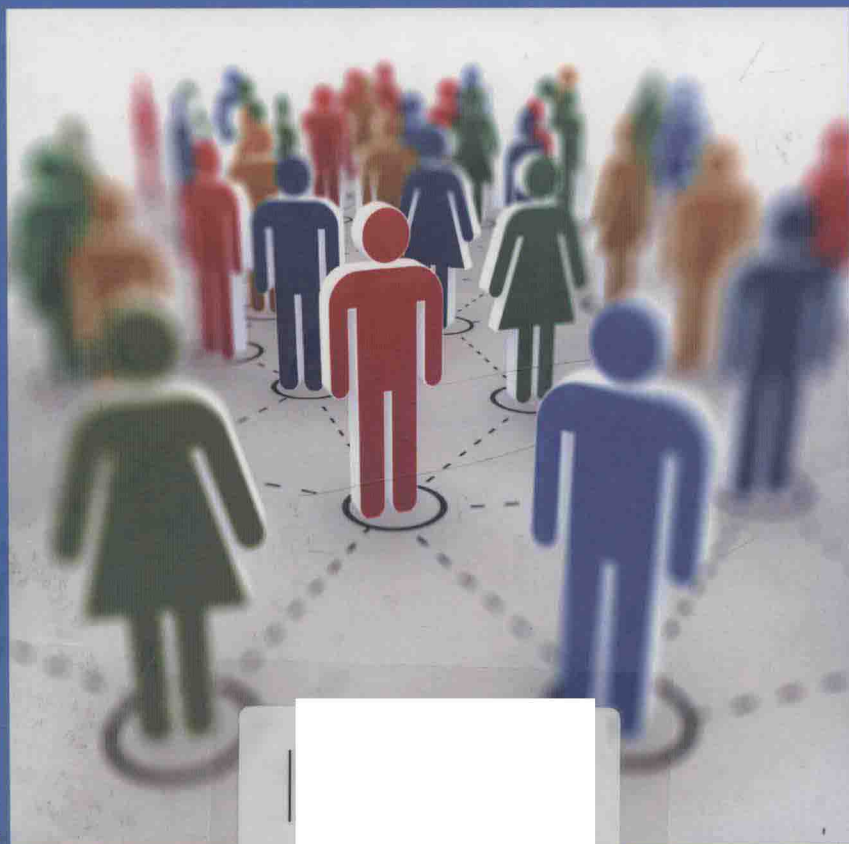
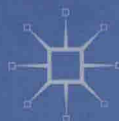


LEADERSHIP DEVELOPMENT FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE



EDITED BY DAWN FORMAN,
MARION JONES
AND JILL THISTLETHWAITE



Leadership Development for Interprofessional Education and Collaborative Practice

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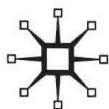
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Client-centered healthcare is a contemporary goal throughout most healthcare systems. Independent of the health context any service that requires the interaction and coordination of complex professional disciplines to meet complex needs in a subject carries with it both technical and cultural challenges. In healthcare this always seems to be magnified. This book provides a valuable combination of experience-led enquiry, detached analysis and insight to illuminate the challenges in delivering interprofessional education in different settings, whether that be different clinical or hospital settings or different international contexts. The self-reflective style and the interweaving of case material with the authentic voice of the patient makes this a very rich contribution to the current debates.

Professor John Coyne
Vice Chancellor
University of Derby, UK

This book exemplifies and justifies the importance of leadership in IPE. It addresses a gap in IPE literature, is urgently needed and its publication is opportune. The use of narrative effectively embeds the text in practice. It can be used both as a practical resource and through the skilful use of questions, can be tailor-made for the circumstances of the reader. The authors demonstrate the importance within the IPE field of not being parochial and learning from the experience of those in other countries. It shows that mature IPE nations can equally learn from the experiences of emerging IPE nations. This book focuses on an important area with a new emphasis. It has helped us to move forward and adds effectively to the evolving IPE literature.

