

ABSTRACTS AND DESCRIPTIONS

Sunday November 4th, 2007

WORKSHOPS

A) Interprofessional Clinics: Integrating Interprofessional Education and Practice into Ambulatory Primary Care Settings

We invite you to register for a three hour workshop on Sunday, November 4, 2007 to join other colleagues who are either involved in an interprofessional clinic or are interested in exploring the concept further. Interprofessional clinics provide outpatient/ambulatory care opportunities for interprofessional learning and service delivery. Space, service models, learning activities, evaluation metrics, and sustainability are a few of the topics for discussion. This afternoon workshop is designed to facilitate networking, identify existing interprofessional clinics and their characteristics, and create collaborative projects to further develop interprofessional clinics as preferred models for collaborative learning and practice. Participants will have time in the workshop to develop project teams as well as a framework for a collaborative project including identified steps for knowledge exchange. By sharing experiences and ideas, the concept of an interprofessional clinic will be described more fully and a network of interested colleagues from around the world will work to support innovation and practices as they relate to interprofessional ambulatory primary care clinics.

B) The ‘Deteriorating Patient Simulation’: A Pedagogical Strategy for Teaching Dynamic Clinical Reasoning in Practice

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Simulations allow learners to perform important practice tasks in a bona fide role, and to encounter the consequences of decisions made in that role. Effective simulations must be realistic, but allow practice in a ‘safe’ setting prior to ‘real world’ application. An ideal clinical simulation is infinitely responsive, can be aimed at different levels of learners, can provide summative or formative evaluation, and is ‘portable’. For emergency care, simulations should also be able to reproduce the emotions of managing an acutely ill patient under time pressure.

The Deteriorating Patient Simulation is a ‘low tech’ pedagogical strategy that addresses knowledge and clinical reasoning in the context of emergency care. It stresses

solving problems when time is limited and the context offers many distractions. The DPS can be used with few resources, in a class or clinical setting, and can be used with a single or multiple learners at different levels.

The DPS facilitates the development of best thinking practice despite time pressure, distractions and emotions in the emergency context. It suggests another direction for educational best practice: deliberately removing the high technology so that the very best simulator - the human mind – can have clear and full play

During this workshop the participants will take part in a Deteriorating Patient Simulation (DPS). They will discuss its relationship to simulations in health professions education, and its use in multiple practice contexts. They will then have an opportunity to design and demonstrate a DPS that is relevant to their own setting. By the end of this workshop the participants will be able to describe a Deteriorating Patient Simulation and list the contexts where it can be used, design and demonstrate a Deteriorating Patient Simulation for their own discipline, adapt this simulation to teach varying numbers and different levels and types of learners and outline the components of an effective simulation and the indications for and limitations of simulations in clinical practice and teaching settings.

Monday November 5th, 2007

CONCURRENT SESSIONS A

Session A1

i) A Model for Promoting and Fostering Interprofessional Practice-Based Learning

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Dennis Sharpe, PhD

Centre for Collaborative Health Professional Education
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Abstract: The practice placement is a common component of pre-licensure curricula and involves opportunities for students to apply and develop their learning in the workplace. Interprofessional learning in practice-based settings is a key means for developing learners' interprofessional collaborative competencies. The purpose of this paper is to describe a model for promoting and fostering interprofessional practice-based learning. The paper will discuss the findings from usage of the model and how it has contributed to promoting, fostering and establishing interprofessional practice-based learning.

ii) An Ecological Framework for Advancing Interprofessional Collaboration: Application for new roles in PHC teams

Judith Burgess, RN, MN, PhD (in progress)

Nursing

University of Victoria

Victoria, BC, Canada

Abstract: Interprofessional collaboration (IPC) is integral to addressing health care issues of client access and safety, practitioner recruitment and retention, and effective models of care. Yet IPC is a complex process with many barriers. The presenter, an interdisciplinary doctoral student at UVIC and CIHR recipient, introduces an ecological-based framework for IPC incorporating enabling contextual, structural, process, and outcome elements. Learning from the application of this IPC framework in participatory action research with nurse practitioners and their community teams is shared.

iii) Interprofessional Education and Effective Experiential Curriculum Components

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Vernon Curran, PhD

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Abstract: Experiential education components are an essential part of current undergraduate program interprofessional curriculum developments being offered by the Center for Collaborative Health Professional Education at Memorial University. Collaborative practice activities have included small group case-based learning, simulated experiences with standardized patients, and service learning. The presentation will focus on challenges inherent in the development and implementation of these activities and how such activities were evaluated from the perspective of students, faculty, preceptors, standardized patients and group facilitators.

iv) From Exposure to Immersion: Creating a Continuum of IPE Learning and Practice Models on Vancouver Island

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Lorrie Cramb, R.D., M.Ed.

Professional Practice Office

Vancouver Island Health Authority

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Abstract: The Vancouver Island Interprofessional Education Project (IPE) presents its transition from a two year Health Canada funded project to a sustainable model of student learning, ranging from exposure to immersion within health care practice sites. The processes and outcomes of implementing two variations of student placements in a range of urban and rural health care settings across Vancouver Island are presented. Development of champions and integration of IPE within existing infrastructures of educational and health care organizations contribute to sustainability.

Session A2

i) Interprofessional Teaching & Learning Faculty Development Program: Weaving together a Cultural Fabric to Sustain Interprofessional Education

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Catherine Donnelly, BSc, (OT) Reg (Ont), MSc
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Leslie Flynn, MMus, MD, CCFP, FRCPC
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Elizabeth Tata, MCSP(UK), BPT, MCISc (PT)
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Abstract: One challenge to successful implementation of inter-professional education (IPE) is the uniprofessional training and experience of most faculty and clinicians resulting in a lack of experience to effectively teach or model collaborative education and practice. The IP Teaching and Learning Faculty Certificate program brings together academic and clinical educators to learn with, from, and about one another, in an attempt to develop a shared vision of IPE and establish long-lasting collaborative relationships, enhancing IPE offerings for health sciences students. This paper will examine the content

of the program and its evaluation with discussion focusing on the implementation of IP projects and the development of partnerships among educators.

ii) Interprofessional Clinical Education Training: A Refreshing Model of Collaboration

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Ruth Dunwoodie, MA, BSc (Phy)

Division of Physiotherapy

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Cate Fitzgerald, MBA, BOccThy

Division of Occupational Therapy

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Andrea Patane, BPhy

Division of Physiotherapy

The University of Queensland

Brisbane, Queensland, Australia

Megan Dalton, BPhy

Division of Physiotherapy and Exercise Science

Griffith University

Gold Coast, Queensland, Australia

Abstract: This paper describes a model for interprofessional training of clinical educators in the professions of occupational therapy, speech pathology, physiotherapy and audiology. It originated in response to workplace demands for interprofessional practice and the changing nature of health care workplaces. The development, structure and objectives of this CE training will be outlined and evaluation data from educators who have attended these workshops will be presented. Preliminary results indicate a positive response to CE training in an interprofessional framework.

iii) Getting the MOST out of IPE: University Clinics Hit the SPOT

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Abstract: This paper describes two interprofessional (IP) clinics conducted by speech pathology, occupational therapy and music therapy at The University of Queensland, Australia. The Speech Pathology Occupational Therapy (SPOT) clinic and the Music, Occupational and Speech Pathology (MOST) clinic developed to provide clinical training that reflects and promotes interprofessional allied health practice. Both clinics provide services for children with complex needs and their families in an integrated way. Essential features of this IP clinical education model (structures, teaching and learning strategies) are detailed.

iv) Interprofessional Collaborative Education: Experiential Learning through the Lens of the Humanities

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Susan Brajtman, RN, PhD
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Abstract: An innovative self-learning module that promotes holistic person-centred care and interprofessional collaborative practice through the lens of the Humanities will be presented. The module is being piloted across a variety of programs at SCO health Service and has been developed through a multi-organizational partnership. The module is designed for learners from all professions and engages the whole interprofessional care team in the learning activities. The presentation will highlight several of the learning activities and will discuss our experiences in implementation.

Session A3

i) Making Practice Based Learning Work - Disseminating and Evaluating Online Resources to Enhance the Role of the Practice Educator

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Institute of Health and Community Studies

Bournemouth University

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Abstract: The session will provide a short overview of the Making Practice Based Learning Work project's outcomes, which aimed to make health care practitioners more effective in their role at supporting & supervising students in the workplace across a range of healthcare disciplines. There will then be a discussion of how to effectively disseminate and then embed into practice the project's outputs, online materials and other resources.

ii) "Teaching How to Teach" Interprofessional Collaborative Patient-Centered Practices in Online Workshops

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Martine Dumont, Kin, MSc

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Abstract: Few continuing education programs have been developed to prepare health care practitioners to teach and stimulate others to adopt interprofessional collaborative patient-centered practice (ICPCP) in their workplace. The presentation will outline an innovative approach “to teach how to teach” ICPCP online. We will also present some of the qualitative data collected during a post-workshop study on the perceived effect of this ICPCP educational program. We will share lessons learned and provide recommendations for the development of other similar online modules.

iii) Variety is the Spice of Life: Innovative Programming Enhances Teaching Capacity

Jackie Hummelbrunner, MSc., S-LP (C)

Rehab Studies

Northern Ontario School of Medicine

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Abstract: The Rehabilitation Studies (RS) Program of the Northern Ontario School of Medicine (NOSM) has been delivering innovative programming to rehabilitation practitioners in Northern Ontario for nearly 20 years. Using provincial funding provided by the Ministry of Health aimed at enhancing recruitment and retention of rehabilitation practitioners in Northern Ontario, programs focus on increasing clinical teaching capacity, skill development and enhancing overall job satisfaction. This presentation will highlight a variety of innovative programs and the trends in clinical teaching that follow.

Session A4

i) Clinical Supervision in Occupational Therapy: Burnout and Related Phenomena

Olinky Einat , BOT, M.A.

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Occupational Therapy

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Abstract: This study examines the hypothesis that Occupational therapist (OT) preceptors will exhibit lower levels of burnout than non supervising OTs. The study population included 96 OTs. Research findings point to a significantly lower level of burnout among the group of preceptors as compared to non-supervising OTs. Supervision was perceived by therapists in all fields as an experience that prevents burnout and empowers both professionally and personally. Conclusions: Clinical supervision in OT decreases rates of burnout and facilitates professional and personal advancement.

ii) Factors Contributing to the Competency of Physiotherapy Clinical Instructors

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Pat Fox, BScPT, MSc

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Eileen Chung, BScPT, MBA

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Lori Shanahan

Leadership and Development

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Abstract: Physiotherapists take on the role of clinical instructor despite a lack of formal training in education. This study aimed to gain a better understanding of the factors contributing to the competency of physiotherapy clinical instructors (PCIs). A qualitative approach using focus group methodology was used. Common themes were generated, coded and categorized by discussion until consensus was reached. Participants identified the importance of the student-PCI relationship in clinical learning experiences. Findings from this study may support efforts directed at improving this relationship.

iii) Characteristics of Effective Clinical Supervisors

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Laurie Macdonald MSW
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Abstract: This paper will report the findings of a study that determined the characteristics of effective clinical educators (a.k.a. field supervisors, field instructors, preceptors, mentors) as identified by students in a range of healthcare disciplines. The results will contribute to the general knowledge of effective clinical education. The knowledge will also contribute to the development of effective training programs for clinical educators, which will in turn contribute to the overall experience of students in their clinical educational experiences.

iv) **Building a Mentor Program for Advanced Care Paramedics**

Stuart Donn, Ph.D Education
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 BC Ambulance Service
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Tim Slater, Advanced Care Paramedic
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Andy Fletcher, Advanced Care Paramedic/Airevac
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Abstract: The role of preceptors in learner progress during the practicum phase of health profession education has received extensive discussion. Preceptor selection, understanding of their role, knowledge of adult education principles, and ability to be supportive of learners are all significant aspects to the role. Courses for preceptors range from nil, where being an effective practitioner may be assumed to be sufficient qualification, to a several course program where fuller exploration of the philosophy, ethics, and means to improve in the role are considered. A two day program which outlines the fundamentals of the role, and relationship of preceptors to mentors has been implemented as part of an orientation program to enhance the success of new Advanced Care Paramedics [ACP] in their employment.

Session A5

i) **“PBL in Action”: An Innovative Method of Engaging Students in Interprofessional Learning**

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Family Practice

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Lesley Bainbridge, BSR (PT), MEd, PhD cert

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Abstract: PBL-in-Action, also known as ‘Clinical PBL’, is an innovative approach that applies the problem based learning (PBL) educational approach to real patients in the ambulatory clinical setting. This poster will describe the development, implementation and evaluation of the PBL-in-Action model at the UBC Health Clinic, an inter-professional teaching clinic that serves UBC Campus and the surrounding community.

ii) **The Ability of Interprofessional and Uniprofessional Student Teams to Assess the Quality of a Patient Care Plan as Compared to an Experienced Evaluator**

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Jane Cassidy, BSc, BSP

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Doreen Walker, MSc, PDt

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Abstract: The purpose of the lab was to give students working in interprofessional or uniprofessional teams the opportunity to assess a simulated hospitalized patient, and to develop a comprehensive patient care plan. At a follow-up tutorial, the students worked in their teams to assess the quality of their own care plan using an evaluation tool. The

plans were also assessed by an experienced evaluator using the same tool. Students tended to score their care plans higher than the experienced evaluator.

iii) **Using a Communities of Practice Model to Foster Practice Education**

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Abstract: A communities of practice (CoP) model is used to foster interprofessional education and practice in seven clinical sites across Alberta. Facilitators assist with developing the CoPs, and identifying education needs and education opportunities. Preliminary results suggest that the flexible CoP structures promote shared learning and teaching. Choosing an initial focus for action, such as lateral mentorship, facilitates the development of CoPs. CoPs have a great potential for building practice education cultures and enhancing interprofessional education capacity.

iv) **Seamless Care: An Experiential Model of Interprofessional Education to Promote Collaborative Patient-centered Care**

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Maria Sarria, Ph.D, MBA

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Tanya Matheson, BSc

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Abstract: “Seamless Care” is a 33-month project funded by Health Canada to inform policymakers of the effectiveness of interprofessional education to promote collaborative patient-centred practice. In Seamless Care, 14 teams of health professional students from medicine, nursing, pharmacy, dentistry and dental hygiene worked together in nine clinical sites to help patients with chronic illness transition to home. This paper describes the Seamless Care model of interprofessional education and discusses the impact of the intervention on students, faculty and patients.

