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Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education
October 24 - 26, 2007
University of Minnesota, Twin Cities Campus
Minneapolis, Minnesota

Sponsors: University of Minnesota Academic Health Center
Canadian Interprofessional Health Collaborative
(CAN BE THE LOGOS AS ON CURRENT WEB SITE)

Partnering Organizations

An invitation
Please join us at “Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education,” on October 24 – 26, 2007, in Minneapolis, Minnesota. Together, across national and health professions borders, we will explore the link between interprofessional education (IPE), policy, and collaborative patient-centered practice.

Conference purpose
“Collaborating Across Borders” will provide a venue for American and Canadian health professionals, policy makers, educators and students to discuss these issues, feature best practices, provide evidence supporting efforts, showcase outcomes, and describe lessons learned in interprofessional education, practice and policy. This conference will provide those who have experience and expertise in interprofessional education, practice and policy the opportunity to participate in scholarly dialogue. Conference participants will contribute to setting the agenda for future collaboration between American and Canadian IPE colleagues. The next conference is scheduled for 2009 in Halifax, Nova Scotia.

Audience: Who will want to attend
Health professionals, policy makers, educators, and students who have experience and expertise with the continuum of IPE in higher education and practice will want to attend this conference and share their knowledge with colleagues. Others who want to learn more about implementing IPE and to add to the conversation are welcome to attend.

Supporting Organizations:

Endorsing Organizations:

Co-Chairs: Barbara Brandt, University of Minnesota
John Gilbert, University of British Columbia
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UM and CIHC

Partnering Organizations
Supporting Organizations
2. Conference Overview

Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education

Conference overview, goals and learning objectives

For more than 35 years, we’ve considered interprofessional/interdisciplinary collaboration across the health professions a “good idea.” During that time, interest in exploring the link between interprofessional education and collaborative patient-centered practice has fluctuated. Numerous commissions, collaboratives, educational programs, courses and activities have brought physicians, nurses, pharmacists and other health professionals together to learn and improve health care. But as a result of these efforts, what has changed in the way health professionals are educated and practice?

Advocates believe professionals who learn together will be more effective in practice together. On the other hand, critics, citing slim evidence supporting this claim, ask:

- Do interprofessional courses and programs accomplish what is intended?
- Is there a link between interprofessional collaboration in practice and better health outcomes?
- And, does IPE positively affect interprofessional practice and health outcomes?

Why now? Over the past decade, American and Canadian health professionals and educators have renewed their focus on interprofessional education (IPE). Because of national calls to action in both countries, significant new investments have been made; many interprofessional initiatives in higher education and health systems are underway to improve learning and health outcomes. Conversations are now possible that could not have been imagined only recently. The time is now right to ask ourselves the tough questions:

- What are we learning from these efforts?
- At the end of the day, does the investment in IPE make a difference?
- Is IPE moving from a “good idea” to the achievement of intended learner and health outcomes?
- What policies and structures need to be in place to improve and sustain these efforts?

Conference goals

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

At the end of Collaborating Across Borders conference, participants should be able to:

1. Discuss examples of American and Canadian student leadership to implement interprofessional education, particularly as it relates to collaborative patient-centered care

2. Compare and contrast American and Canadian efforts to link interprofessional efforts in education, practice and policy

3. Describe research evidence and lessons learned from programs that are implementing interprofessional education strategies in pre-professional curriculum and continuing education/staff development activities

4. Select promising evidence-based innovative curriculum and instruction applications to apply to IPE efforts in his/her own teaching and practice settings

5. Portray leadership issues that are relevance to administering interprofessional education efforts

6. Reflect on strategies for advocacy to address barriers to IPE and recommending policy changes to support interprofessional education and practice

7. Contribute to the continuing dialogue and scholarship of IPE, particularly linkages to collaborative patient-centered care

8. Participate in agenda setting for sustainability of an international dialogue on interprofessional education, particularly between Canadian and American scholars
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3. Conference background

Need to write – All Better Health, InterEd
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on Interprofessional Health Education

4. Conference Tracks and Formats

Collaborating Across Borders Session Tracks (4 Tracks)

Four conference theme tracks will feature cutting-edge thinking about interprofessional education, practice, and policy and showcase exemplary programs and “best practice” in IPE. The purpose of the tracks is to move beyond description to raising and addressing the “tough questions” in linking IPE to collaborative patient-centered practice. Session presenters will address cross-cutting themes in each session: Research, theory and evaluation; Learning, teaching, and practice methodologies; Outcomes and Lessons learned.

A call for session proposals will identify presenters for these tracks. Conference organizers seek sessions that feature multiple perspectives and are designed to engage session participants.