Richard Gray
Chair of Centre for the Advancement of Interprofessional
Education – CAIPE, UK

This book demonstrates both passionately and clearly the extent to which interprofessional collaboration in the health professions is evolving new leadership practice and knowledge. Challenging questions – and evolving solutions – concerning impact are ever-present in a lively, diverse collection of chapters which will inspire and motivate practitioners around the world.

Dr Paul Gentle
Director of Programmes
Leadership Foundation for Higher Education UK

I have experienced firsthand the difference strong leadership can make in the development and sustainability of an interprofessional culture both in a university and practice setting. This book shows how important interprofessional education and practice is internationally and how vital it is that leaders develop the collaborative health and social care models which are needed for the future.

Geoff Glover
Higher Education Academy UK

If ever there was a time when professionals needed to learn with, from, and about each other to improve collaboration and the quality of patient care, it is now. This book is therefore a timely and stimulating resource for all those serious about improving the quality of care. Combining experiences from across the globe and drawing on important theories and models, it provides insights and offers solutions in the realms of leadership, change management, and interprofessional education. With the inclusion of case studies and probing questions it encourages self-reflection as well as providing practical strategies for achieving transformational change. In a world of increasing complexity and rising demands on health and social care, this book is a great resource for leaders, managers, educators, and healthcare professionals.

Kaye Burnett, Chair Health Education East Midlands, UK

Leadership development for interprofessional education and practice is energizing, practical, and full of important stories designed to guide and promote understanding for educators and practitioners alike. Read it and be inspired to lead, and take part in the emerging transformation of health professions education and practice!

Associate Professor Dr Betsy VanLeit
University of New Mexico, United States

The issue of leadership in healthcare, let alone in interprofessional team practice, has been a priority across a number of health ministries of late. In this book there is a concerted move away from leadership theories that are trait and hierarchical-based approaches. The attention to practical ways to implement strategies to create workplace environments that are conducive for co-learning from both the manager and the deliverer of services is refreshing. The authors are to be commended for this work. Our health systems, although purporting to support transformative leadership as models of practice, are at times difficult to see enacted when you are at the direct care interface. Focusing at this level is both novel and key for successful transformation of how patients/clients receive their health services. Thank you for helping many to see how such leadership can be enacted.

Professor Carole Orchard
Associate Professor, University of Western Ontario, Canada

This is an important and timely book. In many ways it constitutes a next stage of development work in the areas of interprofessional education and practice. As interprofessional practice is increasingly recognized as essential for achieving effective, patient/client-focused and sustainable health services, attention can now be given to a number of key issues such as how leadership in education and practice are defined, developed, and sustained. This book is a rich resource of ideas and experiences as to how leadership is being conceptualized, practiced, and evolved. It draws on narrative and conceptualization to stimulate thinking and guide practice. Importantly it addresses leadership across the broad range of contexts that constitute healthcare. It also breaks new ground and demonstrates a commitment to the interprofessional in its drawing together of stories and learning from many different countries and cultural contexts. It also exemplifies the underpinning tenet of interprofessional education and practice, that is, the importance and value added by learning with, from, and about each other. Each of the chapters in this book offers much to enrich our thinking and practice.

Associate Professor Roger Dunston
Associate Director, International Research Centre For Health Communication
University of Technology, Sydney, Australia

The essence of leadership is characterized by courage and perseverance. This is even more strongly the case when exercising leadership in a new world order. Interprofessional practice is such a new world order and the champions and leaders are pioneers in their leadership practice. This text introduces pioneering interprofessional leaders from around the world. Their stories of leadership and the strategies they have developed to advance their practice provide both a blueprint for emerging leaders and an inspiration to all interprofessional practitioners who know the challenges involved in achieving and maintaining interprofessional change. These narratives from locations as diverse as New Zealand and Colombia are testament to the courage and perseverance of these pioneering leaders and their evolving influence for improved service provision.