CONCURRENT SESSIONS B

Session B1

i) Shared Teaching Unit: The Evolution of Clinical Education

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Roberta Jokanovich, RN, BScN, MPA
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Abstract: The Shared Learning Unit provides an alternative to older placement practice models. The staff members on the unit share the responsibility for student learning. Group of students from six health care disciplines enter the unit and develop as a team in collaboration with an instructor. Focus objectives for this presentation include introduction of this alternative approach to educating students in the clinical setting and discussion of ways that utilization of this approach will potentially benefit students, staff, facility, as well as the educational institution. Content will include key concepts as well as roles of students, faculty, and the unit, effectiveness and efficiency of the SLU.

ii) Interprofessional Enhancements to Student Clinical Placements

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Abstract: This research study works with educational institutions to incorporate interprofessional learning into the curriculum. To enrich students' clinical training, we worked closely with the nursing faculty at a Canadian university to introduce interprofessional learning opportunities into their students' regular clinical practicum placements. The content of students' interprofessional learning opportunities centre on placing greater focus on interprofessional practice. This develops the students' knowledge, confidence, and competencies. Students saw this experience as valuable for gaining experience in an interprofessional healthcare environment.

iii) Preparing Student Health Professionals for Interdisciplinary Collaboration and Enhancement of Patient Decision Making and Self-Management

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Seamless Care – Interprofessional Education

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Conference Theme: Interprofessional Education Strategies

Abstract: This paper details a research study examining an educational intervention to enhance patient self-management through interprofessional collaboration. Teams of pre-licensure students in medicine, nursing, pharmacy, dentistry and dental hygiene, supervised by preceptors in clinical sites, worked with patients to set goals for self-management of their chronic illness. Goal attainment was measured using visual analogue scales. Interviews with patients, students, and preceptors revealed that interprofessional collaboration had a positive influence on goal attainment and acquisition of patient self-management skills.

Session B2

i) The Gap between Classroom and Clinical Setting in Undergraduate Education

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Karim A. Qayumi, MD, PhD

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Abstract: There is increasing recognition that it is not longer possible to teach effectively all skills to students in the traditional ways and that clinical skills training and assessment, particularly for undergraduates, is an area of deficiency. At the Centre of Excellence, UBC, we have created safe educational environment that allows a range of clinical settings to be simulated and that facilitate a range of teaching and learning methods, supported by computing and audio-visual resources, therefore students can learn and practice skills before using them in real clinical setting.

ii) Using a Birthing Simulator as an Interprofessional Teaching Model

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Elaine Carty, MSN, CNM
 School of Nursing
 University of British Columbia
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Abstract: The UBC Midwifery Program acquired a high fidelity birthing simulator in 2006 with BC Academic Health Council funding. Noelle S565 and her infant provide 'real life' practice opportunities for inter-professional teams of learners. These simulated scenarios promote clinical decision making, skill development, effective communication and team building. This presentation will review the capabilities of the NOELLE S565, instructor training, set up requirements, examples of simulated scenarios, the role and function of inter-professional workshops as well as evaluations of this training modality from the perspective of learners, clinicians and instructors.

iii) **Simulator Use in Paramedic Education**

Stuart Donn, Ph.D.
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Bonnie Johnston, Master Educational Technology
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Abstract: The use of simulators in education for areas where there are safety, cost and complexity issues has demonstrated their effectiveness. EMS education is one area in which simulator use is becoming increasingly adopted as a means of providing learners with experiences that can improve their skill base prior to working with patients. From a patient safety perspective the advantages seem obvious. From an EMS educational standpoint, the benefits can hopefully be translated from domains such as the airline industry, anaesthesiology, and surgery.

Session B3

i) **Preparing Nursing Students for Interprofessional Practice**

Linda Ferguson, RN, PhD
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Susan Fowler-Kerry, RN, PhD

College of Nursing
University of Saskatchewan
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Mary MacDonald

Title: Professor, RN, MCEd
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Lee Murray, RN, PhD(c)

College of Nursing
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June Anonson, RN, PhD

College of Nursing
University of Saskatchewan
Prince Albert, SK, Canada

Jill Bally, RN MN

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University of Saskatchewan
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Abstract: The competencies needed for collaborative interprofessional practice, teamwork, leadership, communication skills, negotiation and conflict resolution, knowledge of other professions, and knowledge of one's own profession, have been described in the literature. To more effectively prepare students for interprofessional practice, we have devised behavioural indicators of these practitioner competencies and modified them for use with students. We will also describe how we will use these competencies and indicators to prepare students faculty, and practitioners for collaborative interprofessional practice.

ii) Preparing a Nursing Workforce to Advance Health Services: A 3-Year Pilot Project to Build Capacity

Pat Semeniuk, RN, BN, MA, MALT

Employee Engagement
Vancouver Coastal Health
Vancouver, BC, Canada

Kathy Scarborough, RN, BSN, MSN(c)

Employee Engagement
Vancouver Coastal Health
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Maura MacPhee, RN, PhD

School of Nursing
University of British Columbia
Vancouver, BC, Canada

Jane Milliken, RN, PhD

School of Nursing
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Victoria, BC, Canada

Marion Clauson, RN, MSN, PNC(c)

School of Nursing
University of British Columbia
Vancouver, BC, Canada

Abstract: In the nursing workforce in British Columbia exists a need to address the nursing shortage by building education capacity and career mobility in health care workplaces and schools of nursing. A curriculum will be based on the philosophy of continuous professional development for educators and enhancement of practice environments through four levels of skills development for preceptors, mentors, and educators. Ultimately, the program creates education leaders with the capacity to move seamlessly between health authorities and nursing education programs.

iii) The Family Nursing Unit: Examining 25 years of Pedagogical Practices in Clinical Learning

Janice M. Bell, RN, PhD

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Lorraine M. Wright, RN, PhD

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Abstract: The Family Nursing Unit (FNU), University of Calgary is a unique faculty practice unit with a focus on clinical scholarship and advanced nursing practice with families suffering with serious illness. The beliefs of educators have shaped novel educational practices of teaching, modeling, and evaluating clinical skill development within the Family Nursing Unit are the focus of this paper and are augmented by recent research findings that have examined the experiences of educators and students in this specialized clinical practice environment.

i) **Supporting New Nurses to Develop their Practice Knowledge and Competence in Nursing Practice**

Linda Ferguson, RN PhD
 College of Nursing
 University of Saskatchewan
 Saskatoon, SK, Canada
Rene Day, RN PhD
 Faculty of Nursing
 University of Alberta
 Edmonton, AB, Canada

Abstract: We will address the process of new nurses' transition into professional nursing practice, with a focus on the development of their practice knowledge to support competent practice. Using Benner's model of competence in nursing practice, we explored the experiences of 31 new nurses' within the first two years of practice. Recognizing the various stages that new nurses experience in that process, we will discuss facilitating and supportive factors in the work environment, including mentoring, human resource policies, and educational experiences.

Session B4

i) **IEGC: Logistics, Logistics, Logistics!**

Cornelia van Ineveld, MD, MSc, FRCP(C)
 Section of Geriatric Medicine, Faculty of Medicine
 University of Manitoba
 Winnipeg, MN, Canada
Fiona Jensens, RN, MSN
 Faculty of Nursing
 University of Manitoba
 Winnipeg, MN, Canada
Amy Dejaeger, BA, BA (Hon).
 Faculty of Pharmacy
 University of Manitoba
 Winnipeg, MN, Canada
Michelle Nelson, BA, BRS, MA
 Faculty of Pharmacy
 University of Manitoba
 Winnipeg, MN, Canada
Ruby Grymonpre, BSc(Pharm), PharmD, FCSHP
 Faculty of Pharmacy
 University of Manitoba
 Winnipeg, MN, Canada
IEGC Project Team
 University of Manitoba

Winnipeg, MN, Canada

Abstract: The goal of the Interprofessional Education in Geriatric Care Project is to develop a sustainable interprofessional education opportunity in the area of community based geriatric care. Using existing placement schedules and historical patterns of accepting students we projected student enrolment at 60 participants. Data, including non-modifiable and modifiable barriers affecting placement targets will be presented. Key contributors to success included developing a learning program that the health care team could integrate into site specific schedules and activities.

ii) A Good Match Makes a Great Fire

Sarabeth Gottlieb, MSN, CNM
Nurse-Midwifery
Yale University School of Nursing
New Haven, CT, USA

Abstract: The placement of students for clinical experience is more complex than one might expect and can be a challenge for the responsible faculty member (called site coordinator). The site coordinator must know the students and the preceptors well. This knowledge includes their strengths and weaknesses, their learning style (for the student), their teaching style (for the preceptor) and the advantages and limitations of the clinical site. A successful placement benefits the student, the preceptor, the clinical site and the educational institution.

iii) Pedagogy, Capacity, and Sustainability: A National Perspective on the Use of Alternative Clinical Placements

Sheryl Reimer-Kirkham, RN PhD
Nursing; Leadership Studies
Trinity Western University
Langley, BC, Canada

Catherine Hoe Harwood, MSN
Nursing
Trinity Western University
Langley, BC, Canada

Landa Terblanche, RN PhD
Nursing
Trinity Western University
Langley, BC, Canada

Rick Sawatzky, BSN, PhD(c)
Nursing
Trinity Western University
Langley, BC, Canada

Abstract: This paper reports on a recently completed national survey that examined the utilization of innovative clinical placements in undergraduate nursing education in Canada with the objectives of describing a) the prevalence of alternative clinical placement use, b) the nature of learning in these sites, and c) the types of administrative issues arising. Findings reveal rich learning in these settings, as well as unique issues in the logistics and management of these placements.

iv) Queensland Occupational Therapy Fieldwork Collaborative: Developing Partnerships for Practice Education

Yvonne Thomas (Dip COT, Grad Dip, Med)
Senior Lecturer, Occupational Therapy
School of Public Health, Tropical Medicine & Rehabilitation Sciences
James Cook University
Townsville, QLD 4810
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Occupational Therapy/Serious Injuries Manager
Medical and Allied Health Unit
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Ann Edwards BOcc Thy., GCPA, MBA.
Director Occupational Therapy
Mater Health Services Brisbane
South Brisbane Q 4101 Australia

Cathy McBryde B.Occ.Thy, PhD
Paediatric Occupational Therapy Services
Brisbane, Queensland 4074, Australia

Abstract: This paper highlights the development and outcomes of a collaborative approach to enhance clinical education opportunities for occupational therapy students across the state of Queensland, Australia. Key stakeholders from two universities, professional bodies and employing organisations united to encourage increasing placements and supporting supervisors in practical ways. The finding of a recent survey identifies significant challenges and benefits for supervisors and for employers and identifies a clear link between fieldwork supervision and recruitment in occupational therapy.

Session B5

i) Using a Quality Improvement Framework to Facilitate Interprofessional Collaboration in Undergraduate Health Sciences Education

Katherine Stevenson, BA, B.Sc.P.T., M.Sc.

Health Quality Council

Saskatoon, SK, Canada

Angela Busch, PhD, BPT

School of Physical Therapy

University of Saskatchewan

Saskatoon, SK, Canada

Darlene J. Scott, RN, BSN, MSc

Nursing Education Program of Saskatchewan

Nursing Division, SIAST Kelsey Campus

Saskatoon, SK, Canada

Roy Thomas Dobson, B.Sc.Pharm., M.B.A., Ph.D.