The specific track descriptions are:

Programs that Educate Health Professionals for New Models of Health Care

Cutting-Edge Innovations in Curriculum and Instruction

Administrative Structures – Leadership for Interprofessional Education

Addressing Barriers through Policy Development

Track 1: Programs that Educate Health Professionals for New Models of Health Care
This track will focus on best practices of comprehensive IPE program collaborations taking place in Canada and the United States. This track will highlight exemplary programs that take a broad approach to integrating IPE for pre-professional students and/or practicing health professionals in classrooms and practice settings. Typically, the goal of these programs is to develop new models of collaborative patient-centered practice. Program examples may include partnerships and collaborations across higher education, health systems, and communities. They may be local, regional or national in scope.

Track 2: Cutting-Edge Innovations in Curriculum and Instruction (C and I)
The C and I Track will showcase cutting-edge innovations and restructured courses and programs to promote interprofessional collaboration in classrooms, schools, practice and community settings. The conference organizers particularly seek sessions on innovative strategies for: educating and supporting faculty as they redesign learning environments; effective IPE evaluation and assessment methodologies; design and implementation of
redesigned courses and curriculum that promote interprofessional collaboration; performance-based assessment, simulations & clinical skills teaching/learning; and incorporating “new” partners such as architects, engineers, human factors analysts, and health science librarians.

**Track 3: Administrative Structures – Leadership for Interprofessional Education**
The Leadership Track will showcase the leadership qualities, administrative structures, and strategies that are needed to host IPE in higher education and health systems and to ensure its success. Track presenters will address the “tough questions” on organizing for success in IPE: Who should lead and how? What strategies should be deployed to address regulatory issues? What resources, organizational structures and academic oversight are needed for IPE? How should IPE be resourced in higher education institutions? How are barriers to IPE addressed?

**Track 4: Addressing Barriers through Policy Development**
For more than 35 years, those working in IPE have listed countless barriers to IPE implementation, including silos, financing, accreditation, scheduling. This track will feature leaders who have and are successfully addressing barriers and/or implemented policies locally and nationally to move beyond these barriers. National health care organizations that are rewriting mission statements to reflect interprofessional collaboration and redesigned scope and focus are particularly encouraged to participate. Session participants will be engaged in making recommendations for addressing barriers and creating policies for success and sustainability.
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5. Partnering, Supporting and Endorsing Organizations

Partnering Organizations
(Financial Contributions more than $XXX)

Supporting Organizations
(Financial Contributions less than $XXX)

Endorsing Organizations
(Public endorsement)
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Submit a Session Proposal Information for Presenters

Deadline for submission is XXXX

Consider designing and convening a session in one of four tracks by completing the Session Proposal Form. The Deadline for Session proposals is XXXX. Proposal reviews will begin XXX, and session presenters will be notified XXX. Additional Information is located under Tips for Session Presenters.

Session Selection Criteria: Conference organizers will select session proposals to be included in the meeting based upon how well the session addresses the conference goals and objectives. Selection is particularly based upon plans for engagement and active participation. Additional criteria include balance of American and Canadian sessions and representative health professions and other disciplines. Student submissions are welcome. Conference organizers are seeking scholarship funds to support student participation.

Presenter Responsibilities: Session presenters are responsible for developing their own handout materials that must be submitted no later than XXXX to be included in the conference on-site materials.

Though not a requirement for session selection, presenters will be encouraged to assist in disseminating their knowledge beyond the three-day conference by participating in an innovative online conference proceedings. This online conference proceedings will become the basis of future American-Canadian scholarly dialogue. Details are located under Conference Outcomes or Products.

Equipment: The conference will provide the following equipment at no cost to presenters: flip chart, easel, LCD projector, screen, overhead projector and microphones. Presenters are responsible for supplying their own laptop computer for Power Point Presentations. Other additional audio-visuals may be available at the presenters’ own expense.

Reduced Rate: Conference presenters who attend the meeting will receive a special reduced conference fee.
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SESSION PROPOSAL FORM

√ Session Contact Person

Last Name: \hspace{1cm} First Name:

Title:
Organization:
Address
City/State/Zip

Phone: \hspace{1cm} Fax

E-mail address

Credentials or qualifications as they relate to the proposed session:

√ Other Session Presenters:

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Session Information

√ Session Title

√ Track:

- Track 1: Programs that Educate Health Professionals for New Models of Health Care
- Track 2: Cutting-Edge Innovations in Curriculum and Instruction (C and I)
- Track 3: Administrative Structures – Leadership for Interprofessional Education
- Track 4: Addressing Barriers through Policy Development

√ Country: (For purposes scheduling sessions in tracks)

- American
- Canadian
- Other, please specify:

Type of Session Format:

- Paper (45 minutes)
- Panel Discussion (45 minutes)
- Workshop (Demonstration/active learning) (90 minutes)
- Poster Session
  - Reception Exhibit
  - “Pearl” Sessions
- Roundtable host

√ Session Learning Objectives (for continuing education credits)

At the end of this session, participants should:

1.
2.
3.