Associate Professor Monica Moran
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Also by Dawn Forman

CREATING A COACHING CULTURE FOR MANAGERS IN YOUR ORGANISATION
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INTERPROFESSIONAL E-LEARNING AND COLLABORATIVE WORK: Practices and Technologies (Edited with A. Bromage, L. Clouder and F. Gordon)

Foreword: Leaders of Change

As a Canadian healthcare provider, educator, and researcher who came upon the world of interprofessional education (IPE) and interprofessional practice (IPP) in 2003, I marvel at how the field has grown exponentially. In truth, I stumbled upon the field myself by happenstance. An opportunity presented itself to conduct a literature review and an environmental scan to advance IPE and IPP in Canada (Oandasan et al., 2004). Based upon this work an evolving framework for interprofessional education for collaborative centered practice emerged (D'Amour and Oandasan, 2005). I was hooked. I became a passionate believer and advocate for the field. The stars aligned for us in Canada, and IPE and IPP became firmly rooted in many parts of the country. Now, a decade later, I see the stars aligning in other countries with opportunities for IPE and IPP rising. More than ever, our international community is able to learn about, from, and with each other, sharing experiences, best practices, helpful innovations, and research simply by the tap of a finger on a keyboard. Having had the privilege of meeting fellow colleagues committed to advancing IPE and IPP around the globe, I have seen the power of our collaborative approaches helping each other catalyze and lead change.

In this book Dawn Forman, Marion Jones, and Jill Thistlethwaite (2014) have provided the IPE/IPP community with a timely and much needed resource for our community of leaders. The book captures international stories shared by people like you and I who believe in the possibilities of IPE and IPP. This book reminds us of our history and provides us with inspiration, highlights accomplishments, and uncovers what yet needs to be done. To be successful, collaborative partnerships must be forged working directly with students and clients/patients/individuals; with educators and practitioners; administrators in organizations and institutions; and policymakers, including government. Leaders are needed to navigate through the complexity inherent in advancing change both in the education and practice sectors of health. Urgent resources are needed to help deepen our own 'Leadership Development in IPE and IPP'.

While in the Middle East in 2011, providing a five-day interprofessional leadership course to twenty-eight healthcare providers in one of the country's largest hospital organizations, an epiphany emerged for me. At first, the epiphany was quite jarring but, in time, quite apposite. The magnitude of change we, as leaders, have committed to is a revolutionary one. Seminal international IPE and IPP reports identified within the World Health Organization's Framework for Action on Interprofessional Education and Collaborative Practice (WHO, 2010) recognize that systems change is urgently needed. Educators, practitioners, policymakers, leaders,

government, students, patients, and families are key partners in this effort. As a key partner yourself, in whatever role you play, have you asked yourself – why? Why are you engaged in this change movement? The fundamental premise of IPE and IPP is to enable healthcare and social service providers to collaboratively provide patient-centred care. In essence, those advancing IPE and IPP are advocates for systems change.

Before entering this field, as a young educational researcher, I was studying the concept of health advocacy. Looking back, my early research influenced my interest in IPE and IPP and it shaped my approach to leading change. Health advocacy can be described as:

Purposeful actions by health professionals to address determinants of health which negatively impact individuals or communities by either informing those who can enact change or by initiating, mobilizing, and organizing activities to make change happen, with or on behalf of the individuals or communities with whom health professionals work. (Oandasan, 2005)

This definition, derived from the work of Ezell (2001) suggests that advocacy is a practice or an action. It is more than a set of thoughts, feelings, or attitudes. Ezell emphasized that advocacy ‘consists of purposive efforts to change specific existing or proposed policies or practices on behalf of or with a specific client or group of clients’ (2001, p. 23). To this end, those of us advancing IPE and IPP are purposeful leaders of change.