College of Pharmacy & Nutrition

University of Saskatchewan

Saskatoon, SK, Canada

Abstract: The purpose of the project was to develop and evaluate curriculum content designed to foster interprofessional skills through the use a quality improvement (QI) framework. Students from nursing, pharmacy, and physical therapy programs worked together in interprofessional QI teams looking at issues affecting patient satisfaction with acute care. Evaluation included a post-course evaluation using a validated nine item pen-and-paper instrument. Overall, scores reflected a high level of satisfaction with the experience.

ii) Characteristics of Clinical Learning Environments that Support Interprofessional Practice

Margaret Purden, RN, PhD

School of Nursing

McGill University

Montreal, QC, Canada

Fay Strohschein, RN, MSc (A)
 School of Nursing
 McGill University
 Montreal, QC, Canada

Abstract: A qualitative case study was done to explore teaching strategies and the factors that enhance the creation of a culture of interprofessionalism in two exemplar clinical learning environments, peer identified for their strengths in interprofessional practice. Factors facilitating a culture of interprofessionalism clustered around themes of leadership, communication, and team dynamics. Teaching strategies emerged that included shadowing and learning different professionals' areas of expertise. These results provide strategies and criteria for the development and identification of interprofessional learning environments.

iii) Practice Education Quality Improvement in Health Care Organizations: Indicators and Tools

Grace Mickelson, RN, BScN, MA
 Provincial Health Services Authority
 Vancouver, BC, Canada
Lesley Bainbridge, BSR (PT), M.Ed. PhD (candidate)
 College of Health Disciplines
 University of British Columbia
 Vancouver, BC, Canada
Janet Newberry, PhD
 Education Consultant
 Surrey, BC, Canada

Abstract: A project was undertaken to assist health authorities to identify the structure, processes and resources they require to support quality practice education for health professional students. A review of current literature followed by a provincial stakeholder workshop identified and validated organizational indicators of PE quality. An organizational self-assessment tool that health authorities can use to support PE performance improvement was developed from the previous work. This presentation will describe the development process, the quality indicators, and the self-assessment tool as well as areas for future study.

iv) A Collaborative Model to Introduce Quality and Safety to Undergraduate Nursing Students

Maura MacPhee, RN, PhD, nursing faculty
 Nursing
 University of British Columbia
 Vancouver, BC, Canada
Marion Clauson, RN, MSN senior instructor
 Nursing

University of British Columbia
 Vancouver, BC, Canada
Hilary Espezel, RN, MSN
 Quality & Safety & Risk Management
 Provincial Health Services Authority
 Vancouver, BC, Canada
Kris Gustafson, RN, MSN
 Quality & Safety & Risk Management
 Provincial Health Services Authority
 Vancouver, BC, Canada

Abstract: This presentation will describe a unique collaboration between a provincial health authority's Quality Safety & Risk Management Department and undergraduate nursing faculty. Students traditionally study leadership in a classroom. In this project, nursing leadership students spent half their time in class and half their time participating in interdisciplinary quality/safety project teams within one hospital setting. Students learned about important concepts, such as leadership, change management, project planning and systems thinking by completing Plan-Do-Study-Act cycles in a variety of clinical settings.

Concurrent Session C

Session C1

i) Culture Matters for Interprofessional Education

Nancy Arthur, PhD
 Division of Applied Psychology
 University of Calgary
 Calgary, AB, Canada
Debbie Grove, MEd.
 Division of Applied Psychology
 University of Calgary
 Calgary, AB, Canada
Aleisha Harrington, BA
 Faculty of Education
 University of Calgary
 Calgary, AB, Canada
Nellie Oelke, MSc
 Nursing
 Calgary Health Region
 Calgary, AB, Canada
Esther Suter, PhD
 Health Systems and Workforce Research Unit
 Calgary Health Region
 Calgary, AB, Canada

Abstract: This presentation will highlight research findings about the relationships between multicultural competence and interprofessional education and practice, including findings from focus groups and individual interviews with educators, managers, health care practitioners, students, and client/patient groups. The professional literature predominately links culture with client/patient characteristics. However, our results suggest that interprofessional education must also be concerned with the culture of professional socialization, diversity in the workplace, and the culture of interprofessional teams.

ii) Patients First - Collaboration in Action

Peter Martin, Med
 Manager of Education
 Northern Health
 Prince George, BC, Canada

Abstract: Patients First is a 24 month collaborative project which examines the status of inter-professional service models, education and training (pre-post graduation) within the Northern Health region. The quality service inquiry focuses on Aboriginal Health within the rural/remote locations and across the global health determinants. Within a patient centered framework, the Patients First project optimizes the integration of professions and services through training, education and community driven “First Nation Learning Circles”. The three reports informed the inter-professional workshop curriculum.

iii) Aboriginal Health Elective: Developing a Community-based Aboriginal Health Experience for Students

Kendall Ho, MD
 Division of Continuing Professional Development and Knowledge Translation
 University of British Columbia
 Vancouver, BC, Canada

Robert Wollard, MD
 Department of Family Practice
 University of British Columbia
 Vancouver, BC, Canada

Elizabeth Stacy, MA
 Division of Continuing Professional Development and Knowledge Translation
 University of British Columbia
 Vancouver, BC, Canada

Yolanda Liman, MA
 Division of Continuing Professional Development and Knowledge Translation
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Sandra Jarvis-Selinger, PhD
 Division of Continuing Professional Development and Knowledge Translation

University of British Columbia
 Vancouver, BC, Canada
 Helen Novak Lauscher, PhD
 Division of Continuing Professional Development and Knowledge Translation
 University of British Columbia
 Vancouver, BC, Canada

Abstract: In the summer of 2006, a practice-based, interprofessional immersion course on Aboriginal health was offered in two Aboriginal communities through the College of Health Disciplines, UBC. This course aimed to increase the number and quality of opportunities for students to take part in interprofessional, Aboriginal health education. The unique contribution of this course to practice-education was in the co-development and delivery of course curriculum by Aboriginal community members themselves. The session will highlight the successes and challenges of and recommendations for implementing this rich health education experience.

Session C2

i) **An Online Interprofessional Learning Resource for Physicians, Pharmacists, Nurse Practitioners and Nurses in Long Term Care: The Benefits, Barriers and Lessons Learned**

Colla J. MacDonald, Professor
 Faculty of Education
 University of Ottawa
 Ottawa, ON, Canada

Emma Stodel, Professor
 Department Faculty of Education
 University of Ottawa
 Ottawa, ON, Canada

Larry Chambers, PhD
 President
 Elizabeth Bruyere Research Institute
 Ottawa, ON, Canada

Abstract: The importance of Interdisciplinary Collaborative Patient-Centred Practice (ICPCP) in healthcare has been emphasised in numerous reports and policy documents (Health Canada, 2004; Health Council of Canada, 2006). However, healthcare education programs have failed to evolve with workplace needs for ICPCP (Ivey et al., 1988; Opie, 1998). There is a critical need for convenient and flexible education opportunities that support the development of ICPCP skills among the healthcare workforce (Health Council of Canada, 2006). Consequently, the purpose of the Working Together project was to design, develop, deliver, and evaluate an online learning resource for family physicians, nurses, nurse practitioners, and pharmacists working in long-term care. The goal of the learning resource was to provide primary healthcare professionals in Ontario with the skills, knowledge, and motivation necessary to enhance their ability to act as a

collaborative interprofessional team while providing clinical care in long-term care facilities. Throughout the resource learners are required to read text-based content, complete online activities, listen to audio-clips, view video-clips, and meet face-to-face with their team to complete group assignments. The Demand-Driven Learning Model (MacDonald et al., 2001) was used to guide the project. The findings from the evaluation are presented in this report.

ii) Successes and Challenges in the Development of an Online Interprofessional Learning Module

Pippa Hall, MD, CFPC, MEd, FFPC

Department of Family Medicine, Faculty of Medicine

University of Ottawa & SCO Health Service

Ottawa, ON, Canada

Lynda Weaver, MHA MEd

Palliative Care

SCO Health Service

Ottawa, ON, Canada

Abstract: To meet the need for further education in palliative care and interprofessional collaboration during undergraduate health science training, we developed the online, interactive “Total Pain Learning Module”. Several unique aspects of the development process and the module content will be highlighted in this paper, as well as the results of the pilot project evaluation.

iii) Pathways to Collaboration: Web-based Modules for Core Competencies

Teresa Paslawski, PhD

Department of Educational Psychology and Special Education, College of Education

University of Saskatchewan

Saskatoon, SK, Canada

Krista Baerg, BSN, MD, FRCP(C)

Department of Pediatrics, College of Medicine

University of Saskatchewan

Saskatoon, SK, Canada

Debby Lake, PhD

Department of Psychology, College of Arts and Science

University of Saskatchewan

Saskatoon, SK, Canada

Abstract: Web-based modules were designed to build transferable core competencies in interprofessional collaboration (IC) based on a review of the IC literature, on personal experience, and on information gained from a training interest survey of students, faculty and practicing professionals in Saskatchewan. A matrix model of collaboration is offered as a framework for conceptualizing the interaction of personal, interpersonal, organizational and systemic factors with competencies in communication, teamwork and leadership.

iv) **Standardized Patients as a Vehicle for Speech Pathology Student Clinical Learning**

Anne Hill, BSpThy

Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Bronwyn Davidson, PhD

Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Deborah Theodoros, PhD

Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Daniella Cain, BSpPath

Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Abstract: Standardized patients (SPs) have been successfully incorporated into allied health clinical programs over many years but their use in speech pathology programs is not widely reported. This paper will describe the assessment of second year speech pathology students using a model of clinical practice incorporating SPs. Students participated in interviews with SPs designed to develop their foundation clinical skills of communication, verbal and non-verbal communication, professional behaviours and interaction skills. The validity of the assessment tools will be addressed.

Session C3

i) **Building a Collaborative Network: Lessons from BC**

Kathy Copeman-Stewart, BScN, MPA

College of Health Disciplines
University of British Columbia
Vancouver, BC, Canada

Grace Mickelson, RN, BScN, MA

Academic Development
Provincial Health Services Authority
Vancouver, BC, Canada

Lesley Bainbridge, BSR(PT), MEd, PhD candidate

College of Health Disciplines
University of British Columbia
Vancouver, BC, Canada

Linda Sawchenko, BSN, MHA

Professional Practice
 Interior Health Authority
 Kelowna, BC, Canada

Abstract: What factors contribute to successful partnerships across health and education in addressing practice education challenges? British Columbia has almost a decade of collaboration which has spawned HSPnet, the Interprofessional Rural Program of BC, the Interprofessional Network of BC and a range of other initiatives. This presentation will share 'lessons learned' in successes and challenges relating to balancing perspectives, fostering buy-in, leveraging synergy, creating \"go forward\" strategies and ultimately influencing policy and practice.

ii) Building Capacity for Community-based Practice Education: Partnering with a Community Health Cooperative

Pat Gibson, RN, BSN, MEd
 School of Health and Human Services
 Selkirk College
 Castlegar, BC, Canada

Abstract: The presentation will highlight the experiences of Selkirk College administrators, instructors and students as they implemented the process of developing a 'health centre' in collaboration with the Community Health Cooperative in Nelson, BC. The first 18 months of the project were funded by the BC Academic Health Council Practice Education Innovation Fund. The purpose of the project is to provide an integrated, holistic approach to health services and programs in the community, and to provide exemplary student practicum placement opportunities.

iii) Building Practice Education Capacity: A Collaborative Project

Maura MacPhee, RN, PhD, Practice Education specialist (CNS), Co-Director Nursing Leadership Institute of BC
 School of Nursing
 University of British Columbia
 Vancouver, BC, Canada

Abstract: This academic-practice collaborative generated a testable logic model for increasing nursing student clinical placements. The model addresses important aspects of the environment, students, faculty and staff that are necessary to build practice capacity for students and staff in clinical settings. To achieve sustainable outcomes, the work environment culture and existing theory-practice gaps were addressed. This presentation will describe the successful development, evaluation and implementation of a model that increased nursing student clinical placements, and resulted in many other, positive outcomes.

Session C4

i) SWITCH – Advancing the Health of Our Community Through an Interprofessional, Student-Managed Wellness Center

Carole Courtney, BSW, RSW
SWITCH Coordinator
Saskatoon, SK, Canada

Abstract: The Student Wellness Initiative Toward Community Health (SWITCH) is a student developed and managed wellness centre in Saskatoon, one of only a few in Canada. Mentored by professionals, students from three institutions in eleven health disciplines provide year-round interprofessional after-hours clinical, social and programming services to residents of Saskatoon's core neighbourhoods.

A SWITCH representative will present a paper addressing the conference theme of Interprofessional Education Strategies and how SWITCH accomplishes this through operating a student-managed wellness center.

ii) Educating the Next Generation of Health Professionals to be Socially and Community Responsive

Shafik Dharamsi, PhD
Department of Family Practice/ Department of Oral Health Sciences
University of British Columbia
Vancouver, BC, Canada

Abstract: Although the next generation of health professionals is being trained well to clinically treat illness, there is a growing concern that they are not being educated adequately to respond to the social determinants of health, related disparities, and the needs of vulnerable populations. This presentation will offer findings from emerging educational initiatives for preparing the next generation of health professionals to be socially responsive. It will explore the use and impact of Community Service-Learning as an experiential and transformative pedagogy to enhance social accountability and community engagement.

iii) An Interdisciplinary Population Health Project at the University of Saskatchewan

Peggy Proctor, BSc(PT)
School of Physical Therapy
University of Saskatchewan
Saskatoon, SK, Canada

Abstract: This project explores determinants of health from the perspective of a person, a community, and population. Inspired by community development and population health perspectives, interdisciplinary teams of students participate in activities such as team building, community plunge, interview with resident(s) of core neighbourhoods, and a

panel on health policy. Faculty members (n=14) and students from Medicine, Nursing, Physical Therapy, and Kinesiology (n=157) are involved. Findings include differences in attitudes between students of different programs in their perceptions of the project.

