of Students:** The Value of Student-Initiated Interprofessional Education

The Value of Student-Initiated Interprofessional Education and What Educators, Researchers and Policymakers in Canada and the United States Can Do About It *presented by Steven Hoffman, MD, Past-President, National Health Sciences Students' Association, Canada*
Using the experience of the National Health Sciences Students' Association in Canada as a starting point, participants will discuss the value of student-initiated interprofessional education, the factors that enable and sustain it, and how they can each individually support student-initiated interprofessional education in their local and/or national settings.

Presidents Room **(312) Addressing Barriers Through Policy Development:** Advocacy for IPE

Enhancing Sustainability to Facilitate Interprofessional Collaboration: How Do You Engage Policymakers and Key Decisionmakers? *presented by Enette Pauzé, MSc, University of Toronto, Canada; Andrea Burton, PhD, Communications Consultant, Canadian Interprofessional Health Collaborative, Canada*
Are you concerned about the sustainability of your interprofessional project? This session will lead participants through the practical application of a dissemination toolkit based on the lessons learned by the Canadian Interprofessional Health Collaborative in British Columbia and the University of Toronto's Office of Interprofessional Education.

1:45-2:00 p.m. **BREAK: Radisson University Hotel**

2:00-3:30 p.m. **CONCURRENT BREAKOUT SESSIONS**

Regents Room **(313) New Models of Care/Communities of Practice:** Re-designing Education for Collaborative Practice

Integrating Interprofessional Activities into a Geriatric Pharmacy Course: The Good, The Bad, and The Ugly *presented by Ann Ryan Haddad, PharmD, Creighton University School of Pharmacy and Health Professions, USA; Michele Faulkner, PharmD, Creighton University, School of Pharmacy and Health Professions, USA; Kelli Coover, PharmD, Creighton University School of Pharmacy and Health Professions, USA*
This presentation will describe the development and implementation of an interdisciplinary geriatric care experience involving pharmacy, occupational therapy, and physical therapy students. Based on the student feedback from these experiences, the presenters will demonstrate that despite the barriers that were encountered, interprofessional education can have a positive impact on student learning.

Interprofessional Conflict and Medical Errors *presented by DeWitt Baldwin Jr., MD, Scholar in Residence, Accreditation Council for Graduate Medical Education (ACGME), USA*
While interprofessional conflict is generally assumed to play an important role in medical errors, there is little supporting empirical evidence. This session will provide an overview of a research design that surveyed PGY1 and PGY2 residents regarding their experiences. Presenter will review the results from the questions that specifically addressed interprofessional conflict and medical errors.

Interprofessional Care Improves Patient Outcomes: How to Develop Your Own Interprofessional Practice *presented by Thomas Lackner, PharmD, FASCP, University of Minnesota, USA; Teresa McCarthy, MD, MS, University of Minnesota, USA; Karin Schurrer-Erickson, MA, RN, CNP, University of Minnesota, USA; Kelli Johnson, MBA, University of Minnesota, USA*
Interprofessional team members will discuss a recent study that demonstrated how an interprofessional approach reduced the length of stay, mortality, and overall health care cost compared to traditional care in transitional care patients. Presenters will share their experiences from this health care practice and education model to foster a larger realization of these outcomes.

Presidents Room **(314) Transformation/Change/Leadership:** Institutional Transformation Through a Continuum of Learning

Building the Foundation of Interprofessional Education in Toronto – An Agenda for the Future *presented by Susan Wagner, MSc, University of Toronto, Canada; Laura Silver, University of Toronto, Canada; Brian Simmons, BSc (Hons), University of Toronto, Canada*
The University of Toronto is establishing a mandatory interprofessional education curriculum for its ten health science disciplines by 2009. This competency-based longitudinal curriculum will include a mandatory core curriculum, complementary learning activities, simulation experiences, and a four-week clinical placement. Session presenters will describe the framework, objectives, key components, and critical structures needed for this interprofessional curriculum.

Creating Collaborative Care: Implementing Formal and Informal Interprofessional Educational Programs at an Academic Health Center *presented by Frances Lee, OBA, Medical University of South Carolina, USA; Amy Blue, PhD, Medical University of South Carolina, USA*
Creating Collaborative Care (C^3), an initiative at the Medical University of South Carolina (MUSC), establishes a framework for redesigning the formal and informal educational programs whereby future graduates not only continue to excel in the academic challenges of their chosen professions but also excel in today's complex interprofessional health care system. Presenters in this session will describe the process of developing a comprehensive interprofessional education plan, including the conceptual learning approach and lessons learned from development and initial implementation of the initiative. Presenters also will describe assessment components, including program outcome measures.

Alumni Room **(315) 21st Century Technology-Enhanced IPE:** E-Learning for IPE

Back to the Basics: Technology is Not the (Only) Answer *presented by Karyn Baum, MD, University of Minnesota, USA; Janet Shanedling, PhD, University of Minnesota, USA*
Presenters from the University of Minnesota will discuss an Interprofessional Teamwork for Health Professionals course, which involves students in dentistry, medicine, nursing, pharmacy and public health (including health administration). Participants will learn how the presenters addressed challenges of time schedules, large-group and small-group space, course registration, facilitators, and small-group design. Presenters will discuss the evolution of the course, how student feedback contributed to course modifications, and future plans.

Developing Narrative-Based Interprofessional E-learning Modules in Partnership with Community Clinicians: Learning With, From, and About Each Other *presented by Pippa Hall, PhD, University of Ottawa, Canada*
This interactive workshop will address the development of innovative, narrative-based e-learning modules through partnerships among academic institutions, students, and community practitioners. Session presenter will share the process and lessons learned from two examples. Participants will have the opportunity to take part in several of the modules' learning activities.

Medical Librarians as Partners in Patient-Centered Care *presented by Marilyn Rosen, MLS, University of Rochester, USA*
Today, with more databases, journals, and information available at the desktop, librarians are reaching out to find partners throughout the medical milieu. Innovative programs involving librarians at the University of Rochester Medical Center are part of this changing environment. This session will review two examples of collaboration. A goal of this presentation is to stimulate awareness and inclusion of medical librarians as potential collaborators in enhancing the health professions' common goal of delivering patient-centered care through new uses of library information services and partnerships.

Nolte Room

(316) Faculty/Teaching Skills Development: Faculty/Preceptor Programs for IPE

Just In Time Learning: Meeting the Challenges of Faculty Development via an Interprofessional Seminar Series
presented by Theresa Sullivan, MA, BSc (OT), University of Manitoba, Canada
In this session, the presenter will describe the establishment of a monthly interprofessional seminar series for university faculty. Presenter will share the unique format of the seminars, including a reading list, learning objectives, study questions, and excerpts from a seminar guide. Nine-month evaluation results and subsequent revisions to the series will also be discussed.