It may be challenging for some reading this book to see themselves as leaders. I am drawn to the writings of Margaret Wheatley who describes leaders as anyone who sees an issue or opportunity and chooses to do something about it (Wheatley, 2008). If you use any part of this book to help advance IPE and IPP with individual students or patients, to work with communities and organizations, regions, and/or countries you are a leader and your leadership is creating a ripple effect – the same ripple effect that was started by our very first pioneers decades ago.

The editors have done an incredible job of weaving theory with practical examples from different parts of the world in different contexts. These contexts span the academic setting of undergraduate health professions education to IPE provided in clinical settings for both students and practitioners. Innovative interprofessional practices in primary care, hospitals, and community settings are showcased reflecting the enormous variability of how IPE and IPP can be implemented, in part because of the different political agendas, healthcare systems, and people involved. In all examples shared in this book, no matter what country, what era or what context, a constant remains: there are people in this world who believe there is a better way of providing education and care through IPE and IPP and are willing to invest time and energy to convince others that change is needed.

For you, right now, as you read the words written before you, ask yourself, why have I or why am I engaged in IPE and IPP? What's in it for me? What's in it for others? Collins writes about Level 5 Leaders, who are highly successful individuals known to 'channel their ego needs away from themselves and into the larger goal of building a great company' (2001, p. 21). Our 'company' could be described as the international healthcare system within which we are all members. As champions in this system, striving to be Level 5 Leaders, we must learn how to weave together many of the key leadership styles and theories described in this book in order for us to successfully implement the changes needed for those who are often voiceless within the system.

As you flip through the book, you will meet various leaders including the authors of the different chapters. What is it that you have in common with these authors who may or may not be working in a context similar to yours? What actions did these authors take or describe that could be applied in your own context? How did they constitute the membership of teams working with them to advance IPE and/or IPP? How did they create collaborative partnerships?

'Studies of system change show that things often get worse before they get better' (Westley et al., 2006, p. 185). As leaders, we must recognize that advancing change is not easy. This book can be helpful to reinvigorate, remind, and re-enthuse those working in the field of IPE and IPP when faced with the challenges that will inevitably emerge. The authors and editors have all faced these types of challenges. Through their stories, they can remind you that no matter what, nothing is lost but so much can be gained if action is taken. The most impactful changes are often the ones that are invisible to the eye and/or unexpected, often built upon the advances made by others. As Collins notes:

In building greatness, there is no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Rather, the process resembles relentlessly pushing a giant, heavy flywheel in one direction, turn upon turn, building momentum until a point of breakthrough and beyond. (Collins, 2001, p. 14)

Here's to you as Leaders of Change. May we read another book in years to come that highlights your stories, your successes and challenges, and your theoretical approaches advancing the field of IPE and IPP. May we look towards the creation of a healthcare system that is integrated with a health education system producing healthcare and social service providers working in settings supporting them to provide quality-focused interprofessional patient-centred care with evidence of incredible healthcare outcomes.

Here's to you and here's to the success of this book for our IPE and IPP community.

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Department of Family and Community Medicine, University of Toronto

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Notes on Contributors

Editors

Dawn Forman is an independent consultant working mainly with higher education and with health services internationally. She enjoys undertaking work with organizations that share her value base and she is a key associate for the Leadership Foundation for Higher Education (UK), a senior associate of Ranmore Consulting (UK), an associate of Feldman and Associates (Australia), and an associate of the Higher Education Academy. In her consultancy Professor Forman specializes in interprofessional education, executive coaching, governance and leadership development, scenario planning, and team development at board and executive leadership levels.

Dawn has recently returned to the UK from Perth, Australia, and has previously held executive and governing board positions in both universities and healthcare services.

Dawn is an adjunct professor at Curtin University and Auckland University of Technology and visiting professor at Chichester University, and has published five books, ten chapters and more than 50 articles in peer-reviewed journals.