Session C5

i) Student Peer Support Group: A Model Used in the Practicum Setting for Social Work Students

Peter Quick, MSW, RSW
Vancouver Acute Professional Practice
Vancouver Coastal Health
Vancouver, BC, Canada

Abstract: A corner stone of learning the practice of Social Work is embedded in the practicum. A challenge to any learning Social Worker can be summarized as; “how do I garner support and be vulnerable, but at the same time appear to be competent and able”. It is through the Student Peer Support Group that learners can face this challenge. This workshop will focus on: (i) the current model that is used, and (ii) the potential application to other fields of study based on current trends (e.g., safety huddles).

ii) Interprofessional Learning through Lateral Mentorship

Jana Lait, MA
Health Systems and Workforce Research Unit
Calgary Health Region
Calgary, AB, Canada
Esther Suter, PhD, MSW
Health Systems and Workforce Research Unit
Calgary Health Region
Calgary, AB, Canada
Julia Arndt, MA
Health Systems and Workforce Research Unit
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Nancy Arthur, PhD, C Psych
Division of Applied Psychology, Faculty of Education
University of Calgary
Calgary, AB, Canada
Elizabeth Taylor, MEd OT(C) FCAOT
Department of Occupational Therapy
University of Alberta
Edmonton, AB, Canada

Abstract: This project seeks to move away from one-on-one clinical supervision of students toward lateral mentoring as a means to enhance interprofessional practice

experiences. Lateral mentorship is an approach in which students are supervised by health professionals from other disciplines in addition to their discipline-specific supervisors. Facilitators worked with health professionals at two clinical sites in Alberta to implement lateral mentorship. Data suggest students and preceptors value the interprofessional collaboration that lateral mentoring brings.

iii) **Supporting Physiotherapy Practice Education: The Development of a Practice Placement Team**

Jacky Conduit, MSc, BA, MCSP, Cert Ed Dip TP
School of Health Sciences
University of Birmingham
Birmingham, Edgbaston, UK

Abstract: Increasing demand by the UK NHS for therapists (DH, 2000) has led to a rapid growth in physiotherapy student numbers. This in turn requires more practice placements. Practice-based education ('practice education') is dynamic, with both students and practice-based educators ('practice educators') requiring support at various levels. This presentation outlines one physiotherapy programme provider's response through the development of a designated practice placement team. Details and roles of team members are described, with ongoing work identified.

iv) **Who is the ELF?: OT and SP Students Learning a Joint Approach to Early Literacy Development**

Jodie Copley, BOccThy, PhD
Division of Occupational Therapy
The University of Queensland
Brisbane, Queensland, Australia
Heather Allison, BOccThy, MOccThy
Division of Occupational Therapy
The University of Queensland
Brisbane, Queensland, Australia
Anne Hill, BSpThy
Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia
Monica Moran, MPhil(OccThy), GradCert ClinED, DipCOT
Division of Occupational Therapy
The University of Queensland
Brisbane, Queensland, Australia

Abstract: This paper describes the interprofessional (IP) fieldwork experience gained by occupational therapy and speech pathology students in the development of the UQ Early Literacy Fundamentals (UQELF) Programme. Students developed and delivered UQELF to Grade One children at risk of delayed literacy development. Students gained

interprofessional practice experience in: planning and trialing a new combined service that promoted skill development; developing an IP approach to early literacy development; delivering joint services in a school environment and group context; and contributing to the creation of an IP resource.

Concurrent Session D

Session D1

i) Chaos to Clarity: Surviving the Tornado of Mental Illness

Cheryl Forchuk, RN, PhD

University of Western Ontario
London, ON, Canada

Evelyn Vingilis, BSc, MA, PhD

Schulich School of Medicine and Dentistry
University of Western Ontario
London, ON, Canada

Carole Orchard, BSN, MEd, EdD

Faculty of Health Sciences
University of Western Ontario
London, ON, Canada

Abstract: A workshop was developed to raise awareness of Interprofessional (IP) education and collaboration focusing on mental health and housing/homelessness. Students and faculty at the University of Western Ontario from 7 health disciplines, and community agencies, were invited to a 2-hour workshop. A dramatic play was followed by a “conversation café” composed of 7-food stations and an IP-related focal question. Participants completed a survey and feedback form. Results demonstrated that IP concepts are not well established.

ii) The Fir Square Doula Support Program

Elaine Carty, BN, MSN, CNM

Division of Midwifery, Faculty of Medicine
University of British Columbia
Vancouver, BC, Canada

Wendy Hall, RN, PhD

School of Nursing
University of British Columbia
Vancouver, BC, Canada

Kathleen Lindstrom

Faculty of Sciences
Douglas College

Sue Harris, MD, CCFP

Department of Family Practice

BC Women's Hospital
 Vancouver, BC, Canada
Sarah Payne, RN, MA
 Fir Square Combined Care Unit
 BC Women's Hospital
 Vancouver, BC, Canada

Abstract: The presenter will describe the design and goals of *The Fir Square Doula Support Program* where medical, nursing and midwifery students from the University of British Columbia collaborate to support substance-using women during labour and postpartum. Weekly meetings offer training, education and support for this group of students who are exposed to an interprofessional setting for learning, problem-solving and decision-making. Students are evaluated based on their knowledge and satisfaction with the practical and interprofessional experience of the program.

iii) Creating a Co-Learning Environment: Interprofessional Education in a Homeless Shelter

Gayle E. Rutherford, RN, MN
 Interdisciplinary Graduate Program
 University of Calgary
 Calgary, AB, Canada

Christine A. Walsh, PhD, RSW
 Faculty of Social Work
 University of Calgary
 Calgary, AB, Canada

Elizabeth Rutherford, RSW
 Community Services (Calgary)
 The Salvation Army
 Calgary, AB, Canada

Abstract: This presentation will highlight the creation of interprofessional field education for social work and nursing students engaged in experiential learning with the staff and clients/residents of a large inner city homeless shelter. A teaching/learning model for co-learning will be presented that builds bridges between academia and practice and between professionals and clients in this setting. The model is based on the premise that each participant is both a teacher and a learner.

Session D2

i) Using Videoconference Technology to Enhance Reflective Practice Skills

Lynn Ellwood, B.Sc.(C.D.), M.H.Sc., S-LP(C)
 Department of Speech-Language Pathology
 University of Toronto
 Toronto, ON, Canada

Jackie Hummelbrunner, M.Sc., S-LP (C)

Lake of the Woods District Hospital

Northern Ontario School of Medicine - West Campus Rehabilitation Studies

Kenora, ON, Canada

Abstract: The University of Toronto partnered with Northern Ontario School of Medicine to evaluate the potential for using videoconference technology to promote reflective practice skills in Speech-Language Pathology students on placement in far-distance settings. A small-group facilitator and two students in Toronto met with two students in northern Ontario using videoconferencing technology and videotapes of the students' clinical practice were shared and discussed. Evaluation outcomes illustrate the benefits and challenges of this approach as compared to current practice using face-to-face groups.

ii) **How Mixing up the Medium Makes for a New Message: Building Professional Practice Education Cultures in the Online Environment**

Marion Brown, MSW, PhD (Candidate)

School of Social Work

Dalhousie University

Halifax, NS, Canada

Patricia Farry

School of Social Work

Dalhousie University

Halifax, NS, Canada

Abstract: In the experience of Dalhousie University's Schools of Social Work, the national distance delivery medium has enhanced the knowledge, skills, abilities, and attitudes of its student practitioners, through the use of online integrative seminar case analysis and critical reflection. This presentation shares the strategies used to build professional practice education cultures and capacities using the online medium, to craft an expanded message regarding progressive and responsive social work practice.

iii) **Rocks in the River: A Model for Distributed Learning**

Ron Bowles, B.Ed. (Ad. Ed.); M. Ed Tech; PhD student (UBC)

Paramedic Academy

Justice Institute of BC

New Westminster, BC, Canada

Abstract: Students, often with just a course outline and textbook in hand, stand on one bank of a raging river, their learning goal uphill and upriver, on the far side. Educators place rocks in the river, creating paths for them. Often, however, only a few small stones poke above the surface and learners are left to sink or swim. This paper examines a model for purposefully placing rocks in the river – a framework for building effective, accessible experiential learning environments.

Session D3

i) **Eliminating the Obstacles in the 2:1 Clinical Teaching Model**

Irene Erickson, Dip. Physiotherapy
Neurology Services
St. Joseph's Care Group
Thunder Bay, ON, Canada

Abstract: Supervising students in a 2:1 model provides multiple benefits for all involved: students, preceptor, clients, the university, and the profession. Despite this, clinicians continue to be intimidated by this model. With preparation and a positive attitude, the advantages can far outweigh the obstacles. This presentation will provide a practical guide for success in this clinical model. Through clinical scenarios, strategies for management of challenging student pairs will become evident. Clinicians will understand how they can accept this teaching model.

ii) **Empowering Clinical Educators in Health Care through Pedagogy**

Manon Tremblay, OT, MSc, PhD candidate
School of Rehabilitation Sciences
University of Ottawa
Ottawa, ON, Canada

Lynn Casimiro, PT, MA, PhD candidate
School of Rehabilitation Sciences (Physiotherapy)
University of Ottawa
Ottawa, ON, Canada

Martine Dumont, Kin, MSc
School of Human Kinetics
University of Ottawa
Ottawa, ON, Canada

Diane Bouchard Lamothe, SLP
School of Rehabilitation Sciences (Speech Language Pathologist)
University of Ottawa
Ottawa, ON, Canada

Lucie Couturier, RN, MN, BEd
School of Nursing
University of Ottawa
Ottawa, ON, Canada

Abstract: This presentation suggests ways to apply six pedagogical approaches well known in the field of education, which are useful in the context of practice-based learning: behaviorism, cognitivism, social learning, constructivism, social constructivism, and humanism. We will present each approach according to its ontology, the roles of the learner and the educator, the teaching strategies, and the learning assessment methods.

We will also explain a new CD-ROM educational program on this topic that includes interactive animations, self-assessment activities, and case studies.

iii) Guiding Clinical Educators in their Practice-Based Teaching Role

Lucie Couturier, RN, MN, BEd

School of Nursing
University of Ottawa
Ottawa, ON, Canada

Diane Bouchard Lamothe, SLP

School of Rehabilitation Sciences (Speech Language Pathology)
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Lynn Casimiro, PT, M A, PhD candidate

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Manon Tremblay, OT, MSc, PhD candidate

School of Rehabilitation Sciences
University of Ottawa
Ottawa, ON, Canada

Martine Dumont, Kin, MSc

School of Human Kinetics
University of Ottawa
Ottawa, ON, Canada

Abstract: The Consortium national de formation en santé (CNFS) has developed seven workshops for clinical educators, on effective teaching and training methods in practice-based education. This presentation will describe an emergent approach used to outline best practices in clinical supervision. A study of the perceived effects of the online workshops by the participants (n=60) was conducted. To date, the workshops have helped the organisational and problem solving skills of clinical educators. They also feel more confident in their clinical supervision skills.

iv) Developing Skills for Clinical Education and Practice Mentorship: A Collaborative Approach

Lynn Ellwood, B.Sc.(C.D.), M.H.Sc., S-LP(C)

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The University of Western Ontario
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Lynn Metthé, B.A., M.Sc.S.

Programme d'audiologie et d'orthophonie
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Barbara Meissner Fishbein, M.A., D.S.P.

SLP

College of Audiologists & Speech-Language Pathologists of Ontario
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Beth Ann Kenny, M.A.

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Ontario Association of Speech-Language Pathologists and Audiologists
Toronto, ON, Canada

Abstract: This brief seminar will describe how five partners from different organizations with a stake in practice education and preceptor development collaborated successfully to efficiently and effectively develop and deliver a mentorship skills training program utilizing two complementary formats (workshops and an on-line course). The program was developed to address a need for quality assurance in the formal mentoring program of a provincial professional regulatory college and to teach the necessary skills for supporting new hires and student clinicians.

Session D4

i) Factors that Contribute to Successful Clinical Practice Learning Experiences (Practicums) from Student, Staff and Instructor Perspectives

Amy McCutcheon, RN, PhD

Professional Practice

Vancouver Coastal Health

Vancouver, BC, Canada

Maura MacPhee, RN, PhD

Nursing

University of British Columbia

Vancouver, BC, Canada

Servane Mason, MSc

Professional Practice

Vancouver Coastal Health

Vancouver, BC, Canada

Kim Dougherty, RN, MA

Professional Practice

Vancouver Coastal Health

Vancouver, BC, Canada

Barbara Mildon, RN, MN, CHE, CCHN(c)

Professional Practice & Integration

Fraser Health Authority
 Surrey, BC, Canada
Tru Freeman, RN, PhD
 School of Health Sciences
 BCIT
 Burnaby, BC, Canada

Abstract: In order to improve the quality of clinical practice learning experiences (practicums), it is necessary to identify the factors that contribute to successful practice learning experiences from student, staff and instructor perspectives. We developed a web-based survey to distribute to students, staff and instructors from various schools/organizations. Results of the survey will be used to put together a set of recommendations to enhance the quality of clinical practice learning (practicums).

ii) Clinical Environment Evaluation Tool

Karen Peterson, RN, BScN, MN, student
 Faculty of Nursing
 University of Alberta
 Edmonton, AB, Canada

Abstract: The presentation will follow the development of a Clinical Environment Evaluation Tool (CEET) from need identification to implementation. The domains addressed on the CEET are: leadership, unit culture, commitment to learning, interpersonal relationships, and student perspective. Undergraduate nursing students can provide valuable feedback on their clinical practice settings. Collaboration between nursing faculty and nursing service will help encourage the areas of strength and develop strategies to improve areas that are negative. Students will reap the rewards of learning in positive environments and clinical units will have safe competent practitioners.

iii) Enhancing Collaborative Practice through Interprofessional Education: The Federal Role in Building Capacity

Sue Beardall, RN, MHSc
 Health Canada
 Office of Nursing Policy
 Ottawa, ON, Canada
Teresa Petch, MHSc
 Health Canada
 Office of Nursing Policy
 Ottawa, ON, Canada

Abstract: Abstract: Changing the way we educate health providers is key to ensuring that they have the necessary knowledge, skills and attitudes to work effectively in interprofessional teams. This presentation will introduce the Interprofessional

Education for Collaborative Patient-Centre Practice (IECPCP) Initiative and illustrate how the Canadian federal government, in partnership with stakeholders, have attempted to embed interprofessional education for collaborative patient-centred practice in their jurisdictions. Results from site visits and interviews with funded projects will be presented.