Presidential Scholars Program: An Extracurricular Approach to Interprofessional Education *presented by Valerie West, MD, Medical University of South Carolina, USA; Karen Wager, DBA, Medical University of South Carolina, USA*
Presenters at this session will discuss the Presidential Scholars Program, a non-credit, two-semester interprofessional (thirteen disciplines) initiative in its seventh year. Included in the presentation will be critical success factors, resources, and assessment and evaluation design and outcomes. Presenters also will share lessons learned and recommendations for the future.

Interprofessional Patient Care Casebook Workshop *presented by Maria Clay, PhD, East Carolina University, USA*
To facilitate faculty adoption of interprofessional teaching, institutions must develop new curricular resources, such as a casebook of interprofessional patient cases that can be used in a variety of disciplines with a team of students. This workshop will allow participants to review a rubric developed to create collaborative teaching cases for interprofessional students, review and give input into a series of interprofessional patient care cases that are being developed, and identify how such interprofessional patient cases can be utilized in their home environments.

Northrop Room

(317) Through the Eyes of Students

Occupational Therapy Students in the Process of Interdisciplinary Collaborative Learning: A Grounded Theory Study
presented by Dana M. Howell, PhD, OTD, OTR/L, Eastern Kentucky University, USA
This session will address tough questions related to research, as well as learning and teaching methodologies. Presenter will discuss research that describes the learning process that occupational therapy students undergo when they are engaged in collaborative learning with students from a variety of other allied health disciplines. The findings will be useful for faculty from all allied health disciplines who are responsible for teaching occupational therapy students, as it may aide in designing interdisciplinary learning experiences that more effectively meet the needs of students from different disciplines.

Pre-Professional IPE: Educating for Tomorrow Starting Today *presented by Carole Orchard, PhD, University of Western Ontario, Canada; Brandon Worley, University of Western Ontario, Canada*
This innovative project addresses the growing trend toward interprofessionalism in health care by empowering a student group to develop its own unique course, guided by faculty members with expertise in their area. Members of the course development team will report on their work to date that reflects completion of four of the eight workshops. This course will provide a unique research opportunity to study the benefit of pre-professional, interprofessional education preparation and facilitate a longitudinal study of participating students as they enter their respective professional programs and develop as health professionals.

Coffman Room

(318) Cutting-Edge Innovations in Curriculum and Instruction

Teachers as Learners: Curriculum Comes Alive at Camp *presented by Mary Preece, The Michener Institute, Canada; Kathryn Parker, The Michener Institute, Canada*
A key ingredient to successfully introducing a new curriculum model, such as Interprofessional Collaboration, is meeting the professional development needs of an institution's staff and faculty. Presenters at this session will describe a unique, three-day residential experience for staff and faculty of The Michener Institute for Applied Health Sciences. Based on the tenets of Interprofessional Collaboration, Simulation-enhanced Education and Healthcare Competency Assessment, the goals of "Interprofessional Collaboration Camp" include communicating a shared understanding of Interprofessional Collaboration, discovering effective teaching strategies for embedding Interprofessional Collaboration in the curriculum, developing a collaborative practice framework for Michener, and utilizing reflective practice for personal and professional growth. This interactive presentation will model the process used at The Michener Institute to facilitate the introduction of the new model.

Cutting Edge Innovations in Curriculum and Instruction

Wednesday, October 24, 2007

1:00 - 4:45 p.m.	Alumni Room	(101) From Grass Roots, Building an Interprofessional Curriculum
		Competencies of Interprofessional Practice: Preparing Students for Interprofessional Team-Based Clinical Practice
	Presidents Room	Interprofessional Health Care Course: A Tool-Kit to Getting Started
		"PBL-in-Action": An Innovative Interprofessional Educational Model for the Ambulatory Primary Care Setting

Thursday, October 25, 2007

10:30 a.m.-Noon	Regents Room	(201) Starting Out Right: An Interprofessional Course at the Beginning of the Curriculum
1:00 - 3:30 p.m.	Presidents Room	(207) Introducing Interprofessional Education Across the Campus
		Interprofessional Education Day at the University of California, San Francisco
		Introductory Interprofessional Learning Session for 1000 Health Care Professional Students: Reflections on Planning, Delivery and Outcomes
3:30 - 5:00 p.m.	Alumni Room	(214) Interprofessional Scholarship, Service and Education - A Means to Meet Community Need and Academic Expectations
		Expanding Rural Academic Health Capacity in British Columbia
		Promoting Interdisciplinary Health Care for Rural Older Adults: An Interdisciplinary Team Training Workshop
		Engaging Students, Faculty, and Communities in Community-Based Participatory Research
		Where the Rubber Hits the Road: Interprofessional Continuing Education in Rural Communities
	Nolte Room	(217) Development of Core Competencies for an Academic Interprofessional Curriculum: Process and Outcome
		Designing, Implementing, and Evaluation an Interprofessional Patient Safety and Quality Outcomes Curriculum
		Developing and Implementing Sustainable Interprofessional Education Curriculum Components for Health Professional Programs

Friday, October 26, 2007

9:30 - 11:00 a.m.	Northrop Room	(301) Training Interprofessional Patient Advocates: The Center for Patient Partnerships
		Interdisciplinary Public Health Education about Family Violence and Sexual Assault - Challenges, Opportunities, and Future Directions
	Alumni Room	(306) Achieving Interinstitutional, Interprofessional Education: Success and Challenges of Collaborative Family-Centered Skill Development
		Learning to Care Together: Interagency, Interprofessiona Education in Long Term Care and Retirement Living Settings
		The Seamless Care Experience: Reflection on Process in Practice-Based Interprofessional Education and Research
12:15 - 1:45 p.m.	Northrop Room	(307) Use of Simulated Root Cause Analysis to Teach Patient Safety to Interprofessional Health Care Learners
2:00 - 3:30 p.m.	Coffman Room	(318) Teachers as Learners: Curriculum Comes Alive at Camp

---

21st Century Technology-Enhanced IPE

Wednesday, October 24, 2007

2:00 - 4:45 p.m.	Nolte Room	(105) Integrating Team Training with a High-Fidelity Simulator: An Innovative Way to Incorporate High Fidelity Simulation into a Clinical Skills Assessment Center
		Interprofessional Emergency/Disaster Action Studies (IDEAS): Promoting Interprofessional Collaboration and Team Building to Deliver Safe and Effective Casualty and Patient-Centered Practice in Disasters
		Team Objective Structured Clinical Examination in Palliative Care: A Pilot Project

Thursday, October 25, 2007

1:30 - 3:00 p.m.	Nolte Room	(209) Using Electronic Cases as a Teaching and Learning Strategy to Promote Interprofessionalism in Academic and Clinical Settings
		Interprofessional Education for Collaborative Mental Health Care: Outcomes, Lessons, and Recommendations from a National, E-Learning, Knowledge Exchange Project
		Web-Based Interprofessional Education and Wellness Course: Collaboration Across Discipline-Specific Borders
3:30 - 5:00 p.m.	Northrop Room	(215) Creating Interprofessional Collaborative Teams to Support Student Development

Friday, October 26, 2007

2:00 - 3:30 p.m.	Alumni Room	(315) Back to the Basics: Technology is Not the (Only) Answer
		Developing Narrative-Based Interprofessional E-learning Modules in Partnership with Community Clinicians: Learning With, From, and About Each Other