Marion Jones is Professor and Dean of University Postgraduate Studies at Auckland University of Technology (AUT) and a director of the National Centre for Interprofessional Education and Collaborative Practice in New Zealand. A significant focus of her academic career has been the development of postgraduate study. For ten years she was Associate Dean Postgraduate to the Faculty of Health and Environmental Sciences at AUT. Her area of research expertise is interprofessional practice and education, postgraduate supervision and perioperative nursing. Her PhD was in the shaping of interprofessional practice in the context of health reform. Some of her national and international activities include being a board member of InterEd, the New Zealand representative on the Australasian Interprofessional Practice & Education Network (AIPPEN), and Professor of Interprofessional Education at the University of Derby in the United Kingdom. She is author or co-author of more than 30 journal articles, including 'Cultural Power in Organisations: The Dynamics of Interprofessional Teams', in Whiteford and Wright-St. Clair (eds), *Occupation and Practice in Context*; 'Interprofessional Practice', in Papps (ed.), *Nursing in New Zealand – Critical Issues, Different Perspectives*; and 'Shaping Nursing Praxis', in Thorne (ed.), *Nursing Praxis*, five books on topics of interprofessional education, perioperative nursing, and postgraduate supervision and has presented at more than 70 national and international conferences.

Jill Thistlethwaite is a general practitioner and academic, Professor of Medical Education at the University of Queensland, and an adjunct professor at University Technology Sydney (UTS). She trained in the UK and has been involved in health professional education for more than 20 years, with special interests in interprofessional education, professionalism and communication. She is the author or co-author of five books, co-editor of two and has written more than 90 peer-reviewed papers and book chapters. She is co-editor of the *Clinical Teacher*, and associate editor of the *Journal of Interprofessional Care* and the *International Journal of Practice-based Learning*.

Contributors

Esperanza Avellaneda is a nurse with specializations in health management and epidemiology. She has 28 years' experience in public health, developing, implementing and analysing policy, planning and directing health and social development programs with emphasis on child health. She was the leader and coordinator of the Integrated Management of Childhood Illnesses (IMCI) Strategy for the City of Bogotá health secretariat between 2000 and 2012. Part of her experience with different health professional groups also included working with Tunjuelito Hospital and the Health Directions of the Local Districts of Usme and Mártires.

Hugh Barr is President of the UK Centre for the Advancement of Interprofessional Education (CAIPE), Emeritus Editor for the *Journal of Interprofessional Care*, Emeritus Professor of Interprofessional Education and Honorary Fellow at the University of Westminster with visiting chairs at Curtin University in Western Australia and Kingston with St George's London and Suffolk universities in the UK. He was awarded honorary doctorates by East Anglia and Southampton universities for his role in promoting interprofessional education nationally and internationally. Related publications include surveys, guidelines, and reviews. He served on the WHO study group on interprofessional education and collaborative practice and currently coordinates the World Interprofessional Education and Collaborative Practice Coordinating Committee.

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of the Medical Council of India and serves on the Academic Council and Board of Examinations at MUHS.

Amy V. Blue is the Associate Vice President for Interprofessional Education, Associate Dean for Educational Affairs, and Professor, Department of Behavioral Science and Community Health in the College of Public Health and Health Professions, University of Florida. She served as the director of interprofessional education at the Medical University of South Carolina between 2007 and 2013. She holds a doctorate in medical anthropology and has been engaged in medical and health professions curriculum development and educational research for 20 years.

Margo Brewer is the Director of Practice and Interprofessional Education in the Faculty of Health Sciences at Curtin University in Western Australia. She is a speech pathologist and life coach with extensive experience as a clinician, clinical educator, academic, and project manager. Her research publications are in interprofessional education frameworks, assessment, and practice. Margo has won multiple program excellence awards in the field of interprofessional education, including a national Office for Learning and Teaching award and the International Best Practice award at the World Business Capability Congress in 2012.