Session D5

i) A Collaborative Approach to the Assessment of Competence among Nursing Students of Three Universities in Dublin, Ireland

Tom O'Connor, MSc, BNS, Dip Nurs, RGN, RNT
School of Nursing, Midwifery and Health Systems
University College Dublin
Dublin, Ireland

Gerard Fealy, PhD, MEd, BNS, RGN, RPN, RNT
School of Nursing, Midwifery and Health Systems
University College Dublin
Dublin, Ireland

Province/ State: Dublin
Country: Ireland

Mary Kelly, MSc, BNS, RGN, RM, RNT
School of Nursing
Dublin City University
Dublin, Ireland

Ann Martina Mc Guinness, MSc, PG Dip Clinical Practice, BSc, Dip Pharmacology
RPN, RGN
Nurse Practice Development
Health Service Executive Dublin Mid-Leinster
Dublin, Ireland

Fiona Timmins, PhD, MSc, FFNRCSI, NFESC, BSc, BNS, RGN
School of Nursing and Midwifery
Trinity College Dublin
Dublin, Ireland

Abstract: This paper describes a collaborative project conducted by the three principal universities in Dublin to implement and evaluate a competence assessment tool for use by students and their assessors while on clinical placements. The paper describes how the tool was implemented in 2004 and the finding of an evaluation of its use conducted in 2006 by means of a survey among a non-probability sample of students and their preceptors.

ii) Nursing Competency Profiles Provide Direction for Development and Implementation of Nursing Curriculum

Maureen McQueen, RN, MN

Centre for Nursing and Health Studies
Athabasca University
Athabasca, AB, Canada
Helen Ewing, RN, MN, DHSc
Centre for Nursing and Health Studies
Athabasca University
Athabasca, AB, Canada

Abstract: Athabasca University's Centre for Nursing and Health Studies has developed a competency based program to advance nursing professional education of Licensed Practical Nurses to the level of Bachelor of Nursing. Using both the College of Licensed Practical Nurses of Alberta's Competency Profile Outcomes and the College and Association of Registered Nurses of Alberta's Entry-to-Practice Competencies the program provides experiential and practice based learning through the achievement of established competencies that promote nursing practice that is safe, competent and ethical.

iii) **A Unique Competency-based Graduate Model for Allied Health Education**

Alexia Prescod, MSc, RD
Family Relations & Applied Nutrition
University of Guelph
Guelph, ON, Canada
Margaret Hedley, MSc
Family Relations & Applied Nutrition
University of Guelph
Guelph, ON, Canada

Abstract: The Master of Applied Nutrition (MAN) is an intensive one-year professional master's program to qualify as a registered dietitian. The MAN students participate in three practicum placements to gain competence in prescribed areas of dietetic practice, augmented by graduate courses spanning different areas of dietetic practice and seminars focused on critical reflection. This combination of practice-based learning and graduate courses qualifies the MAN students to write the Canadian Dietetic Registration Examination.

iv) **Standardized Patients as a Vehicle for Speech Pathology Student Clinical Learning**

Anne Hill, BSpThy
Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Bronwyn Davidson, Ph.D.
Division of Speech Pathology

The University of Queensland
Brisbane, Queensland, Australia

Deborah Theodoros, Ph.D.
Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Daniella Cain, BSpThy
Division of Speech Pathology
The University of Queensland
Brisbane, Queensland, Australia

Abstract Standardized patients (SPs) have been successfully incorporated into allied health clinical programs over many years but their use in speech pathology programs is not widely reported. This paper will describe the assessment of second year speech pathology students using a model of clinical practice incorporating SPs. Students participated in interviews with SPs designed to develop their foundation clinical skills of communication, verbal and non-verbal communication, professional behaviours and interaction skills. The validity of the assessment tools will be addressed.

November 6th, 2007 (Tuesday)

Concurrent Session E

Session E1

i) What Constitutes Successful Clinical Site Partners for Demonstrating Interprofessional Team Work from the Student Perspective?

Jean Kipp, BScN, MPH
Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Sharla King, PhD
Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Carrie Lavis, PhD
Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Steven Patterson, DDS, MPH
Health Sciences Council
University of Alberta

Edmonton, AB, Canada
Chris Ward, MLT, MEd
 Laboratory Medicine and Pathology
 University of Alberta
 Edmonton, AB, Canada

Abstract: The Interprofessional Initiative introduced clinical site visits to an inter-professional health team development course, providing interactive opportunities between students and practicing professionals and patients. Inter-professional service delivery programs/sites provide positive learning experiences in clinical environments. A site's professional and practical team skills were observed by students who self-selected into inter-professional teams, based on common interests related to a client diagnostic category at a program/site. This experience assists students in clarifying issues around team clinical practice, patient-centered services, and ethical dilemmas. This presentation focuses on key benefits of clinical site visits/partners to the learning process of collaborative care as experienced by students. It also identifies characteristics of sites that met learning objectives/expectations of students and those that did not facilitate intended purposes.

ii) **Examining Undergraduate Health Science Students' Experiences during an Interprofessional Professionalism Seminar**

Liliane Asseraf-Pasin, Physiotherapist, PT, PhD Candidate
 School of Physical & Occupational Therapy
 McGill University
 Montreal, QC, Canada

Camelia Birlean, BEd, MEd
 Educational & Counseling Psychology
 McGill University
 Montreal, QC, Canada

Judith Margison, BSc, BEd, MEd
 Educational & Counseling Psychology
 McGill University
 Montreal, QC, Canada

Sonia Faremo, PhD Education Psychology
 Educational & Counseling Psychology
 McGill University
 Montreal, QC, Canada

Bruce, M. Shore, BSc, MA, PhD
 Educational & Counseling Psychology
 McGill University
 Montreal, QC, Canada

Abstract: This study examines pre-licensure health care students' experiences during an Interprofessional Professionalism Seminar. Students' responses to an open-ended questionnaire items were inductively analyzed through open coding. Participants

expressed enthusiasm to learning about and with other students in an interprofessional context.

iii) Purposeful Pairing

Linda Hilts, RN, BScN, MEd
Family Medicine
McMaster University
Hamilton, ON, Canada

Abstract: The McMaster Family Health Team provides primary care for patients in Hamilton, Ontario, through multidisciplinary teams. We have developed and implemented a system to provide interprofessional experiences for medical students, clerks during their full time family medicine block and postgraduate family medicine residents. All learners are assigned or encouraged to spend time with allied health professionals working in the unit. In this session, we will describe the system and share feedback from our learners and practitioners.

Session E2

i) Collaboration for Sharing Simulation Based Educational Resources

Bernie Garrett, PhD, BSc(Hons), PGCE, RN
School of Nursing
University of British Columbia
Rena van der Wal, MSc, TN
Directorate
Vancouver Coastal Health
Vancouver, BC, Canada

Abstract: This paper describes a project undertaken in 2006/7 to develop and set up a Web based collaborative infrastructure to support the development and sharing of learning resources for simulation for health professional education.

ii) EEG Simulation Software

Ron Gordon, PhD
Customer Support
VSM Medtech Ltd.
Port Coquitlam, BC, Canada

Abstract: The goal of this project is to develop a uniquely designed software program that simulates the experience of working with a clinical EEG supervisor by providing the student with a surrogate clinical EEG recording environment within the classroom. The software will be interactive, allowing students to manipulate the display in a manner

that reproduces the experience of working with EEG software currently in use in clinical settings.

iii) Competency Based Assessment of Speech Pathology Students within a Simulated Clinical Environment

Bronwyn Davidson, PhD

Division of Speech Pathology, School of Health and Rehabilitation Sciences
The University of Queensland, Australia
Brisbane, Queensland, Australia

Anne Hill, B SpThy

Division of Speech Pathology, School of Health and Rehabilitation Sciences
The University of Queensland
Brisbane, Queensland, Australia

Sue McAllister, PhD

The COMPASS project
Universities of Sydney and Newcastle
Sydney, New South Wales, Australia

Daniella Cain, B SpThy

Division of Speech Pathology, School of Health and Rehabilitation Sciences
The University of Queensland
Brisbane, Queensland, Australia

Abstract: Australian Universities have recently begun using COMPASS™ (SPA, 2006), a validated competency based assessment tool, to track speech pathology students' development of competencies in workplace clinical placements. This paper reports on qualitative research investigating the utility of COMPASS™ for identifying and tracking the initial development of generic and professional competencies. Research participants are students and clinical educators engaged in an innovative clinical program using simulated clinical activities. Findings on the use of COMPASS™ in scaffolding students' clinical development are reported.

iv) Practice in Observation: Developing Observational Skills in Physiotherapy Students

Jill Ramsay, PhD BA MSCP Cert Ed Dip TP MHEA

School of Health Sciences
University of Birmingham
Birmingham, West Midlands, UK

Alison Davies, PhD BA

Information Services
University of Birmingham
Birmingham, West Midlands, UK

Helen Lindfield, MSc BSc PGCE

School of Health Sciences
University of Birmingham

Birmingham, West Midlands, UK

Abstract: Physiotherapy students require observational and analytical skills that enable them to evaluate patient movement disorders in the clinical setting. The School of Health Sciences at the University of Birmingham used WebCT to enable first year undergraduate students to work with real neurological case studies. This approach to developing advanced observational and analytical skills aimed to overcome the practical problem of limited opportunities to observe ‘real’ patients with neurological disorders prior to clinical placements due to large increases in student numbers.

Session E3

i) An Evaluation of New Graduates’ Perceptions of their Experiences as Students in the Collaborative Learning Unit Model of Practice Education

Maureen Little, RN, MScN

School of Nursing

Selkirk College

Castlegar, BC, Canada

Lucia Gamroth, RN, PhD

School of Nursing

University of Victoria

Victoria, BC, Canada

Jeannine Moreau, RN, MN

School of Nursing

University of Victoria

Victoria, BC, Canada

Deborah McCullough, BSN

School of Nursing

University of British Columbia (Okanagan)

Kelowna, BC, Canada

Doris Callagan, RN, MSc

School of Nursing

University of British Columbia (Okanagan)

Kelowna, BC, Canada

Wilda Watts, RN, MN

School of Nursing

University of British Columbia (Okanagan)

Kelowna, BC, Canada

Abstract: In 2005 a group of nurse educators representing several Bachelor of Science in Nursing programs in British Columbia and the Northwest Territories, came together to explore the benefits and limitations of the Collaborative Learning Unit (CLU) model of practice education. Previous anecdotal data have indicated it is a valuable complement to the traditional preceptorship model for senior nursing students. Themes that emerged from a graduate follow-up survey comparing CLU and preceptorship experiences relate

to the enhancement of practice competence, professional responsibility and autonomy, and collaborative relationships.

ii) Supporting the Transition from Novice to Expert Clinician: The Communities of Practice Model of Practice-Based Learning

Laura Swancar, BHSc. (O.T.)
Continuing Professional Development
Northern Ontario School of Medicine
Thunder Bay, ON, Canada

Kirsten Pavelich, BHSc (P.T.)
Continuing Professional Development
Northern Ontario School of Medicine
Thunder Bay, ON, Canada

Abstract: Communities of Practice (CoPs) are groups of people who share a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. CoPs support clinicians in the transition from novice to expert, and create value for organizations and communities. An overview of the CoP Program at the Northern Ontario School of Medicine will be provided, with a focus on lessons learned in how to best support these innovative learning groups.

iii) Undergraduate Nurse to New Graduate Nurse: Changing the Culture of Support

Khairunnissa Rhemtulla, RN, BcN, MEd(c)
Vancouver Coastal Health
Vancouver, BC, Canada

Linda Frost, RN, MA(Ed.)
Vancouver Coastal Health
Vancouver, BC, Canada

Barb Lawrie, RN, MSN, CRRN
Vancouver Coastal Health
Vancouver, BC, Canada

Abstract: This presentation will focus on the case based approach implemented to support New Graduates as the need to merge the two programs developed. This necessitated a shift in the traditional culture of support, which predominantly supported a preset orientation/training program for the new graduates. This shift in support increased the capacity of the program due to the variation in length and intensity of support required by the new graduates. We will share strategies used to support the individual needs of the undergraduates and new graduates hired.

Session E4

i) The PIER Project: A Support Model Utilizing "Coach" and "Champion" Pairs

Leah Dix, BSc., BSc(OT), MSc(RS) candidate

School of Rehabilitation Science

McMaster University

Hamilton, ON, Canada

Elizabeth Stegges, Dip (OT), MSc (RS) candidate

School of Rehabilitation Science

McMaster University

Hamilton, ON, Canada

Sue Baptiste, Dip (OT), MHSc

School of Rehabilitation Science

McMaster University

Hamilton, ON, Canada

Cathy Risdon, MD, CCFP

School of Medicine

McMaster University

Hamilton, ON, Canada

Patty Solomon, Dip (PT), MHSc, PhD

School of Rehabilitation Science

McMaster University

Hamilton, ON, Canada

Catherine Tompkins, BScN, M.Ed, PhD

School of Nursing

McMaster University

Hamilton, ON, Canada

Abstract: The purpose of this participatory action project is to demonstrate the application of a relationship-centred approach to collaborative practice and interprofessional learning at three practice sites within the McMaster University Health Sciences network. To facilitate the research process at each site, unique roles of “Coach” and “Champion” have been developed. Evaluation of these roles is an integral component of the project and is ongoing through review of “self reports” and “journals” maintained for the duration of the project.

ii) **Project Based Community Health Practicums: Building Capacity in Clinical Rotations and Rural Communities**

Em M. Pijl Zieber, RN, BSN, M.Ed.