Through the Eyes of Students

Wednesday, October 24, 2007

2:00 - 4:45 p.m.	Moos Tower 2-650	(106) Professionalism, Interprofessional Collaboration and Patient-Centered Care: A Critical Analysis
		Student Career Choice: Does the Potential for Interprofessional Practice Play a Role?
		Tour of Health Careers Center

Thursday, October 25, 2007

10:30 a.m.-Noon	Presidents Room	(205) A Service Learning Model for Student-Driven Health Initiatives that Responds to the Needs of Marginalized Communities
		Advancing the Health of Our Community through an Interprofessional Student-Managed Wellness Center
1:30 - 3:00 p.m.	Coffman Room	(211) Health Care Learners' Perspective on Interprofessional Education in Theoretical and Clinical Settings

Friday, October 26, 2007

9:30 - 11:00 a.m.	Presidents Room	(304) Lessons Learned from CLARION National Case Competition
		(304) The Competitive Edge: Winning Strategies for Case-Based Interprofessional Learning Opportunities
12:15 - 1:45 p.m.	Alumni Room	(311) The Value of Student-Initiated Interprofessional Education and What Educators, Researchers, and Policymakers in Canada and the United States Can Do About It
2:00 - 3:30 p.m.	Northrop Room	(317) Occupational Therapy Students in the Process of Interdisciplinary Collaborative Learning: A Grounded Theory Study
		Pre-Professional IPE: Educating for Tomorrow Starting Today

Faculty/Teaching Skills Development

Thursday, October 25, 2007

10:30 a.m.-Noon	Nolte Room	(202) Competency-Based Interprofessional Facilitation Development Program: The Partners for Interprofessional Cancer Education (PICE) Project
		Training Health Care Professionals as Higher Education Professionals: Developing a Certificate Program in Health Professions Education
		Effectiveness of a Faculty Development Program on Interprofessional Education: A Randomized Controlled Trial

Friday, October 26, 2007

12:15 - 1:45 p.m.	Nolte Room	(309) Interprofessional Education Research and Research Ethics Board - The Case of Seamless Care-Interprofessional Education
		Observation as a Research Tool in Interprofessional Education: Development of an Observation Guide for Student Interprofessional Interns
		Patient Self-Management: Sharing the Experiences of Goal-Setting
		Listening to the Voices of Learners: Insights and Actions
2:00 - 3:30 p.m.	Nolte Room	(316) Just In Time Learning: Meeting the Challenges of Faculty Development via an Interprofessional Seminar Series
		Presidential Scholars Program: An Extracurricular Approach to Interprofessional Education
		Interprofessional Patient Care Casebook Workshop

Transformation/Change/Leadership

Wednesday, October 24, 2007

3:00 - 4:30 p.m.	Nolte Room	(109) Emerging Technologies for Learning

Thursday, October 25, 2007

10:30 a.m. - Noon	Alumni Room	(203) Creating and Sustaining Meaningful Change: Working at the Interface between Interprofessional Education and Practice
1:30 - 3:00 p.m.	Northrop Room	(210) Beyond the Doctor's Workshop: The Role of the Health Administrator on the Interprofessional Team
		Implementing Communities of Practice to Foster Interprofessional Practice
		Interprofessional Education and Collaboration: Keys to the Provision of Effective Health Care
3:30 - 5:00 p.m.	Regents Room	(213) Interprofessional Education: Overcoming the Challenges
		Learning With, From, and About One Another: The Evolution of an Interprofessional Curriculum in the Community College System
3:30 - 5:00 p.m.	Coffman Room	(216) Creating Environments for Innovation in Health Care Design: At the Intersection of Seven Professions
		Space Design Can Enhance Interprofessional Health Education and Collaborative Practice
		Landscapes with Healing in Mind

Friday, October 26, 2007

9:30 - 11:00 a.m.	Regents Room	(302) Interprofessional Education in a School of Public Health Professions: Experiences in Developing a Core Curriculum
		The University of British Columbia Model of Interprofessional Education and Practice
		Transformation at the University of Colorado
12:15 - 1:45 p.m.	Regents Room	(308) Bridging Relationships Across Interprofessional Domains (BRAID): Partners in Interprofessional Leadership
2:00 - 3:30 p.m.	Presidents Room	(314) Building the Foundation of Interprofessional Education in Toronto - An Agenda for the Future
		Creating Collaborative Care: Implementing Formal and Informal Interprofessional Educational Programs at an Academic Health Center

Addressing Barriers Through Policy Development

Thursday, October 25, 2007

10:30 a.m. - Noon	Northrop Room	(204) Cross-Border Collaboration on Enhancing Interprofessional Education: The U.S./Canadian Pharmacy Experience
1:30 - 3:00 p.m.	Regents Room	(212) Using Evidence to Overcome Barriers to Implementing Interprofessional Interventions: Progress and Findings from Three Cochrane Reviews
		Twenty Health Canada Projects: Twenty Studies Linking Interprofessional Education to Collaborative Patient-Centered Practice
		Evaluating Interprofessional Education as Part of a Provincial Network
3:30 - 5:00 p.m.	Presidents Room	(218) Promoting Interprofessional Education through Quality and Safety Education for Nurses (QSEN)
		Promoting Action-Based Interprofessional Education in Quality Improvement: The Achieving Competence Today (ACT) Experience

Friday, October 26, 2007

9:30 - 11:00 a.m.	Nolte Room	(305) Seamless Care: Interprofessional Education and the Development, Content Validation, and Reliability Study of a New Evaluation Instrument for Students
		Three Years of Outcome Data for an Interprofessional Educational Experience Linking the Institute of Medicine Five Core Competencies
		University of North Dakota's Interprofessional Health Care Course Evaluation: An Evolving Process
12:15 - 1:45 p.m.	Presidents Room	(312) Enhancing Sustainability to Facilitate Interprofessional Collaboration: How Do You Engage Policymakers and Key Decisionmakers?

