



Edited by

Dawn Forman · Marion Jones · Jill Thistlethwaite

Sustainability and Interprofessional Collaboration

Ensuring Leadership
Resilience in Collaborative
Health Care

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macmillan

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Foreword

On Sustainability in Interprofessional Education and Practice (IPEP)

We have long been rather opportunistic consumers of the resources, funding and opportunities available to us; lacking a long-term view, we focus on the next step, the next patient, the next grant and the next cohort of students. The pressures of health care and of academia are such that we often feel we are left with little choice but to do so. On a personal level however, as the editor-in-chief of the international *Journal of Interprofessional Care*, seeing through over a thousand submissions from over 50 countries every year, sustainability is never far from my thoughts.

Sustainability is a challenge for any field, but especially for our own. IPEP is a field often led by local champions, by people who see the opportunity and potential of the collaborative project. We rely on colleagues who are brave enough to put their head above the parapet and skilfully negotiate for a change to the status quo. Inspirational leaders are plenty in our field, but what happens once they move on? How do we avoid

sliding back into old habits? How do we maintain, if not accelerate the interprofessional momentum we inherit?

This timely collection of chapters from across the world reflects on these and many more issues, encouraging us to think beyond the present and plan into the future. Plan not for our current clinics, programmes, our students or research groups, but rather plan for the next generation of interprofessional change agents. The honest and personal accounts in this book, skilfully pieced together by the editors, invite us to consider the kind of interprofessional future we want for our colleagues, students and patients—and start planning for this now. The case studies and narratives in this book are unique in their own right, tackling diverse but real issues faced in the process of initiating and maintaining local and international initiatives. Looking at these collectively one thing becomes clear: sustainability does not just happen—it takes energy, careful planning and, of course, leadership.

Structured in four parts, each helps tell a story; a story of good people and wicked problems. Through the words of enthusiasts and visionaries, we follow them on a journey of tenacity, hardship and small victories. In Part I, the combination of contributions from established and new IPEP networks is to be commended. The Centre for the Advancement of Interprofessional Education (CAIPE) in the UK is a prime example of what to do well but its history has not been plain sailing and its future not guaranteed. The African IPE Network (AfrIPEN) is a promising and ambitious endeavour with a mountainous challenge ahead, tasked with building and sustaining developments across a beautiful but very diverse continent. In a world of limited funds for interprofessional research it is encouraging to witness the rebirth of the Interprofessional Research Global Network (IPR.global) and its addition here is notable.

The key drivers in Part II remind us to consider our own push and pull factors. The international contributions here demonstrate that movements such as IPEP happen within a wider sociocultural and organisational context, having a clear understanding of which allows us to craft a narrative for what drives us forward. The specific examples shared in Part III are for me the heart of this book. Practical applications of IPEP are to be celebrated, and each being unique in the challenges it has faced and overcome, these accounts provide many real-life lessons on actually

implementing initiatives on the front line. The range of examples here is rather impressive.

Sustainability is not just about the future but also about the past. And, it is often less about innovation as it is about succession. The last Part (IV) of the book is a clear reminder of this, as it revisits earlier initiatives and gives updates on their development. From Canada to Qatar, Malaysia and South Africa these reflections are evidence of the global reach of the IPEP movement.

The chapters in this collection are inspiring to be sure, but sustainability is not easy to achieve, and it certainly does not just happen. There are plenty of pitfalls and challenges on the path to sustainability, and this book makes a start in helping us understand how to prepare, plan for and overcome these. So, what lessons does the book provide and what does the future of sustainability in IPEP hold? I suspect every reader will focus on different take home messages, influenced by their individual circumstances and the stage they find themselves on their IPEP journey.

This book is both a celebration and a call to action. A timely and strong contribution in the field, the volume offers something for everyone. Whether an IPEP neophyte or a veteran, the stories here will appeal to many.

Andreas Xyrichis
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The editors and authors of this book would like to thank their institutions, colleagues, students and clients for their cooperation in the production of this book and their commitment and resilience towards sustaining an interprofessional ethos.

The editors would particularly like to thank Jeanne Clark for her patient editing and administrative assistance, and Sneha Sivakumar for all the guidance through the publishing process.

Praise for *Sustainability and Interprofessional Collaboration*

“This book provides a true international perspective on interprofessional education and practice (IPEP). It makes a timely and important contribution to the field. As an academic and registered Social Worker with a belief in IPEP I feel this book will support students, academics and practitioners to develop a depth of understanding of IPEP as well as the challenges and progressive ways of working.”

—Dr. Mohammed Jakhara, *Executive Dean of Faculty—Newman University Birmingham. Prof. Doc. Health and Social Care, MBA, FHEA, PQSW, CQSW, BA (Hons) Applied Social Studies, HCPC Registered*

“As an educator of students and practitioners and as an interprofessional placement coordinator, this book contributes another valuable resource encompassing rural and global perspectives and the strategies necessary to grow interprofessional practice in fieldwork. These authors are IP pioneers with a significant body of published work as evidence of their expertise, but also their professional and clinical experience means they are able to translate theory to practice with authenticity using ‘real world’

illustrations. I will be recommending this text as the next iteration in their series to students and practitioners alike.”