School of Health Sciences

University of Lethbridge

Lethbridge, AB, Canada

Kathy Haight, RN, BSN (M.N. Student)

School of Health Sciences

University of Lethbridge

Lethbridge, AB, Canada

Abstract: The intent of this project was to build practice education cultures that enhanced capacity in undergraduate community health clinical rotations in rural and First Nations contexts. The implementation of multidimensional community health projects served a threefold purpose: to increase the student capacity of clinical rotations; to build community capacity; and, to meet the health needs within non-urban contexts.

iii) The Struggle for Anti-oppressive Field Education: Bridging Knowledge with Communities by Creating New Spaces for Engagement and Learning

Natalie G. Clark, MSW
School of Social Work and Human Service Program
Thompson Rivers University
Kamloops, BC, Canada

Julie Drolet, Phd
School of Social Work and Human Service
Thompson Rivers University
Kamloops, BC, Canada

Abstract: The concept of bridging knowledge with communities is of particular importance in field education. As Field Education Coordinators in the School of Social Work and Human Service at Thompson Rivers University, in Kamloops BC, we will share our struggle and successes in creating new learning spaces that bridge ways of knowing in human service and social work field education. A discussion of the process of establishing authentic partnerships with field agencies will be presented utilizing two examples of recent partnerships, and how to facilitate dialogue on continuing to develop transformative models in bridging anti-oppressive theory and practice with diverse community and field agencies.

Session E5

i) Wound Debridement Training: Practice-Based Learning for a High-Risk Skill

Bronwyn Lasair, BSc.PT
Rehabilitation Services
Capital Health, Royal Alexandra Hospital
Edmonton, AB, Canada

Abstract: If performed incorrectly sharp instrument wound debridement can cause significant harm to a patient, however this skill is usually “learned on the job”. This presentation will describe how one employer successfully used surveys, literature review, and a peer-review process to create a departmental culture that was open to practice-based learning. The department then developed a three-tier debridement training and competency program that combined theoretical and practical components to assist staff in achieving and maintaining best practice standards.

ii) Developing Pedagogical Strategies for Evidence-Based Surgery

Simon Kitto, PhD

MUDRIH

Monash University

Moe, Victoria, Australia

Ana Petrovic, BA, Grad.Dip(Health statistics)

Surgery

Monash University

Melbourne, Victoria, Australia

Elmer V Villanueva, MD, ScM, FRIPH

MUDRIH

Monash University

Moe, Victoria, Australia

J. A. Smith, MS, FRACS, FACS

Surgery

Monash University

Melbourne, Victoria, Australia

Janice Chesters, PhD

MUDRIH

Monash University

Moe, Victoria, Australia

Abstract: Our studies have found that surgeons' are interested in attending future EBM training if the following issues are addressed in any future educational programs. The program must 1) provide more insight into and new knowledge about EBM 2) be clinically relevant 3) time effective strategies 4) be delivered in tailored workshop, seminar, conference and meeting formats onsite 5) be conducted by a leader in the field of EBM who understands clinical context of surgeons 6) involve ongoing educational support i.e. accessible research team and support staff to help translate EBM resources and access clinical knowledge databases for ease of access to evidence.

iii) Using Rubrics as an Assessment Tool in Situated Paramedic Education

Bonnie Johnston, Master in Educational Technology

Clinical Education Division

BC Ambulance

Vancouver, BC, Canada

Stuart Donn, Ph.D Education

Clinical Education Division

BC Ambulance Service

Vancouver, BC, Canada

Abstract: Constructivist and situated perspectives on learning and knowing have influenced educators and instructional designers most visibly in how learning environments are arranged and the instructional strategies used. Case-based, problem-

based, scenario-based and project/product-based learning are examples that are finding their way into the educating of health care professionals. Assumptions about learning and knowing are embedded in assessment practices. But what is less obvious is how constructivist and situativist perspectives approach assessment of learners and their learning.

Concurrent Session F

Session F1

i) The PIER Project: Use of Genograms to Understand Practice Cultures

Elizabeth Steggle, Dip (OT), MSc (RS) candidate
 School of Rehabilitation Science
 McMaster University
 Hamilton, ON, Canada

Leah Dix, BSc., BSc(OT), MSc (RS) candidate
 School of Rehabilitation Science
 McMaster University
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Sue Baptiste, Dip (OT), MHSc
 School of Rehabilitation Science
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 Hamilton, ON, Canada

Cathy Risdon, MD, CCFP
 Department of Family Medicine
 McMaster University
 Hamilton, ON, Canada

Patty Solomon, Dip (PT), MHSc., PhD
 School of Rehabilitation Science
 McMaster University
 Hamilton, ON, Canada

Catherine Tompkins, BScN, MEd, PhD
 School of Nursing
 McMaster University
 Hamilton, ON, Canada

Abstract: The purpose of this participatory research project is to understand behaviours in order to enhance practice cultures. An innovative evaluation tool, the practice genogram (McIlvain et al., 1998), is used to both evaluate and facilitate change. The practice genogram, a variation of the family genogram, is a pictorial representation of the relationships amongst team members. The genograms, constructed by trained observers, are shared with each site to facilitate increased understanding of team interactions and collaboration.

ii) Guided Interprofessional Field Study: Development of a Course Model for Active Team Learning

Dori Van Stolk, RN, BScN, MA (Leadership)

Learning & Development

BC Children's Hospital

Vancouver, BC, Canada

Grace Mickelson, RN, BScN, MA

Academic Development

Provincial Health Services Authority

Vancouver, BC, Canada

Lesley Bainbridge, BSR(PT), MEd, PhD student

Faculty of Medicine, College of Health Disciplines

University of British Columbia

Vancouver, BC, Canada

Abstract: A British Columbia partnership developed and tested a course model for Guided Interprofessional Field Study (GIFS). Goals of GIFS were to: 1) provide 'hands-on' team learning for both students and practitioners; 2) create a sustainable interprofessional network in the practice setting; 3) strengthen collaboration between practice and education partners; 4) promote student participation in teamwork to solve complex healthcare quality and safety challenges. This presentation will describe the process, the outcomes and lessons learned in this initiative.

iii) Practice Based Small Group Learning: Our Interprofessional Experience

Lisa McCarthy, BScPharm, D of Pharmacy

Family Medicine

McMaster University

Hamilton, ON, Canada

Abstract: The McMaster Family Health Team provides primary care for patients in Hamilton, Ontario, through multidisciplinary teams. Practice Based Small Group Learning (PBSG) modules have been used in our family medicine residency program since 1992. With time, our approach to using the modules has evolved. In this session, we will share our experiences and highlight our newest approach – an interprofessional practitioner group.

Session F2

i) Critical Literacy Meets Interprofessional Education

Blye Frank, PhD

Division of Medical Education, Faculty of Medicine

Dalhousie University

Halifax, NS, Canada

Karen Mann, PhD
 Division of Medical Education, Faculty of Medicine
 Dalhousie University
 Halifax, NS, Canada

Judith McFetridge-Durdle, PhD, RN
 School of Nursing, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada

Ruth Martin Misener, RN, NP, PhD
 School of Nursing, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada

Hope Beanlands, PhD(c), RN
 Seamless Care – Interprofessional Education
 Dalhousie University
 Halifax, NS, Canada

Maria Sarria, PhD, MBA
 Seamless Care – Interprofessional Education
 Dalhousie University
 Halifax, NS, Canada

Abstract: This presentation critically examines the literature on interprofessional education and small group learning. Raising issues of social class, gender, culture and other issues of difference, this talk argues that we as facilitators and teachers must engage in interruptive/disruptive pedagogical practices if we anticipate interprofessional learning sites to benefit all students and offer the potential of best practices for the health of patients. Central to this argument is an analysis and understanding of issues of equity and social justice in learning sites.

ii) Interprofessional Patient-Centred Clinical Placements: Meeting the Challenge and Going Beyond

Anne O’Riordan, BScOT, OT Reg (Ont)
 QUIPPED Project - Queen's University Inter-Professional Patient-centred Education
 Direction
 Queen's University
 Kingston, ON, Canada

Elizabeth Tata, MCIScPT
 Physical Therapy Program, School of Rehabilitation Therapy, Faculty of Health Sciences
 Queen's University
 Kingston, ON, Canada

Teresa Broers, MSc
 QUIPPED Project - Queen's University Inter-Professional Patient-centred Education
 Direction
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Christine Chapman, MEd

QUIPPED Project - Queen's University Inter-Professional Patient-centred Education
Direction

Queen's University
Kingston, ON, Canada

Jane Johnston, RN, BScN, MPA

School of Nursing, Faculty of Health Sciences
Queen's University
Kingston, ON, Canada

Catherine Nicol, BScOT, OT Reg (Ont), MPA

St. Mary's of the Lake Hospital Site
Providence Continuing Care Centre
Kingston, ON, Canada

Marcy Saxe-Braithwaite, RN, BScN, MBA, CHE

Providence Care, St. Mary's of the Lake Hospital Site
Kingston, ON

Abstract: An inter-professional, patient-centred clinical placement brings together five students from three different disciplines to work collaboratively on the inpatient stroke unit of a rehabilitation hospital. Using a critical action research methodology, challenges inherent in this innovative initiative are identified along with strategies for addressing them successfully in order for students to achieve the learning objectives in both clinical and inter-professional education. Perceptions of the stroke team members, coordinating faculty and students will be discussed, along with the patient perspective.

iii) Integrating Interprofessional Education into Existing Collaborative Practice**Cornelia van Ineveld, MD, MSc, FRCP(C)**

Section of Geriatric Medicine, Faculty of Medicine
University of Manitoba
Winnipeg, MN, Canada

Ruby Grymonpre, BSc(Pharm), PharmD, FCSHP

Faculty of Pharmacy
University of Manitoba
Winnipeg, MN, Canada

Elizabeth Boustcha, BA, MD, CM, MScA

Section of Geriatric, Faculty of Medicine
University of Manitoba
Winnipeg, MN, Canada

Michelle Nelson, BA, BRS, MA

Faculty of Pharmacy
University of Manitoba
Winnipeg, MN, Canada
IECG Project Team
University of Manitoba
Winnipeg, MN, Canada

Abstract: The goal of the Interprofessional Education in Geriatric Care Project is to develop a sustainable interprofessional education opportunity in the area of community based geriatric care. Pre-licensure students from medicine, nursing, occupational therapy, physiotherapy, and pharmacy completed a placement at three Geriatric Day Hospitals plus an additional experiential opportunity emphasizing skills required for effective collaboration within an interprofessional health care team. Feedback from learners and preceptors was used to modify the educational experience which included team-lead discussion groups and student-lead care planning sessions.

Session F3

i) Exploring the Use of Simulation Technology with Beginning Nursing Students

Sharon Ronaldson, RN, BSN, MEd PhD

Nursing

Langara College

Vancouver, BC, Canada

Pam Shenton

Nursing

Langara College

Vancouver, BC, Canada

Abstract: Nurse educators are continuously seeking effective teaching-learning methods that enhance critical thinking among student nurses while assisting them to be safe practitioners in various clinical practices. Simulation technology has been primarily employed within medicine for decades and is only recently flourishing in nursing. Of particular interest to the co-investigators, noted a lack of findings pertaining to the experiences of beginning student nurses. In 2006, the co-investigators began exploring simulation technology to expand and delve into simulation technology's potential to provide the beginning student nurse with a conducive environment to learn and develop skills in becoming a safe practitioner. Five case studies were created depicting real-life practice situations that students typically experienced while working at this clinic. Case studies were uploaded into the database and during the study, the Sim-man was utilized along with other learning activities to assist students learn how to measure blood pressure proficiently while providing 'the client' with safe, accurate health-promotion information about the blood pressure reading. The intent of this presentation is to outline the findings of our evaluation of the project and highlight recommendations.

ii) Simulation: Just Jump In

Shannon Shah, RN, MSN, DHS

Health & Human Services; Bachelor of Science in Nursing Program

Selkirk College

Castlegar, BC, Canada

Sandra Morrow, RN, MN, ENC(C), PNC(C)
 Health & Human Services; Bachelor of Science in Nursing Program
 Selkirk College
 Castlegar, BC, Canada

Judith Fearing, RN, BSN
 Health & Human Services; Bachelor of Science in Nursing Program
 Selkirk College
 Castlegar, BC, Canada

Abstract: The Selkirk College Bachelor of Science in Nursing Program is committed to innovative practice education and the integration of simulation into nursing education. Utilizing the METI Emergency Care Simulator and software, the Simulated Learning in Nursing Practice Project was initiated to ensure delivery and evaluation of students and faculty across all four years of the program. Within this presentation, we will share our formative findings, unique opportunities and barriers, and innovative teaching and learning strategies.

iii) **Simulation: Bridging Comfort and Complexity**

Ron Bowles, B. Ed (Ad. Ed); M. Ed Tech. PhD student
 Paramedic Academy
 Justice Institute of British Columbia
 New Westminster, BC, Canada

Abstract: This paper explores the role of simulation in the health care learner's journey from the textbook to the patient's side. The paper discusses experiential learning, then examines the role of simulations in helping learners bridge the gap between mastery of skills and procedures and their application in the complex and unpredictable milieu of real world practice. The paper articulates a framework for matching desired learning outcomes and assessment approach with the content, context, and complexity of the practice environment.