New Models of Care/Communities of Practice

Thursday, October 25, 2007

10:30 a.m. - Noon	Coffman Room	(206) Forming Communities of Practice: Education of Health Professionals in Interprofessional Settings
		Partners for Interprofessional Cancer Education (PICE): Cultivating Communities of Practice for Collaborative Care
		Lessons from the PIER Project: Recommendations to Facilitate Use of Participatory Action Research to Study Interprofessional Education and Collaboration
1:30 - 3:00 p.m.	Alumni Room	(208) Building Interprofessional Education adn Practice from the Ground Up: Changing the Cultures of Professional Education and Medical Care

Friday, October 26, 2007

9:30 - 11:00 a.m.	Coffman Room	(303) Enabling Effective Professional Governance through Interprofessional Collaboration: A Strategic Policy Framework Designed to Promote Integrated Practice and Education Outcomes
12:15 - 1:45 p.m.	Coffman Room	(310) "A Play Within a Play": The Catalyzing and Sustaining Communities of Collaboration Around Interprofessional Care Project
2:00 - 3:30 p.m.	Regents Room	(313) Integrating Interprofessional Activities into a Geriatric Pharmacy Course: The Good, The Bad, and The Ugly

WEDNESDAY, OCTOBER 24, 2007

Registration open Noon - 7:00 p.m. Radisson University Hotel, Second Floor

1:00-4:45 p.m.	**(101) Cutting Edge Innovations in Course and Curriculum Design:** Active Learning Workshops
2:00-4:45 p.m.	**(105) 21st Century Technology-Enhanced IPE:** Simulation and the Science of Interprofessional Teamwork
2:00-4:45 p.m.	**(106) Through the Eyes of Students:** Professionalism and Career Choice
3:00-4:30 p.m.	**(109) Transformation/Change/Leadership**
5:00-6:45 p.m.	**Plenary Session: Student Leadership: Essentials for Success (Mayo Auditorium)**
7:00-9:00 p.m.	**Welcome Reception at the Weisman Art Museum on the University of Minnesota campus**

THURSDAY, OCTOBER 25, 2007

Registration open 7:00 a.m. - 6:00 p.m. Radisson University Hotel, Second Floor

7:00 - 7:45 a.m.	**Breakfast: Radisson University Hotel Ballroom**
8:00-10:00 a.m.	**Plenary Sessions: The State of Interprofessional Health Education; Getting to Know You - Next Generation Interprofessional Curriculum Telecommunications Technologies**
10:00-10:30 a.m.	**BREAK: Radisson University Hotel**
10:30-Noon	**CONCURRENT BREAK-OUT SESSIONS**
	(201) Cutting-Edge Innovations in Curriculum and Instruction: Student Introduction to IPE Regents
	(202) Faculty/Teaching Skills Development: Faculty/Preceptor Programs for IPE
	(203) Transformation/Change/Leadership: Creating Meaningful Transformation in IPE
	(204) Addressing Barriers Through Policy Development: Incentivizing IPE through Accreditation Standards
	(205) Through the Eyes of Students: Student-Initiated IPE Clinical Experiences
	(206) New Models of Care/Communities of Practice: Research Methodologies and Models
Noon-1:30 p.m.	**Lunch and Poster Session**: Radisson University Hotel, Second Floor Foyer
1:30-3:00 p.m.	**CONCURRENT BREAK-OUT SESSIONS**
	(207) Cutting-Edge Innovations in Curriculum and Instruction: Student Introduction to IPE
	(208) New Models of Care/Communities of Practice: Changing Cultures
	(209) 21st Century Technology-Enhanced IPE: E-Learning for IPE
	(210) Transformation/Change/Leadership: New Models of Healthcare – Leadership for IP Practice
	(211) Through the Eyes of Students: Health Care Learners' Perspectives on IPE
	(212) Addressing Barriers Through Policy Development: Outcomes: Where's the Evidence?
3:00-3:30 p.m.	**BREAK: Radisson University Hotel**
3:30-5:00 p.m.	**CONCURRENT BREAK-OUT SESSIONS**
	(213) Transformation/Change/Leadership: Institutional Transformation through a Continuum of Learning
	(214) Cutting-Edge Innovations in Curriculum and Instruction: Community IPE in the Rural and Underserved Communities
	(215) 21st Century Technology-Enhanced IPE: E-Learning for IPE
	(216) Transformation/Change/Leadership: Designing Physical IP Healing Environments
	(217) Cutting-Edge Innovations in Curriculum and Instruction: Curriculum Redesign
	(218) Addressing Barriers Through Policy Development: National Perspectives
6:00-9:00 p.m.	**Dinner Reception: Minnesota History Center, St. Paul, Minnesota**

FRIDAY, OCTOBER 25, 2007

Registration open 7:00 a.m. - 3:30 p.m. Radisson University Hotel, Second Floor

7:00 - 7:45 a.m.	**Breakfast: Radisson University Hotel Ballroom**
7:00 - 7:45 a.m.	**Optional Breakfast Meetings (see page 36)**
8:00-9:00 a.m.	**Plenary Session: Pathways Into Health – Interprofessional Education within Indian Communities**
9:30-11:00 a.m.	**CONCURRENT BREAK-OUT SESSIONS**
	(301) Cutting-Edge Innovations in Curriculum and Instruction: Innovations in Interprofessional Education
	(302) Transformation/Change/Leadership: Institutional Transformation Through a Continuum of Learning
	(303) New Models of Care/Communities of Practice: Enabling Effective Professional Governance through Interprofessional Collaboration
	(304) Through the Eyes of Students: Lessons Learned from CLARION National Case Competition
	(305) Addressing Barriers Through Policy Development: Where's the Evidence?
	(306) Cutting-Edge Innovations in Curriculum and Instruction: Inter-institutional IPE Development
11:00 a.m.-12:15 p.m.	**Lunch and Networking: Radisson University Ballroom**
12:15-1:45 p.m.	**CONCURRENT BREAK-OUT SESSIONS**
	(307) Cutting-Edge Innovations in Curriculum and Instruction: Use of Simulated Root Cause Analysis to Teach Patient Safety Skills
	(308) Transformation/Change/Leadership: Bridging Relationships Across Interprofessional Domains
	(309) Faculty/Teaching Skills Development: Outcomes Methodologies in Interprofessional Education
	(310) New Models of Care/Communities of Practice: Changing Cultures
	(311) Through the Eyes of Students: The Value of Student-Initiated Interprofessional Education
	(312) Addressing Barriers Through Policy Development: Advocacy for IPE
1:45-2:00 p.m.	**BREAK: Radisson University Hotel**
2:00-3:30 p.m.	**CONCURRENT BREAKOUT SESSIONS**
	(313) New Models of Care/Communities of Practice: Re-designing Education for Collaborative Practice
	(314) Transformation/Change/Leadership: Institutional Transformation Through a Continuum of Learning
	(315) 21st Century Technology-Enhanced IPE: E-Learning for IPE
	(316) Faculty/Teaching Skills Development: Faculty/Preceptor Programs for IPE
	(317) Through the Eyes of Students
	(318) Cutting-Edge Innovations in Curriculum and Instruction

Friday Morning Breakfast Sessions

Friday, October 26, 2007

7:00-7:45 a.m. **Breakfast and Registration**

In addition to offering an open breakfast buffet, two breakfast meetings will take place in conference rooms located near the main dining hall. Please check the message board for exact room locations. Feel free to attend either of the following sessions. No prior registration is required.

Topic: Interprofessional Prevention Education
The Association for Prevention Teaching and Research

Hosted by: **David Garr, MD**
Immediate Past President, Association for Prevention Teaching and Research
Associate Dean, Medical University of South Carolina

You are invited to participate in a discussion about building interprofessional education programs around the foci of prevention and population health. The Association for Prevention Teaching and Research, in collaboration with the interprofessional Healthy People Curriculum Task Force, has been working to develop educational models and resources that can be of assistance to colleagues in the U.S., Canada, and beyond. This session will acquaint people with some recent developments and help those in attendance establish connections that can be of benefit after the "Collaboration Across Borders" conference concludes.