—Keryn Bolte RN/RM, *PG Cert Critical Care, Master of Clinical Education, Student Placement Manager, Going Rural Health Program, Department of Rural Health, Faculty of Medicine, Dental & Health Sciences, The University of Melbourne*

“This book is a concise guide to effective leadership in interprofessional education. It clearly defines the three aspects critical to the success of interprofessional education in interprofessional programmes which are; patient-provider interaction, professional teams in the community and supporting organisations. The book systematically builds a framework for solving the real challenge which is building health systems that are centered around relevance, equity, people, quality and cost-effectiveness.”

—Simeon K. Mining, DVM, M.Sc., Ph.D., *Doctor of Medicine (h.c), Professor of Immunology and Director of Research—Moi University, Kenya, additionally senior advisor Moi–Linkoping Universities Thirty Year collaboration*

“In a fast moving international area of research and practice this edited book provides a very timely contribution from many contributors working in several countries, The well chosen chapters are short, readable and all provide an important contribution. The chapters tend to compliment and contrast each other very effectively. Interesting to have the opportunity to have an insight into cross cultural practice.

The book is makes an important contribution and is published at a time as the demand for collaborative practice increases.”

—Emeritus Professor Chris Brannigan, *University of Derby*

“In my former role coordinating interprofessional student placements, liaising with multiple stakeholders, and establishing collaborative partnerships in health and education settings, I would have appreciated being able to dip into this book.

The book continues the authors highly valued series on leadership in interprofessional education and collaborative practice, and moves the work along to the next level by introducing sustainability. The timing is

perfect. As many of the well-known IPEP initiatives are maturing, the energy to continue could easily be lost. Readers will be inspired by chapters on sustaining leadership, resilience, cultural changes, partnerships and networks, and of course research. The challenges of implementing IPEP are not avoided or sugar coated but sensitively explored, and insights offered with thoughtful consideration and real-world examples. The book provides an opportunity to review what has been accomplished by looking at the drivers and successes of IPEP in previous developments, and an update on these is a welcome addition to the topic of sustainability.

This book will be valuable for all practitioners of IPEP to draw on for support and guidance. The lasting impression on the future of IPEP is optimistic, and that planning for sustainability is both essential and possible.”

—Robynne Snell, *AdvAPD, Advanced Accredited Practising Dietitian, Ph.D. Candidate, Curtin University*

“This book will be a valuable asset for all those concerned with the outcomes of interprofessional education and collaborative practice regardless of discipline. It provides key insights from a global conversation about future directions in promoting sustained cultural change for interprofessional collaboration. Real case studies from around the world address a diverse range of issues, faced in planning and maintaining local and international initiatives. There is much to commend in chapters including leadership, interprofessional networks, exemplar educational initiatives, patient partnerships, indigenous health, rural health, and measuring change.”

—Chris Roberts | *Associate Professor, Northern Clinical and Sydney Medical School, Faculty of Medicine and Health, The University of Sydney*

“As we strive in the NHS to continuously improve our services and to innovate and transform we need to make time to read and reflect on what others are achieving and how they identify and negotiate challenges and constraints. This book is a shining example of how that time can be very well spent. It is supportive, realistic and grounded. We all face local

demands and priorities, the here and now of delivering services in an increasingly complex social, economic and political landscape. We know that the recruitment and retention of colleagues is key to our success and that how we support and develop them is fundamentally important. We also know, to varying degrees, that interprofessional and collaborative working are critically important to achieving this and to serving the needs of those who use our services. What this book skilfully provides is an articulation of some of the universal challenges of an interprofessional approach and some of the creative and dynamic activity being taken to address them.

A key strength of the book is that it is truly international, drawing in experience and expertise from a diverse group of contributors across continents. It is broad in scope, but also focused on detail. The big issues are here: resilience, sustainability and significant cultural change. So too are individual case studies, updates on established projects and reflections on some very practical issues in implementation. I particularly like the openness and the spirit of enquiry that run through these contributions. They will engage and sustain the reader of this very timely and thought-provoking text.”

—Professor Sandra Jowett, *Non-executive Director and Senior Independent Director, Pennine Care NHS Foundation Trust, Ashton-under-Lyne, England, UK*

“This is an impressive textbook offering detailed information on the aspect of sustainability of interprofessional education and practice. As such, the textbook advances the knowledge in this field and focuses on a much needed information gap. I thoroughly recommend this book for a number of reasons and relevant chapters it encapsulates. Specifically, I think this textbook is unique in that rather than focusing on one particular geographical area, it offers insights from practices in very various settings such as Sweden, Qatar, Malaysian, Brazil, New Zealand contexts, which helpful for global readers to get a better understanding of the topic. Additionally, the textbook touches base on specific population groups such as indigenous health as well populations living in rural and remote areas. I think this offers practical insights for readers to

gain a wider understanding of how to ensure that both interprofessional education and interprofessional practice should be implemented.”