Session F4

i) **Developing Better Early Year Rural Placements: Informing Change in Year One and Two Medical Student Programs at Monash University, Australia**

Janice Chesters, BA Hons, PhD
 Department of Rural and Indigenous Health
 Monash University
 Moe, Victoria, Australia

Angelo D'Amore, BScHons, PhD
 Department of Rural and Indigenous Health
 Monash University
 Moe, Victoria, Australia

Abstract: In 2000 a team at Monash University designed a rural experiential learning program to help address rural doctor shortages and to comply with the rural placement requirements of the Australian Government Rural Undergraduate Support and Coordination Program (RUSC). The program is currently for medical students (MBBS) only and comprises a one week community-based program delivered in small rural sites across Victoria in Year One. In Year Two the student cohort is divided into two groups that each attends a two-week clinically orientated program in rural sites close to our clinical schools. In 2006 RUSC requirements were reduced from 8 to 4 weeks of rural placements. This change was the catalyst to re-examine the MBBS experiential programs we were delivering. We decided to configure this review as a research project. We undertook a national and international published and grey literature review. A survey instrument and semi-structured face-to-face interviews collected the opinions, experience and learnings of past students, permanent and sessional staff and community members involved in the programs. The introduction of other health science students into the new programs and the potential for student delivered services were also studied. This paper will report on our results, discuss the analysis of the data and present our recommendations and strategies for educationally sound, cost-effective rural experiential programs that include student delivered service elements.

ii) **Interprofessional Community Forum on Issues in Rural Maternity Care**

Stefan Grzybowski, MD, CCFP, MCISc, FCFP

Department of Family Practice
University of British Columbia
Vancouver, BC, Canada

Sue Harris, MD CCFP

Department of Family Practice
BC Women's Hospital
Vancouver, BC, Canada

Lee Saxell, RM, MA

Midwifery
BC Women's Hospital & Providence Health Centre
Vancouver, BC, Canada

Abstract: The presenters will describe the Interprofessional Community Forum on Issues in Rural Maternity Care organized by the maternity care providers and health care administrators attending the workshops and forum. We will identify the challenges women face when accessing maternity care in the Sea-to-Sky Corridor. We will focus on the interdisciplinary group of students and the care providers attending the maternity skills updates, as well as the open discussion with community members. We hope to shed light and better understand the barriers to rural maternity care and collaboratively explore solutions for increasing women's options for maternity services.

iii) **Expanding Rural Academic Health Capacity in BC**

Lesley Bainbridge, BSR(PT), MEd, PhD candidate

College of Health Disciplines
University of British Columbia
Vancouver, BC, Canada

Linda Sawchenko, BSN, MHA

Professional Practice
Interior Health Authority
Kelowna, BC, Canada

Kathy Copeman-Stewart, BScN, MPA

College of Health Disciplines
University of British Columbia
Vancouver, BC, Canada

Vince Verlaan,

Louisa Marziali

Abstract: Rural academic health comprises research, education and practice as they apply in a rural context. A large component of rural academic health is the capacity of rural communities to preceptor students during supervised practice hours. This project examines the literature and existing models of rural health and engages the BC communities of practice and education in the development of a rural academic health model that increases the provincial capacity for rural practice education.

Session F5

i) Building a Learning Community for Undergraduate Nurses

Shannon Griffin, RN, BSN

Learning and Career Development
Vancouver Coastal Health
Vancouver, BC, Canada

Khairunnissa Rhemtulla, RN, BSN, MEd(c)

Learning and Career Development
Vancouver Coastal Health
Vancouver, BC, Canada

Lorna Tate, RN

Learning and Career Development
Vancouver Coastal Health
Vancouver, BC, Canada

Abstract: This interactive session will explore the building of a learning community within the Undergraduate Nurse Program. Highlights will include a brief description of the Undergraduate Nurse Program to date and the pedagogical assumptions and beliefs underlying the Undergraduate Nurse learning community. We will share strategies implemented and the success/challenges of each will be discussed. Given the acuity of our healthcare environment, further development of learning communities is fundamental in supporting new practitioners.

ii) Developing Clinical Teaching Units in Acute Care, Home Health and Public Health Nursing in Fraser Health

Karen Jonson, RN, MHSc
Professional Practice & Integration
Fraser Health
Surrey, BC, Canada

Deborah Dunn, RN, MHSc
Nursing
Kwantlen College
Surrey, BC, Canada

Abstract: Building on the success of the Clinical Teaching Unit(CTU)project of 2006, Ten additional CTUs were launched in acute care, acute specialty areas, Home Health and Public Health Units. CTUs collaborate with area educational facilities. CTUs are designed to increase student placement capacity, build positive learning environments, decrease preceptor workload, increase instructor and staff collaboration and increase recruitment opportunities. In this session the CTU model will be described, collaborative implementation processes will be shared and outcomes and next steps will be detailed. Those attending the session will leave with an understanding of how this collaborative model of preceptorship for 4th year students can be utilized.

iii) Preparing Student Health Professionals for Interdisciplinary Collaboration and Enhancement of Patient Decision Making and Self-Management

Joan Versnel, MScOT, PhD
School of Occupational Therapy, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Judith McFetridge-Durdle, PhD, RN
School of Nursing, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Hope Beanlands, PhD, RN
Seamless Care – Interprofessional Education
Dalhousie University
Halifax, NS, Canada

Karen Mann, PhD
Division of Medical Education, Faculty of Medicine
Dalhousie University
Halifax, NS, Canada

Susan Mansour, BSc (Pharm), MBA
College of Pharmacy, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Sandra Duke, RN, MN, SNP, CCN(c)

Geriatric Medicine
CDHA, QE II HSC
Halifax, NS, Canada

Nila Ipson, PhD

School of Health & Human Performance, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Abstract: This paper details a research study examining an educational intervention to enhance patient self-management through interprofessional collaboration. Teams of pre-licensure students in medicine, nursing, pharmacy, dentistry and dental hygiene, supervised by preceptors in clinical sites, worked with patients to set goals for self-management of their chronic illness. Goal attainment was measured using visual analogue scales. Interviews with patients, students, and preceptors revealed that interprofessional collaboration had a positive influence on goal attainment and acquisition of patient self-management skills.

Interactive Poster Session

1500-1600 hours

Session I

- i) **“Seamless Care: Interprofessional Education” and the Development, Content Validation and Reliability Study of New Evaluation Instruments for Preceptors on Interprofessional Education**

Maria Sarria, PhD, MBA

Seamless Care – Interprofessional Education
Dalhousie University
Halifax, NS, Canada

Karen Mann, PhD

Division of Medical Education, Faculty of Medicine
Dalhousie University
Halifax, NS, Canada

Judith McFetridge-Durdle, PhD, RN

School of Nursing, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Joanne B. Clovis, PhD

School of Dental Hygiene, Faculty of Dentistry
Dalhousie University
Halifax, NS, Canada

Ruth Martin Misener, RN, NP, PhD

School of Nursing, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Lucille Wittstock, MN, RN
 School of Nursing, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada

Helen Ryding, BDS, MSc, FACD
 Faculty of Dentistry
 Dalhousie University
 Halifax, NS, Canada

Abstract: This poster will describe the development, content validation process and reliability studies to date of two new evaluation instruments which measure preceptors' skills, knowledge and attitudes towards facilitating interprofessional education in a clinical setting. The first instrument measures preceptors' readiness for facilitating interprofessional education. The second instrument measures preceptors' self efficacy related to facilitating interprofessional education. These instruments were developed as measures for Seamless Care: Interprofessional Education, one of 21 Health Canada grants to promote interprofessional education for patient-centred practice.

ii) **Seamless Care: Strategies for Building Interprofessional Practice Education Cultures and Capacity**

Hope Beanlands, PhD(c), RN
 Seamless Care – Interprofessional Education
 Dalhousie University
 Halifax, NS, Canada

Joan Versnel, MScOT, PhD
 School of Occupational Therapy, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada

Blye Frank, PhD
 Division of Medical Education, Faculty of Medicine
 Dalhousie University
 Halifax, NS, Canada

Lucille Wittstock, MN, RN
 School of Nursing, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada

Greta Rasmussen, BAA, MEd
 Faculty of Medicine
 Dalhousie University
 Halifax, NS, Canada

Stephen Phillips, BSc (Hons), MBBS, FRCPC
 Medicine (Division of Neurology)
 Dalhousie University and Capital District Health Authority
 Halifax, NS, Canada

Karen Legg, RN, MN, SNP

Acute Stroke Program
 Capital District Health Authority
 Halifax, NS, Canada
Jackie Jayasinghe, MN, RN-NP, CCN(c)
 Hypertension Clinic
 Capital District Health Authority
 Halifax, NS, Canada
Rosalind Benoit, MN, RN-NP, CCN(C)
 General Internal Medicine Heart Failure Clinic
 Capital District Health Authority
 Halifax, NS, Canada

Abstract: “Seamless Care” is an interprofessional education project to promote collaborative patient-centred practice. Health professional students from medicine, nursing, pharmacy, dentistry and dental hygiene learn together in clinical settings. Preceptors work with student teams and assigned patients as they collaborate to develop an interprofessional patient-centered plan of care. This paper describes the structured orientation and professional development activities undertaken to support interprofessional education and discusses the impact of this intervention on students, faculty and patients.

iii) **Creating Effective Interprofessional Education: How can Theoretical Frameworks Help?**

Karen Mann, PhD
 Division of Medical Education, Faculty of Medicine
 Dalhousie University
 Halifax, NS, Canada
Judith McFetridge-Durdle, PhD, RN
 School of Nursing, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada
Ruth Martin Misener, RN, NP, PhD
 School of Nursing, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada
Joan Versnel, MScOT, PhD
 School of Occupational Therapy, Faculty of Health Professions
 Dalhousie University
 Halifax, NS, Canada
Maria Sarria, PhD, MBA
 Seamless Care – Interprofessional Education
 Dalhousie University
 Halifax, NS, Canada
Paul McIntyre, MD, CCFP
 Palliative Care

Capital District Health Authority
Halifax, NS, Canada

Abstract: Seamless Care actively involves pre-licensure health professional learners from medicine, nursing, pharmacy, dentistry and dental hygiene in interdisciplinary patient care. Student teams are placed in existing communities of practice with established collaborative models, learning through participation in collaborative care. Our project involves learners, teachers, clinical environments and patients. A conceptual framework was selected to guide all levels of implementation and evaluation. Educational approaches reflect this framework: active learning, small group, collaborative learning and reflection. Project evaluation reflects the conceptual framework.

iv) Dentistry and Dental Hygiene: Partners in Interprofessional Education to Promote Collaborative Patient-Centred Care

Joanne B. Clovis, PhD

School of Dental Hygiene, Faculty of Dentistry
Dalhousie University
Halifax, NS, Canada

Cynthia L. Andrews, BSc(hons), D.D.S

Division of Periodontics and Orthodontics, Department of Dental Clinical Sciences,
Faculty of Dentistry
Dalhousie University
Halifax, NS, Canada

Helen Ryding, BDS, MSc, FACD

Faculty of Dentistry
Dalhousie University
Halifax, NS, Canada

Judith McFetridge-Durdle, PhD, RN

School of Nursing, Faculty of Health Professions
Dalhousie University
Halifax, NS, Canada

Karen Mann, PhD

Division of Medical Education, Faculty of Medicine
Dalhousie University
Halifax, NS, Canada

Abstract: Oral care in Canada is provided through the private sector, distinct from the publicly funded healthcare system. “Seamless Care”, a model of interprofessional education, recognizes the integral role of oral health in general health. Health professional students from medicine, nursing, pharmacy, dentistry and dental hygiene worked in teams to help chronically ill patients transition to home. This poster describes the Seamless Care project and discusses the experiences and contributions of the dentistry and dental hygiene students in this intervention.

Session II

i) Teaching Post-Partum Nursing Care Using Simulation Technology

Wanda Pierson, RN, MSN, MA, PhD

Nursing

Langara College

Vancouver, BC, Canada

Pat Woods, RN, MSN

Nursing

Langara College

Vancouver, BC, Canada

Hana Pecinova, RN, MSN (c)

Nursing

Langara College

Vancouver, BC, Canada

Abstract: It is becoming increasingly difficult to ensure that all students are exposed to certain practice experiences due to increased demand from post secondary institutions providing health care education, increasing client acuity and greater technological complexity. Students may be unable to gain the required level of the requisite level of confidence and skill proficiency necessary for competent practice in the current healthcare environment. This project used medium fidelity human patient simulators to provide opportunities for third year BSN students to apply theoretical knowledge concerning post-partum care in a simulated practice environment. A scenario was developed featuring the nursing care of the post-partum patient with emphasis on complex decision making. The human model simulator was progressed from the normal post-partum period, through haemorrhage and shock. Students were assisted to respond efficiently to a rapidly changing client scenario focused on the early and effective management of post-partum complications. The constructed simulation provided a safe and supported environment for students to learn about the care and needs of a woman during the postpartum period.

ii) Lessons Learned: Assisting Faculty to Engage with a New Pedagogical Tool

Wanda Pierson, RN, MSN, MA, PhD

Nursing

Langara College

Vancouver, BC, Canada

Pat Woods, RN, MSN

Nursing

Langara College

Vancouver, BC, Canada

Abstract: This project focused on developing strategies to assist faculty to engage with a new pedagogical tool—medium and high human model simulators. The Nursing Education Resource Centre at Langara College houses one high fidelity human model simulator and five medium fidelity simulators. These manikins are available for all students and faculty in the Nursing Program from Term I through to Term X. Faculty identified a variety of barriers related to the use of this pedagogical tool including fear of the technology, complexity and time required for learning, and the lack of effective prototypes. To address these issues a modularized educational program was developed. This program allows faculty to investigate the use of simulation at their own pace and gain an understanding of the technology, how this apparatus can be effectively used, how to develop and debug a scenario and how to efficiently run a simulation and debriefing session. This poster presentation describes the process of the module development as well as initial implementation strategies.