Mollie Burley, a Senior Lecturer in the Monash University Department of Rural and Indigenous Health (MUDRIH) in the School of Rural Health, leads the Interprofessional Collaboration Team. She holds a Master of Rural Health (Research) and is dedicated to improving rural health practice and supporting her rural colleagues. Her current passion is focused on interprofessional collaboration in healthcare, specifically in assisting educators and clinicians in improving their practice through more effective collaborative team working. Mollie also leads the Placement, Education and Research Unit (PERU) at Latrobe Community Health Service where the focus is on improving and enhancing student placements and facilitating education and research for staff underpinned by a capacity-building interprofessional collaboration model.

Andy Carson-Stevens qualified in medicine from Cardiff University, where he is a Clinical Lecturer in Health Care Improvement at the Cochrane Institute for Primary Care and Public Health. He is Chief Investigator of a NIHR study to characterize primary care patient safety incidents reported to the National Reporting and Learning System in England and Wales, and is a Consultant to the Safer Primary Care program at the WHO. He is the UK and Ireland Regional Leader of the Institute for Healthcare Improvement Open School – a global educational community preparing healthcare students and junior professionals to lead change in healthcare.

Nick Clutton is currently a B767 Captain with Ethiopian Airlines; he has previously flown for British Airways as a B737 Captain, and it was with British Airways that he qualified as a Crew Resource Management Instructor and completed training to deliver the Myers Briggs Type Indicator. His work in Crew Resource Management and Human Factors has been applied to the medical and healthcare industry using a strength-based approach for patient safety and the improvement of care.

Janice Chesters is a retired academic who maintains an active interest in working to improve interprofessional education and practice in both Australia and New Zealand. She is currently an adjunct professor at New Zealand's AUT University. Janice's research has been in the field of mental health sociology and rural health as well as interprofessional education. She worked in rural health education and research for Monash University in Victoria, Australia, for most of her career. In 2010 she took up an education, training and research leadership appointment in a major health service in Auckland, New Zealand. Janice has had the benefit of experiencing interprofessional education and practice from both academic and health service organizations in both Australia and New Zealand.

Alan Dow is the Assistant Vice President of Health Sciences for Interprofessional Education and Collaborative Care and an Associate Professor of Medicine at Virginia Commonwealth University in Richmond, Virginia. A practising hospitalist, he designs, implements, and studies new models for care delivery and education with a focus on interprofessional teams and clinical outcomes. He was selected by the Josiah H. Macy Foundation to the initial class of Macy Faculty Scholars, a program focused on developing the next generation of leaders in health professions education.

Rosa Durán teaches community health, project management, and health services management at the Faculty of Medicine of the University of La Sabana, Colombia. She has over 20 years' experience in management and consulting in the area of public health at the national level (National Cancer Institute, National Department of Statistics, Ministry of Health and Social Protection). As an independent consultant she has been a coordinator of research projects and developments in maternal and child health and primary healthcare.

Mark Earnest is a Professor of Medicine and the founding Director of Interprofessional Education at the University of Colorado's Anschutz Medical Campus in Aurora, Colorado, where he teaches and practices General Internal Medicine. In addition to his interest and work in interprofessional education, he has a longstanding interest in health policy, advocacy and leadership development. He is a former Soros Advocacy Fellow and serves on the Board of the American Interprofessional Health Collaborative.

Diane Franklin is a speech pathologist and a key member of the interprofessional education and practice team in the Faculty of Health Sciences at Curtin University, Western Australia. She coordinates the clinical placements for interprofessional teams of students within a variety of settings, for example hospital, aged care, schools, and primary care programmes. The role involves student inductions and ongoing support, training field-work educators in interprofessional education and group facilitation, and the evaluation of placement and partnerships. Diane project-managed the creation of an interactive online interprofessional education workshop in the area of dementia management. The success of this project led to further external funding for similar workshops.