√ Level of learner: □ Novice/Beginner □ Advanced / Expert

√ Equipment Request

- LCD Projector and Screen
- Overhead Projector and Screen
- Flip Chart and Easel
Session Description: (No more than 50 words to use as a description in the conference program and promotional materials.)

How does your proposed session address the cross-cutting themes to address the “tough questions” regarding interprofessional collaboration in education, practice and/or policy?

- Research, theory and evaluation/assessment
- Learning, teaching, and practice methodologies
- Outcomes
- Lessons learned.

What learning strategies will be used to engage session participants?

What professions/disciplines are represented in your session?

Students?

Presenters Agreement

If selected to present in the Collaborating Across Borders conference, submission of this application provides the University of Minnesota the authority reproduce and distribute
facilitated discussions based upon your session. Permission to audio and/or videotape for dissemination on the conference website will be solicited upon acceptance. Session presenters will have the right to refuse.

We understand that I/we will pay for all travel-related conferences expenses, registration fees. If using a LCD projector, I agree that I/we will provide my/our own computer.

☐ I agree
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Tips for Session Presenters

Collaborating Across Borders organizers designed the conference to move beyond description of courses and programs to focusing on addressing “tough questions” regarding interprofessional education, practice, and policy. The goal of meeting is to promote dialogue among colleagues. We believe that one of the challenges of moving the IPE agenda forward is the lack of and access to knowledge dissemination.

To engage conference participants, presenters will:

- Be encouraged to provide a 1 – 2 page descriptive overview of their programs and experiences to be posted on the conference web site prior to and made available the Track session. This information will assist in moving the discussion beyond description.

- Address the “tough questions”:
  - What are you learning from these efforts?
  - At the end of the day, does the investment in IPE make a difference?
  - Is IPE moving from a “good idea” to the achievement of intended learner and health outcomes?
  - What policies and structures need to be in place to improve and sustain these efforts?

- stimulate provocative thinking and engage colleagues, Track session presenters may consider addressing the following:

  What works
  - What is working and not working? Why do you think this is the case?

  Action research
  - What are the research and theoretical underpinnings that are driving your program?

  Critical Success Factors:
  - How did you achieve the collaboration? How have you been able to get to where you are today? How did they address barriers? How did you organize for success?
  - What questions do you ask yourself? What is the biggest barrier
Unresolved Issues: still looming? What is your plan to address it?

Recommendations Based upon your experiences, what are your recommendations for the future?

- Consider participating in the online proceedings after the conference.
Tentative Conference Schedule

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October 24 - 26, 2007
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Wednesday, October 24

Evening
Welcome
Plenary Session:
The CLARION Call:
IPE from American and Canadian Student Perspectives
Reception and Poster Session Networking

Thursday, October 25

7:00 to 8:00 AM Breakfast
8:15 to 9:15 AM Update on IPE – Canada and the United States
9:45 to 12:00 N Tracks and Facilitated Sessions
12:00 to 1:15 P Lunch / Roundtable Discussions
1:30 to 5:00 P Tracks and Facilitated Sessions

Friday, October 26

7:00 to 8:00 AM Breakfast IPE Roundtables
8:15 to 12:00 N Tracks and Facilitated Sessions
12:00 to 1:15 P Lunch
1:30 to 3:00 P Tracks and Facilitated Sessions
   Setting the Agenda for the Future
3:00 PM Adjourn
3:15 to 5:00 PM Next Steps: Conference Organizer Meeting
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Continuing Education Credits
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Conference Outcomes or Products

The organizers of the Collaborating Across Borders Conference on Interprofessional Health Education invite submissions for an innovative online edited proceedings. The conference organizers believe that dynamic knowledge dissemination is imperative to advancing the agenda for IPE. Therefore, we have a keen interest in extending and sustaining the scholarly discussion of Interprofessional Education beyond the three days in October 2007, and to begin building a community around this literature. To this end we are taking a unique approach to publishing and intellectual property, where the intellectual output of the conference will be published online. A peer-review process will be used to ensure scholarly quality. What is different is that the peer-reviewed, scholarly discourse of the CAB conference will be available to all, immediately, and authors will retain their own rights. We intend to obtain a version of the Creative Commons (http://creativecommons.org/about/licenses)
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Hotel and Travel
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See and Do in the Twin Cities