Topic: Planning for Halifax
Members from the Halifax and University of Minnesota Planning Groups

Hosted by: **Susan Mansour, BsC (Pharm), MBA**
College of Pharmacy
Dalhousie University

Anne Godden-Webster, MSc (Appl.)
Interprofessional Experience Coordinator
Dalhousie University

Planning activities are already underway for *"Collaborating Across Borders II"* which will take place in Halifax, Nova Scotia in May 2009. Join us for this facilitated session which will focus on key content areas of the conference, resulting in a list of recommendations for the 2009 conference.

Frederick R. Weisman Art Museum Reception

Reception Information
Join us for an informal welcome reception on **Wednesday, October 24th** from **7:00 - 9:00 p.m.** in this striking architectural venue. The Weisman Art Museum, designed by architect Frank R. Gehry, is located on the banks of the Mississippi River, overlooking the Minneapolis skyline and beyond. It is only a few minutes walk from the Radisson University Hotel and Mayo Auditorium on the campus of the University of Minnesota.

Museum galleries will be open for viewing, including the current exhibit, *"Documenting Change: Contemporary Photography and Social Change,"* which attempts to capture images of China as she transitions from an isolationist nation to an international powerhouse.

Thank you to the University of Minnesota School of Public Health for their generous support of this welcome reception. Enjoy hors d'ouevres and beverages with your colleagues in this beautiful setting while strolling the galleries.

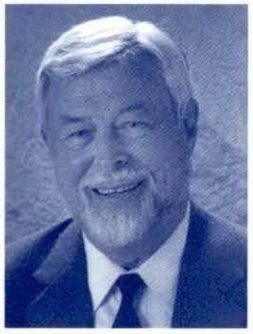
Minnesota History Center Dinner

Dinner Information
Enjoy dinner on **Thursday, October 25 from 6:00 - 9:00 p.m.** at the Minnesota History Center, with its breathtaking views of downtown St. Paul and the State Capitol. The first *Collaborating Across Borders* meeting on interprofessional health education and collaborative practice will be recognizing DeWitt "Bud" Baldwin, Jr., M.D., and his outstanding lifelong contributions to the many themes represented in the meeting.

The Museum gallery will be open for viewing featuring authentic historical objects, hands-on experiences and multimedia presentations. The newest exhibit includes the *Minnesota 150,* which showcases the 150 individuals, events or inventions that have made Minnesota. The exhibit opened October 13th and launches the 2008 celebration of 150 years of Minnesota statehood by exploring changes ranging from those that have shaken up Minnesota to those that have rocked the world. Special guests from the State of Minnesota and Canadian Consulate's Minneapolis office will welcome attendees.

Transportation to and from the Radisson University Hotel and the Minnesota History Center is available to all conference attendees free of charge. Bus departures begin at 5:30 pm. at the 1st floor west hotel entrance doors. Buses will depart approximately every 20 minutes. Final bus departure to the History Center is at 6:45 p.m. Final bus returns to the Hotel at 9:15 p.m. The ride is approximately 15 minutes.

DeWitt C. Baldwin, Jr., M.D.



To commemorate Dr. Baldwin's accomplishments and contributions to the field of interprofessional education, a special *Journal on Interprofessional Care* supplement has been prepared. Additionally, Informa Publishers is establishing the annual "Baldwin Award" in Dr. Baldwin's honor. This award will recognize the best paper on interprofessional matters published in the *Journal of Interprofessional Care* for the preceding year.

DeWitt C. Baldwin Jr., M.D., is a life-long advocate for interprofessionalism in health care in the USA and beyond. In the 1970's, Dr. Baldwin and his colleagues created a unique interprofessional undergraduate program required of all students intending careers in the health professions at the University of Nevada, Reno, a feat which remains unparalleled to this day. He remains, in active 'retirement', at the forefront of endeavors to subject interprofessional education and practice to sustained and systematic research and scholarship.

He counts among his colleagues many, if not most, of the other early leaders in the field, including Drs. Ed Pellegrino and David Kindig in the USA, Dr. Jack McCreary of Canada, Dr. John Horder of the UK and Dr. Bill Pigott of Australia. One of his closest professional colleagues in his early work was his wife, Michele Baldwin, a social worker and therapist.

His many honors include the 1991 Louis Gorin Award for Outstanding Achievement in Rural Health from the National Rural Health Association, the 1995 John McCreary Lectureship at the University of British Columbia, and an honorary Doctor of Science awarded in 2003 by Northeastern Ohio Universities College of Medicine.

Dr. Baldwin is trained in pediatrics, psychiatry, and family medicine. Currently he is a Professor Emeritus of Psychiatry and Behavioral Sciences, University of Nevada at Reno and Scholar-in-Residence at the Accreditation Council for Graduate Medical Education in Chicago, Illinois. He continues to be very busy with research, writing, and presentations in medical and interprofessional education, as well as collaborative and relationship centered health care, including two presentations at this Conference.

"Bud", as he is affectionately known among his colleagues and friends, celebrated his 85th birthday this past summer. It gives us great pleasure to recognize him at the Conference dinner, on the occasion of the publication of a special *Journal of Interprofessional Care* supplement recording many of his contributions and marking the creation by Informa, the Journal's publisher, of the the "Baldwin Award."

Hugh Barr, PhD, Hon DSc; Joint Editor-in-Chief, *Journal of Interprofessional Care*; President, the UK Centre for the Advancement of Interprofessional Education

Presenting the special Journal of Interprofessional Care supplement in honor of Bud Baldwin will be Dr. Hugh Barr, Joint Editor-in-Chief of the *Journal of Interprofessional Care*. In addition to his role at the Journal, Dr. Barr is President of the Centre for the Advancement of Interprofessional Education (CAIPE); President of the General Practice with Primary Care Section of the Royal Society of Medicine; Emeritus Professor of Interprofessional Education at the University of Westminster; and Visiting Professor in that field at Greenwich University, King's College London, St George's University of London with Kingston University, and formerly Nottingham University. He serves on the Board of the International Association for Interprofessional Education and Collaborative Practice (InterEd) and currently the WHO study group reviewing interprofessional developments worldwide. The University of Southampton awarded him an Honorary Doctorate in 2006 for his seminal role in promoting interprofessional education nationally and internationally. His background is in probation, prison aftercare and criminology, and as Assistant Director of the then UK Central Council for Education and Training in Social Work.

Poster Session

Posters will be available for viewing from Noon-5:00 p.m. on Thursday, October 25th and from 7:00 a.m.-12:15 p.m. on Friday, October 26th. Posters will be located in the foyer area on the second floor of the Radisson University Hotel. Lead presenter and/or co-presenters of displayed posters will be available to answer questions or engage in dialogue with conference attendees from noon to 1:30 p.m. on Thursday, October 25th.