John H. V. Gilbert is founding Principal and Professor Emeritus, College of Health Disciplines; founding Director, School of Audiology and Speech Sciences; Director, the School of Rehabilitation Sciences at the University of British Columbia. His honours include a Fulbright Scholarship; Medical Research Council of Canada Post-doctoral Scholarship; Outstanding Alumnus Award of the School of Liberal Arts, Purdue University; UBC Isaac Killam-Walton Outstanding Teaching Award; Fellow, Canadian Academy of Health Sciences; Order of Canada, July 2011; the Queen's Diamond Jubilee Medal, April 2012. He is a member of the Editorial Board of the *Journal of Interprofessional Care*, and Co-editor of the *Journal of Research in Interprofessional Education*; and an Adjunct Professor at the National University of Malaysia, Dalhousie University, and the University of Pittsburgh. He was Co-chair of the WHO Study Group on Interprofessional Education and Collaborative Practice.

Leah Irving is an Instructional Designer for interprofessional education in the Faculty of Health Sciences at Curtin University, Western Australia. She has a background in the visual arts and professional education and training. Leah has over 15 years of experience in designing, developing, and implementing technology-mediated learning that focuses on collaborative learning environments across all education sectors. Her current research interests include 3D virtual worlds and augmented reality in higher education teaching and learning, and the role of place in a technologized world.

Arun Jamkar is Vice Chancellor of Maharashtra University of Health Sciences (MUHS), India.. He was conferred the 'Award for outstanding contribution to education' at the World Education Congress 2012 of the Global Advisory Council. He is the Founding President of the Association of Vice Chancellors of Health Science Universities in India. He is a FAIMER® Institute Fellow and his educational development initiatives at MUHS include quality assurance reforms, communication skills and disaster management programs, examination reforms, over 50 new fellowship courses, and a new postgraduate institute in medical science and research.

Sue Jones is Director of Learning Design and leader of a university-wide curriculum reform project at Curtin University, Western Australia. She was the Dean of Teaching and Learning in Health Sciences for six years and was responsible for leading and embedding interprofessional education within health sciences curricula as part of her faculty's strategic plan. As part of the faculty's interprofessional first year, Sue oversaw development of core units for over 2000 first-year students across 19 disciplines, including Indigenous Cultures and Health. Sue has led multiple university and national education and curriculum projects.

Shelley Cohen Konrad is Director of the Center for Excellence in Interprofessional Education (IPE) at the University of New England in Maine, USA, and an Associate Professor in the School of Social Work. Her research and scholarship focuses on health perspectives of vulnerable populations, relational learning, and interprofessional pedagogy for health education. She is an Associate Editor of the *Journal of Interprofessional Care*. Dr Cohen Konrad specializes in practice with children and families and end-of-life care. Her book, *Practice with Children and Families: A Relational Perspective*, was published by Lyceum Books in 2013.

Bryony Lamb's background is in education and health psychology, with a range of experience within higher education as a senior manager and educator, having developed and managed interprofessional undergraduate and masters' level programmes. She has recently been Chair of the Centre for the Advancement of Interprofessional Education (CAIPE) and currently holds an honorary post of principal lecturer at Kingston and St George's, University of London. She also provides consultancy, research, and staff development services in interprofessional education, leadership, and teamwork development, working across the public and private sectors. Bryony underpins her work with strength-based approaches, for developing interprofessional teams to improve patient safety and care.

Francisco Lamus is a pediatrician and public health professional with academic and working experience in community health, maternal and child health, and health professions education. He has gained significant experience as leader of the Center of Studies for Community Health at Universidad de la Sabana (CESCUS), Colombia, and the research group Family Medicine and Population Health. He has been author and coauthor of various articles in primary health. Currently he acts as director of the research program 'Equitable Start in Life', a program that searches for ecological factors that contribute to building strategies for families to achieve children's potentialities in early childhood.

Amy Leaphart is the Program Manager for the Office of Interprofessional Education: Creating Collaborative Care at the Medical University of South Carolina. Her graduate education in English and Composition and further