iii) Safe Handling of Chemotherapy: Interprofessional Best Practice

Pia DeZorzi, BSN
Oncology Nursing
Children's Hospital of BC
Vancouver, BC, Canada
Nikki Guilcher, BSN
Oncology Nursing
Children's Hospital of BC
Vancouver, BC, Canada

Abstract: This poster presentation depicts a collaboration between undergraduate nursing students, an interdisciplinary safety project team, nursing faculty and members of a provincial health authority's Quality & Safety & Risk Management Department. Chemotherapy is administered in many different settings. Undergraduate students participated as team members in a Plan Do Study Act safety initiative that resulted in the creation and dissemination of best practice guidelines and education plans for safe chemotherapy handling across the continuum of care.

iv) Expanding Speech-Language Pathology and Audiology Clinical Education in Northern BC: The Prince George Link

Elizabeth MacLeod, BA, MSc, S-LP (C)
School of Audiology and Speech Sciences
University of British Columbia
Vancouver, BC, Canada

Abstract: This poster describes the PEIF project: "Expanding Speech-Language Pathology and Audiology Clinical Education in Northern B.C.: The Prince George Link.", a collaboration between the School of Audiology and Speech Sciences at UBC, and the Speech-Language Pathology (SLP) and Audiology departments of the Northern Health Authority in Prince George, the SLP department of the Prince George Hospital

and the SLP department of the Prince George Child Development Centre. The project goal was to expand clinical externship opportunities for the School's Masters students.

v) Using Standardized Patients for Teaching Team Skills and Collaborative Care

Pamela Rock, BSc, PT
Standardized Patient Program
University of Alberta
Edmonton, Alberta

Sharla King, Ph.D.
Health Sciences Council
University of Alberta
Edmonton, Alberta

Elizabeth Taylor, BSc (OT), MEd
Health Sciences Council
University of Alberta
Edmonton, Alberta

Rosemarie Cunningham, BSc (MLS)
Occupational Therapy
University of Alberta
Edmonton, Alberta

Abstract: The Interprofessional Initiative introduced and increase use of Standardized Patients (SP's) into case scenarios in a course involving over 700 students from 10 disciplines/professions. Teams interacted with SP's during a case scenario of a family conference and a patient interview. The focus of the conference and interview was not on clinical content, but rather the team's process in interacting with the SP's. The incorporation of SP's into a health team development course provided an element of realism not attained previously.

Session III

i) IEGC Project: Interprofessional Education in Geriatric Care

Ruby Grymonpre, BSc(Pharm), PharmD, FCSHP
Faculty of Pharmacy
University of Manitoba
Winnipeg, MN, Canada

Cornelia van Ineveld, MD, MSc, FRCP(C)
Section of Geriatric Medicine, Faculty of Medicine
University of Manitoba
Winnipeg, MN, Canada

Elizabeth Boustcha, BA, MD, CM, MScA
Section of Geriatric Medicine, Faculty of Medicine
University of Manitoba

Winnipeg, MN, Canada
IEGC Project Team
 University of Manitoba
 Winnipeg, MN, Canada

Abstract: The IEGC project is developing an interprofessional education for collaborative patient-centred practice (IECPCP) opportunity in community based geriatric care. Pre-licensure students from medicine, nursing, occupational therapy, physiotherapy, and pharmacy participate in educational activities focused on collaborative patient-centred care during traditional clinical placements. A mixed method design captures the experiences and perspectives of participants (students, faculty, preceptors, administrators and clients) regarding process evaluation and changes in knowledge, skills and attitudes of participants as compared to a control group.

ii) **Evaluating Interprofessional Education and Collaborative Practice for Improved Quality of Care**

Lesley Bainbridge BSR (PT), MEd, PhD cert
 College of Health Disciplines
 University of British Columbia
 Vancouver, BC, Canada

Kathy Copeman-Stewart, BScN, MPA
 College of Health Disciplines
 University of British Columbia
 Vancouver, BC, Canada

Abstract: The Interprofessional Network of BC (InBC) engages communities of practitioners and community leaders in the implementation and evaluation of local projects designed to enhance interprofessional education for collaborative patient-centred care. An evaluation framework was developed to guide project specific measurement and to identify indicators that are applicable across all projects, including those that relate to practice education. This presentation will describe the evaluation framework and provide examples of evaluation processes and tools that relate to practice education experiences and outcomes.

iii) **The Health Care Team Challenge: An Adaptable Inter-professional Educational Model**

Christie Newton, BSc, MD, CCFP
 Family Practice
 University of British Columbia
 Vancouver, BC, Canada
Lesley Bainbridge, BSR (PT), MEd, PhD cert
 College of Health Disciplines

University of British Columbia
Vancouver, BC, Canada

Abstract: There is growing evidence that inter-professional care provides efficient service with improved health outcomes. However; due to the complexities of aligning the different timetables of the constituent health professional training programs, attempts to incorporate inter-professional educational models in academic curricula have met with resistance. The Health Care Team Challenge (HCTC), developed at UBC, is an innovative model for widely introducing inter-professional learning experiences in higher education institutions. This presentation outlines the HCTC IPE model including development, implementation and evaluation.

iv) UBC's Certificate in Practice Education – An Innovative and Interdisciplinary Approach Building Capacity and Confidence

Abstract: The University of British Columbia's Certificate in Practice Education is a comprehensive program that demonstrates how to integrate core educational, interpersonal and team building skills with participants' existing expertise as health professionals. Offering a combination of theory and practice, in person and on-line, this program provides opportunities for the exchange of knowledge across disciplines and experience levels. Participants complete the program with new confidence, state-of-the-art resources and a supportive network of peers to enhance their practice education experiences

Deena Boeck

Continuing Studies
University of British Columbia
Vancouver, BC, Canada

Carol Mitchell

Continuing Studies
University of British Columbia
Vancouver, BC, Canada

Eleanor Elston

Continuing Studies
University of British Columbia
Vancouver, BC, Canada

Lesley Bainbridge, BSR (PT), MEd, PhD cert

College of Health Disciplines
University of British Columbia
Vancouver, BC, Canada

v) UBC's Masters in Health Education – An Innovative and Interdisciplinary Approach Supporting Leaders in Education

Abstract: The University of British Columbia's Masters in Health Education will be a comprehensive program linking the current Certificate in Practice Education to a graduate degree program. The focus is on integrating core educational, interpersonal and team building skills with participants' existing expertise as health professionals. Offering a combination of theory and practice, in person and on-line, this program will provide opportunities for the exchange of knowledge across disciplines and experience levels in order to support the development of leaders in education. Participants will complete the program with new confidence, state-of-the-art resources and a supportive network of peers to enhance their education experiences and strengthen the foundation of the healthcare system.

Deena Boeck

Continuing Studies
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Vancouver, BC, Canada

Lesley Bainbridge, BSR (PT), MEd, PhD cert

College of Health Disciplines
University of British Columbia
Vancouver, BC, Canada

Session IV

i) Best Practice Management for Blood Cultures in the Emergency Department

Denise Hudson, BSN, MS

Emergency Department Nursing
Children's Hospital of BC
Vancouver, BC, Canada

Abstract: Undergraduate nursing students participated in a Plan-Do-Study Act project to develop and disseminate blood culture management best practice guidelines for an Emergency Department (ED) of one hospital. Students worked with an ED nurse leader, and they had an opportunity to attend interdisciplinary planning meetings and network with a variety of disciplines. This was a unique opportunity for students to learn firsthand about important leadership/management principles as they contributed to the development and implementation of an important best practice guideline.

ii) Enhancing Nursing Practice through Simulation Technology

Nona Brack, BSN, RN, MA

Bachelor of Science in Nursing
Malaspina University-College
Nanaimo, BC, Canada

Sandy Alexander, RN, BSN, MSN

Bachelor of Science in Nursing Program

Malaspina University-College
Nanaimo, BC, Canada

Abstract: This project enabled a University-College setting to acquire and integrate moderate-fidelity simulator mannequins in the curriculum of a Bachelor of Science in Nursing program and a Practical Nurse program as a method to decrease reliance on clinical practice settings for development of competencies in critical thinking and psychomotor skills. The project focused on faculty training to integrate simulation technology into the learning environment where the faculty teach and provide sustainable methods of ongoing support to faculty new to use of simulation technology.

iii) **Survey of Interest in Training for Interprofessional Collaboration**

Krista Baerg, BSN, MD, FRCP(C)
Department of Pediatrics, College of Medicine
University of Saskatchewan
Saskatoon, SK, Canada

Teresa Paslawski, PhD
Department of Educational Psychology and Special Education, College of Education
University of Saskatchewan
Saskatoon, SK, Canada

Debby Lake, PhD
Department of Psychology, College of Arts and Science
University of Saskatchewan
Saskatoon, SK, Canada

Abstract: Core issues for training interprofessional collaboration (IC) skills and knowledge were identified through a web-based survey that was completed by practicing professionals and students in health and education in Saskatchewan. The survey addressed interest in IC training, potential barriers to IC training, and current knowledge and practice of IC. Information gathered from this survey is useful to those who wish to design training experiences leading to transferable competencies in IC.

iv) **Interprofessional Education Spanning the Health Education Continuum: Pre- to Post-Licensure Initiatives at Memorial University of Newfoundland**

Kate Flynn, BA (Hons), MASP
Centre for Collaborative Health Professional Education
Faculty of Medicine
Memorial University of Newfoundland
St. John's NFLD

Abstract: This poster will present the different practice-based interprofessional education activities that are currently being offered at Memorial University of Newfoundland through the Centre for Collaborative Health Professional Education. These activities span the education continuum from the undergraduate to the post-licensure level. Activities

include interprofessional education learning blocks focusing on health and society, interprofessional education health/illness learning modules, a community based service learning project, interprofessional teamwork skills workshops and a continuing interprofessional education rural mental health care program.

Session V

i) Discharge Planning and Family Education: An Interprofessional Approach

Wendy Lehman, RN, BSN, MSNc
Neuroscience-Surgery
Children's Hospital of British Columbia
Vancouver, BC, Canada

Abstract: An interprofessional safety team and Quality & Safety & Risk Management experts collaborated with undergraduate leadership nursing students and nursing faculty to develop a comprehensive process and framework for discharge planning and family teaching. The focus of this project was complex pediatric patients and their families on the Neuroscience and Surgery Unit of one hospital. The leadership students learned firsthand how basic leadership/management principles are an integral part of safe and quality care delivery

ii) From Preceptorship to Supporting Workplace Learning

Linda Frost, RN, MA(Ed)
Employee Engagement
Vancouver Coastal Health
Vancouver, BC, Canada

Abstract: Preceptorship has historically been seen as primarily a nursing term. This presentation will describe the development of a regional preceptorship program for nurses and the recognition that the concepts being addressed within the program were applicable to supporting learning (students and new staff) in any work environment. The program is now meeting the needs of all nursing roles (RN,LPN, &RPN) as well as all professional and non professional staff.

iii) Bridging Relationships across Interprofessional Domains (BRAID): Enhancing Partnerships

Brenda Kinney RN, BN, MN
BRAID Project Facilitator,
Atlantic Health Sciences Corporation
Saint John, NB E2L 4L4

Judith Buchanan RN, MHSc
BRAID Project Coordinator,

University of New Brunswick Saint John
Saint John, NB E2L 4L5

Abstract: Bridging Relationships Across Interprofessional Domains (BRAID) is a New Brunswick interprofessional education project involving partnerships with a university, community college, regional health authority and a medical school based in Nova Scotia. This project is the first formal multi-institutional education program agreement that all of the partners are involved in. The project's collaborative structure demonstrates the complexity and interrelatedness of stakeholders in working to achieve the overall objective of providing interprofessional education in New Brunswick's unique health/medical environment.

iv) **Improving Relevance and Reality in Interprofessional Education: Lessons Learned from Introducing a Variety of Teaching Methods**

Sharla King, PhD

Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Steven Patterson, DDS, MPH

Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Jean Kipp, BScN, MPH

Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Carrie Lavis, PhD

Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Elizabeth Taylor, BSc (OT), MEd

Occupational Therapy
University of Alberta
Edmonton, AB, Canada

Rosemarie Cunningham, BSc (MLS)

Health Sciences Council
University of Alberta
Edmonton, AB, Canada

Abstract: To assist students learn health team collaboration in spite of professional cultural differences/barriers, a major revision of an inter-professional course provided more relevant/interactive opportunities for inter-professional collaboration by health science students. Students self-selected into teams based on clinical topics of choice, were provided clinical site visits, participated in increased use of standardized patients in

classroom settings, and desktop technology was developed as a tool to advance clinical team interaction while providing easy access to course resources.

November 7th, 2007 (Wednesday)

Practice Education Innovation Fund Projects Open-Space Gathering

The Practice Education Innovation Fund (PEIF) is a provincial fund to support projects that help health-care students gain practical experience and will prepare tomorrow's professionals to offer excellent care to British Columbians.

PEIF, supported by the ministries of Advanced Education and Health, encourages collaborative, innovative, and sustainable solutions from hospitals, laboratories, other health-care organizations and post-secondary institutions to expand, update and improve practice education options.

To date, 58 projects have been funded, with topics ranging from distributed education, new models of practice, rural and remote placements, simulation, preceptor education, and infrastructure building.

To build on the success and momentum of these projects, and to move toward a coordinated province-wide approach to Practice Education, this morning session will allow for dynamic focused conversations among project teams and conference participants to share research, lessons learned, and to begin to identify what needs to happen to move these various Practice Education initiatives forward in the province.

Based on the Open-Space process, participants will be able to select from a list of topics which discussion they want to attend – which ensures that the right people will be in each of the facilitated discussions. Open-Space is a self-organizing process that enables groups of any size to come together around complex, important issues and accomplish something meaningful.