(A) **The Experience of Health Care Consumers as Teachers in Pre Licensure Health Care Programmes.** *Jennifer Medves, RN, PhD, Queen's University, Canada*

(B) **Brief Strategies in Intercultural Communication and Teamwork.** *Mary Bumann, MA, RN, University of Wisconsin, USA*

(C) **The Ontario Interprofessional Collaborative.** *Jennifer Medves, RN, PhD, Queen's University, Canada*

(D) **De Novo Learning on Interprofessional Education.** *Laura MacDonald, Med, BSc.D(DH), Dip DH, University of Manitoba, Canada*

(E) **Moving Towards Interprofessional Education – A Case-Study with the Schwartz Center Rounds.** *Ruth Stashefsky-Margalit, MD, University of Nebraska Medical Center, USA*

(F) **The Canadian Interprofessional Health Collaborative: A National Initiative Addressing Barriers to Interprofessional Education for Collaborative Patient-Centred Practice.** *Joanne Goldman, MSc, University of Toronto, Canada*

(G) **Clinical Connections: Interprofessional Teamwork in a Community Primary Care Setting.** *Ann Ryan Haddad, PharmD, Creighton University, USA*

(H) **New Leadership for Interprofessional Practice.** *Esther Suter, PhD, MSW, Calgary Health Region, Canada*

(I) **An Interdisciplinary Tool to Teach Patient-Centered Care.** *Louise Delagran, MEd, University of Minnesota, USA*

(J) **Entry-Level Inter-Professional Education: Perceptions of Physical and Occupational Therapists Currently Practicing in Ontario.** *Jennifer Medves, RN, PhD, Queen's University, Canada*

(K) **Interprofessional Collaborative Practice: Building our Community of Health Care Champions.** *Beckie Tingley, BComm, PMP, Elisabeth Bruyere Research Institute, Canada*

(L) **Global Health as a Vehicle for Inter-Professional Education.** *Alex Harris, BNSc, Queen's University, Canada*

(M) **Patient Centred Interprofessional Team Experiences (PCITE): The Saskatchewan Experience.** *Liz Harrison, PhD, University of Saskatchewan, Canada*

(N) **Developing the Means to Assess Practicing Teams for Collaborative Client-Centered Practice.** *Carole Orchard, PhD, University of Western Ontario, Canada*

(O) **An Eco-System Approach to Chronic Illness Management for Patients with Multiple Chronic Conditions in Primary Care: An Interprofessional Model and a Research Agenda.** *Hassan Soubhi, MD, PhD, University of Sherbrooke, Canada*

(P) **An Examination of Interprofessional Collaboration as a Factor in Team Cohesion: Primary and Rehabilitation Care.** *Lorelei Lingard, PhD, University of Toronto, Canada*

(Q) **An Interprofessional Self-Learning Module for Practice Sites: The Humanities as a Means for Collaboration.** *Pippa Hall, PhD, SCO Health Service, Canada*

Poster Session, continued

(R) **McMaster Family Health Team Mentorship and Evaluation (MIME) Program: Inter-professional Pairing within a Family Health Team.** *Patricia Idenouye, MHSc. DipP&OT, McMaster Family Health Team Inter-Professional Mentorship and Evaluation Program (MIME), Canada*

(S) **The Community Learning Centre for Health Living: An Interprofessional Health Promotion Student Practice Setting.** *Gary Kapelus, BS, DSP, MBA, George Brown College, Canada*

(T) **From Silos to Knowledge Community: The Scholarship of Integration.** *Judith Buchanan, MHSc, RN, University of New Brunswick Saint John, Canada*

(U) **Planning for Sustainability: Use of the Program Logic as a Framework.** *Ann D. Booth, MBA, University of Manitoba, Canada*

(V) **A Logic Model in Action: Interprofessional Education for Collaborative Patient-Centred Chronic Disease Care.** *Brenda Schyf, BN, BA, MeD, University of New Brunswick Saint John, Canada*

(W) **Student Self-Selection in an Interprofessional Health Education Project.** *Wanda Snow, MA, University of Manitoba, Canada*

(X) **Research Design for Evaluating the Effectiveness of Opportunities for Interprofessional Education.** *Judy Anderson, PhD, University of Manitoba, Canada*

(Y) **An Innovative Practice Intervention to Foster Interprofessional Collaborative Communication in General Internal Medicine: A Canadian Perspective.** *Ann Russell, PhD, Li Ka Shing Knowledge Institute, Canada*

(Z) **Advance Care Planning: An Educational Module Promoting Inter-Professional Practice.** *Jane Keleher, MSc, Queen's University, Canada*

(AA) **Designing an Integrative Active Learning Curriculum in Dental Education.** *Marsha A. Pyle, DDS, M.Ed, Case School of Dental Medicine, USA*

(AB) **Teaching Relationship-Centered Care: The Nurse-Medical Student Relationship.** *Karl Heusgen, MS, MS2*

(AC) **Qualitative Study of Student Thoughts on an Interdisciplinary Rural Health Rotation.** *Annette Greer, PhD, East Carolina University, USA*

(AD) **Relationship of a Transformative Learning Approach to Interdisciplinary Teaching.** *Crystal Lynn Lane, MS, CFLE, East Carolina University, USA*

(AE) **Interprofessional Education (IPE) for Client-Centered Practice.** *Leah Weinberg, BPT, MSc, PhD, University of Manitoba, Canada*

(AF) **Evaluating Interprofessional Education, Collaborative Practice and Patient-Centred Care Across Programs.** *Lesley Bainbridge, MEd, University of British Columbia, Canada*

(AG) **IEGC: Logistics, Logistics, Logistics.** *Cornelia van Ineveld, MD, MSc, FRCP(C), University of Manitoba, Canada.*

(AH) **Creating an Interprofessional Culture at University of Western Ontario: A Description of a Series of Four Workshops.** *Carole Orchard, PhD, University of Western Ontario, Canada*

(AI) **Getting Results and Knowledge "Out There": The Canadian Interprofessional Health Collaborative Dissemination Strategy.** *Andrea Burton, PhD, Canadian Interprofessional Health Collaborative, Canada*

(AJ) **Images and Cultures: Addressing Interprofessional Education in the Context of Culture.** *Glenn Nordehn, DO, University of Minnesota Duluth, USA*

Open Conference

Open Conference is an experimental, interactive, online proceeding developed in conjunction with the *Collaborating Across Borders: An American Canadian Dialogue on Interprofessional Education* conference. This online venue is a voluntary forum for conference presenters and attendees to discuss and share ideas, and is intended to be a post-conference gathering place where the discussion of interprofessional education can continue.

Authors of accepted presentations were asked to participate in this interactive site and provided permission to have their abstracts posted. Presenters have also been invited to post their presentations and other resources before, during and after the conference. Intellectual property rights are protected under a Creative Commons license agreement.

To visit the site, follow the Open Conference link from the conference home page **http://www.ipe.umn.edu/.** Once on the Open Conference site you can create a "Reader" account which will allow you access to online abstracts and presentations available on this experimental site. Your "Reader" account will also allow you to post comments about these abstracts and presentations, thereby providing you with an opportunity to engage in a "conversation" about intellectual output of the conference. The Open Conference site administrator and IPE Conference Planning group reserve the right to edit or delete any comment or trackback that is deemed to be inappropriate. In addition, we do not pass emails along to authors. For more information, visit Open Conference System, Public Knowledge Project (**http://pkp.sfu.ca/**).

Conference Facilitators **University of Minnesota Extension Service**

A special thanks to the University of Minnesota Extension Service for their contributions to *Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education*. Regional Extension Educators are facilitating participant dialogues throughout the conference.

Mary Laeger Hagemeister
Regional Extension Educator
Leadership and Civic Engagement
Extension Regional Center
Albert Lea, Minnesota

Kim Boyce
Regional Extension Educator
Leadership and Civic Engagement
University of Minnesota Extension Service
St. Paul, Minnesota

Mary Ann Hennen
Area Project Leader
Leadership and Civic Engagement
Extension Regional Center
Farmington, Minnesota

Lisa Hinz
Regional Extension Educator
Leadership and Civic Engagement
Extension Regional Center
Farmington, Minnesota

Barbara Radke
Regional Extension Educator
Leadership and Civic Engagement
Extension Regional Center
Cloquet, Minnesota

Catherine Rasmussen
Regional Extension Educator
Leadership and Civic Engagement
Extension Regional Center
Hutchinson, Minnesota

Student Leaders

Steven Hoffman

Steven Hoffman currently serves as Past President of the National Health Sciences Students' Association, Steering Committee Member of the Canadian Interprofessional Health Collaborative, and Focal Point for Interprofessional Education and Collaborative Practice at the World Health Organization (WHO). Building upon previous work experiences with McMaster University's Department of Clinical Epidemiology & Biostatistics and their Centre for Health Economics and Policy Analysis, Steven contributed to the Ontario Ministry of Health's "Interprofessional Care Project" as a research assistant and served as a WHO Intern within the Alliance for Health Policy and Systems Research in Geneva, Switzerland. Since his recent graduation from the Bachelor of Health Sciences (Honours) Program at McMaster University, Steven has begun studying law at the University of Toronto where he plans to pursue his interests in health law, policy and ethics.

Daniel Rosenfield

Daniel Rosenfield currently serves as VP Finance of the *National Health Sciences Students' Association.* He has contributed to the Ontario Ministry of Health's "Interprofessional Care Project" as a research assistant, and has co-authored an editorial in the *Journal of Interprofessional Education* examining the role of mentorship in IPE. Daniel's academic interests are broad, as he has also published a framework to evaluate anti-smoking legislation in the *Canadian Medical Association Journal.* Additionally he has presented at the Royal College of Physicians and Surgeons of Canada's National Conference on a framework he created to evaluate health human resource policy documents. A recent graduate from McMaster University's Arts & Science Programme (Honours) with a double major in Arts & Science and Health Studies, Daniel is currently pursuing his MD degree at the University of Toronto.

Alexandra Harris

Alexandra is currently in her fourth year of nursing at Queen's University. She has been involved with the National Health Sciences Students' Association since 2006 and currently serves as President. Alexandra has presented at various conferences on behalf of NaHSSA, including the Primary Health Care Transition Fund Conference in Ottawa (Canada) and has co-authored an editorial in the *Journal of Interprofessional Care* that highlights the value of mentorship in IPE. Alexandra was also involved in formalizing the Canadian Interprofessional Student Network - a network of national health professional student associations. At the local level, Alexandra is President of the Queen's HSSA chapter and has been an active member of the Queen's University IECPCP government-funded project, QUIPPED, as both a member of its Steering Committee and as a recipient of two student stipends. Alexandra was also involved in developing and implementing a student-run interprofessional elective titled "Health in the Global Context."

Christine Johnson Triebsch

Christine Johnson Triebsch serves on the executive council of the Center for Health Interprofessional Programs (CHIP) at the University of Minnesota. Christine is currently completing coursework for a Master of Science degree in Occupational Therapy at the University of Minnesota. She holds a Bachelor of Arts in Geography from the University of California, Davis, a Certificate in Teaching English as a Second Language from the University of California, Berkeley, and a Master of Arts in Broadcast Journalism from Boston University. After graduation, Christine plans to do her first fieldwork placement at Stanford Hospital in Palo Alto, California.

Karla Van Wagner

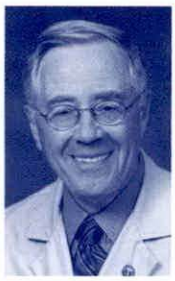
Karla Van Wagner is currently the Coordinating Chair for CLARION, a University of Minnesota student organization that is internationally recognized and focuses on patient safety and promotes a team approach to healthcare. Karla is a 4th year Nursing student at the University of Minnesota. Upon degree completion, she plans to pursue a career focus in the area of Pediatric Oncology.

Ling Xu

Ling Xu is a 2nd year pharmacy student at the University of Minnesota. She holds a Bachelor of Science in Biochemistry also from the University of Minnesota. Ling is the Public Relation Chair for CLARION, the Secretary for the Students Evolving as Pharmacists (StEP) program, and an active member of the Minnesota Pharmacy Student Alliance (MPSA). Her fields of interest are oncology and neurology and she plans to pursue a career in clinical trials.

Keynote Speakers

Ron Weinstein, MD



Dr. Weinstein graduated from Tufts Medical School, and did his internship and residency in pathology at the Massachusetts General Hospital, and Harvard. He served as a major in the US Air Force at the Aerospace Medical Research Laboratories in Dayton, Ohio, and became Chairman of the Department of Pathology at Rush Medical College in Chicago in 1975, a position he held for 15 years. He has been Head of the Department of Pathology at the University of Arizona College of Medicine since 1990.

Dr. Weinstein is founding Director of the national-award winning Arizona Telemedicine Program, which links over 150 sites, including hospitals on the Navajo, Hopi and Apache Indian reservations, state prisons, and mental health centers in Arizona, New Mexico, Nevada, Utah, and Central America.

Dr. Weinstein is a pioneer in the fields of telepathology and telemedicine. He carried out initial human performance studies on video microscopy and invented robotic telepathology for which he holds US Patents. More recently, he co-invented an array microscope which is the digital imaging engine of the first ultrarapid virtual slide scanner. The array microscope has been honored by the Wall Street Journal as a breakthrough technology. Dr. Weinstein has been president of the United State and Canadian Academy of Pathology, the International Society of Urological Pathology, the International Council for Societies of Pathology and the American Telemedicine Association. He has published over 400 papers and has won many national and international awards and honors for his work in cancer research and innovations in medical education. He was awarded the Lifetime Teaching Award of the University of Arizona College of Medicine.

CAPT. James Galloway, MD, FACP, FACC, FAHA

Dr. Galloway was appointed to the position of Regional Health Administrator on March 6th, 2007 by the Assistant Secretary of Health and is the lead federal physician, the principal federal public health official and the senior United States Public Health Service officer for Region V, which encompasses the states of Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. He serves as the Department's principal representative for public health in the field for this region. On October 1st, Dr. Galloway was appointed Rear Admiral, Assistant Surgeon General in the U.S. Public Health Service. Dr. Galloway provides advice on matters of health care and public health and participates in policy development and implementation at the regional and national levels. As the Regional Health Administrator, Dr. Galloway's responsibilities include disease prevention, health promotion, women's and minority health, the reduction of health disparities, fight against HIV/AIDS, the Medical Reserve Corps, pandemic influenza and emergency planning.

He was previously assigned to the University of Arizona where he remains an Associate Professor of Clinical Medicine in the College of Medicine as well as an Associate Professor of Public Health in the College of Public Health. As Director of the Native American Cardiology Program prior to coming to Chicago, Dr. Galloway organized and provided direct cardiac care to Native Americans in Arizona, Nevada, Utah, California and New Mexico. He was the senior cardiologist nationally for the Indian Health Service and is director of the National Native American CVD Prevention Program.

Dr. Galloway received his medical degree from the Medical College of Virginia and completed his residency at the University of Vermont. Following residency he served as an internist and consultant at the Keams Canyon Hospital on the Hopi Indian Reservation. He then served as the medical director and chief of staff at the Whiteriver PHS Hospital on the White Mountain Apache Indian Reservation and as a special assistant to the Phoenix area IHS Director at San Carlos Apache PHS Hospital. Subsequently, Dr. Galloway performed a cardiology fellowship at the University of Arizona College of Medicine.

Among Dr. Galloway's numerous awards include Outstanding Clinician for the Indian Health Service nationally in 1997, the Secretary of Health and Human Services Award for Distinguished Service in 2000 and 2004, several Public Health Service medals, including the Commendation Medal and being selected by his peers as one of the "Best Doctors in America," which is an honor given to only the top 4 percent of sub-specialists nationwide.

Conference Co-Chairs

Barbara F. Brandt, Ph.D.

Barbara F. Brandt, Ph.D. is currently Assistant Vice President for Education, the University of Minnesota Academic Health Center and Professor, Pharmaceutical Care and Health Systems, University of Minnesota College of Pharmacy. She also serves as the Director of the Minnesota Area Health Education Center, a statewide program developing educational strategies to address rural health professions workforce shortages. Her current responsibilities at the Academic Health Center include implementing academic health center-wide interprofessional education, including a newly developed Center for Interprofessional Education, community-based education, technology-enhanced learning, and faculty development.

Dr. Brandt has written many articles, given numerous national presentations and consulted with universities and organizations in the area of continuing professional education, curricular development in the health professions, and organizational leadership. Among her many contributions to the field of health professions education include her leadership as a United States Public Health Service Primary Care Policy Fellow, as a member of the Kellogg Commission on Community-Engaged Scholarship in the Health Professions, and six years as a member of the board of directors of the Accreditation Council for Pharmacy Education, the accreditation agency for pharmacy educational programs in the United States.

John Gilbert, PhD

Dr. John Gilbert is Principal and Professor Emeritus, College of Health Disciplines at University of British Columbia. He was Chair of the British Columbia Committee of Deans and Directors of Health Sciences from 2001-2003, and represents the Ministry of Health Services on Health Canada's National Expert Committee on Interprofessional Education for Collaborative Patient Centered Care.

Amongst his many honors include a Fulbright Scholarship; a David Ross Research Fellowship; a Canada Medical Research Council Post-Doctoral Scholarship; the Outstanding Alumnus Award of the School of Liberal Arts, Purdue University; a University of British Columbia Killam Outstanding Teaching Award; a 50th Jubilee Medal from the Faculty of Medicine for exceptional and outstanding contributions to the Faculty, and The Distinguished Service Award of the British Columbia Institute of Technology.

Dr. Gilbert is a member of the Board of the Michener Institute in Toronto, of the Victorian Order of Nurses in Ottawa, and of the British Columbia Women's Hospital Foundation. He is the first chair of the Board of the Women's Health Research Institute and was a founding member of the British Columbia Academic Health Council. He is Project Lead of the Canadian Interprofessional Health Collaborative, an initiative funded by Health Canada.

Madeline Schmitt, PhD, RN, FAAN, FNAP

Madeline Schmitt, Professor Emeritus, is a nurse-sociologist who, until July 2005, was Professor and Independence Foundation Chair in Nursing and Interprofessional Education at the University of Rochester, School of Nursing, USA. For over 30 years, she has conducted studies of health care teams and interprofessional collaboration in care delivery. She is a co-investigator for a current 4-year ethnography funded by the National Institute for Nursing Research focusing on the integration of a palliative care team into the acute hospital environment. Her involvement in IPE includes the innovative national demonstration projects, Community-based Quality Improvement Education for the Health Professions and Achieving Competency Today quality improvement curricula. She is a consultant on IPE and collaborative practice and recent co-chair of the international conference, All Together, Better Health III. She is an associate editor of the Journal of Interprofessional Care. Among her honors are induction as a Fellow of the American Academy of Nursing in 1977 and the National Academies of Practice in 2000, which honored her with their Award for Interdisciplinary Creativity.

Upcoming Meetings

All Together Better Health IV

Stockholm and Linköping, Sweden
June 2 - 5, 2008

Join us for the fourth international conference entitled "Development and Progress in Interprofessional Education and Practice."

The organizing committee of the All Together Better Health IV conference would like to invite you to Sweden in June 2008 for the fourth international conference. The conference will be hosted by Karolinska Institute, Stockholm, and Linköping University, Linköping, in collaboration with InterEd.

This conference will offer an opportunity to teachers, educationalists, researchers, administrators, and students involved in interprofessional education to network, to hear and discuss the views of acknowledged experts, to take part in workshops and to present their own work through a short communication or poster. Abstract submission date is December 17, 2007. For more information, visit **www.alltogether.se.**

Collaborating Across Borders II

Halifax, Nova Scotia, Canada
May 27-29, 2009

A planning meeting for Halifax will take place on Friday, October 27th from 7:00-7:45 a.m. at the hotel. This facilitated discussion will focus on key content areas of the conference, resulting in a list of recommendations for the 2009 conference.

This conference aims to continue the cross-border dialogue around interprofessional education, practice and policy. Located in the major Canadian centre of Halifax, with a vibrant and closely connected university, college and health care community, the conference is expected to generate widespread interest and participation. Participants will experience a stimulating conference and have the opportunity to partake of the delights of this lovely Canadian East Coast city.

cihcpis

Canadian Interprofessional Health Collaborative
Consortium pancanadien pour l'interprofessionalisme en santé

www.cihc.ca

Interprofessional education
La formation interprofessionnelle

Collaborative practice
La pratique en collaboration

Patient-centred care
Les soins centrés sur le patient

Canada's leader
in Interprofessional
Health Education

learning to work together,
working to learn together

CANADIAN INTERPROFESSIONAL HEALTH COLLABORATIVE

University of Minnesota health professional students learn within the reality of the health care marketplace where team-based education, leading-edge research and personalized health care come together for every patient. This is where research leads to new knowledge that improves health.

UNIVERSITY OF MINNESOTA

Academic Health Center