—A/Prof. Kreshnik Hoti, *Associate Professor, Faculty of Medicine, Division of Pharmacy, University of Prishtina, Kosova. Head of Pharmacy Practice and Pharmaceutical Care Department*

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Notes on Contributors

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Mahisa Arain obtained her Bachelor of Dental Surgery from the University of Birmingham in 2019 and is now a year 1 Foundation Dentist in Derbyshire, UK. From 2016 to her graduation, Mahisa was the Knowledge and Skills Exchange Events Coordinator. In 2018,

Mahisa jointly presented the work of KASE at All Together Better Health IX, international IPE conference in Auckland, New Zealand.

Emily Audet is a Junior Doctor at Shrewsbury and Telford Hospitals NHS Trust, UK. Emily entered medicine having previously obtained a B.Sc. Hons. in Medical Microbiology and Immunology from Newcastle University. As an undergraduate, she co-founded the Knowledge and Skills Exchange IPE society; and was its first President from 2015 to her graduation in 2017. In 2018, Emily won her Trust Foundation Year 1 Doctor of the Year award; and in 2019 the West Midlands Regional Foundation Audit Poster Competition. Emily is Chair of the Patient Voices Programme Advisory Board, which works interprofessionally to bring the patient experience to the forefront of health care improvement.

Mehmuna Ayub obtained her Bachelor of Dental Surgery from the University of Birmingham in 2019 and is now a year 1 Foundation Dentist in Buckinghamshire. From 2017, Mehmuna was the KASE committee lead for volunteering and communications, arranging for KASE members to work with the Birmingham Langar Seva charity in helping the homeless in the city. Mehmuna was also president of the University UN Sustainable Goals Society and an enthusiastic member of the university Taekwondo club where she served as social media officer. In 2018, Mehmuna jointly presented the work of KASE at All Together Better Health IX, international IPE conference in Auckland, New Zealand.

Hugh Barr is Emeritus Professor of Interprofessional Education and Honorary Fellow at the University of Westminster. He has held visiting chairs in interprofessional education at various times during the past 25 years at the following universities: Curtin (Australia), Kings College London, Kingston with St George's London, Nottingham, Otago (New Zealand), Suffolk and Tokyo Metropolitan (Japan). Concurrently, he has offered long-standing faculty development in the Nordic countries especially Finland with Oulu University of Applied Sciences. He is President of the UK Centre for the Advancement of Interprofessional Education (CAIPE) and Emeritus Editor for the *Journal of Interprofessional Care*. He served on the WHO study group on interprofessional education

and collaborative practice and was the first convenor for the coordinating committee now [Interprofessional.Global](#). He has been awarded honorary doctorates by East Anglia, Southampton and Kingston Universities for his role in promoting interprofessional education nationally and internationally. He was previously an Assistant Director of the then Central Council for Education and Training in Social Work (CCETSW) following social studies at the University of Nottingham and ten years in probation, prison aftercare and criminology.

Sharon Buckley is a UK National Teaching Fellow and Senior Lecturer in Medical Education at the University of Birmingham. A microbiologist by background, Sharon is an experienced educator with a strong record in expanding IPE. She established and now leads the Birmingham IPE steering group, is a Board member for the UK Centre for the Advancement of Interprofessional Education (CAIPE) and Associate Editor (IPE) for the journal *The Clinical Teacher*. Since 2005, Sharon has led four major regional IPE projects, including the 2015 West Midlands Health Care Team Challenge, the first held in England. Since 2015, she has worked with Birmingham students to establish the Knowledge and Skills Exchange IPE Society.

Professor Wanicha Chuenkongkaew qualified in Medicine in 1986. She was appointed as Professor of Ophthalmology at Mahidol University in 2005 and is internationally recognised in her field and widely published and is a member of the Royal College of Ophthalmologists of Thailand. Dr. Wanicha has been Regional Coordinator for AsiaPacific Network on Health Professional Education Reforms (ANHER) since 2011, and a coordinator in organising the annual Prince Mahidol Award International Conference (PMAC) since 2007 aiming at being a global policy forum to discuss and recommend policies and social commitments towards public health development and improvement.

Dr. Wanicha is also secretary on the commission for strategic movement on the development of Health Workforce Education in the twenty-first century and a member of the Technical Working Group on Health Workforce Education Assessment Tools, World Health Organization as well as TWG 2: Transformative education, Global Health Workforce Alliance.

Johanna Dahlberg is a biomedical laboratory scientist, Ph.D. and Senior lecturer in Clinical Chemistry at the Faculty of Medicine and Health Sciences, Linköping University, Sweden. Her research interest started in cellular signalling but has shifted into pedagogical processes in health care and education of health care workers, specifically interprofessional education and practice in simulation-based settings. Johanna has more than 10 years' experience of managing interprofessional education. Over the years, Johanna has been engaged in NIPNET, the regional network of IPECP in the Scandinavian countries and the global confederation for IPECP [Interprofessional.Global](#), which Johanna has been chair of since 2018. Closely related is Johanna's work in the Swedish network of Quality Improvement. Johanna was responsible for introducing quality improvement knowledge in the IPE curriculum at the Faculty of Medicine and Health Sciences in 2011.

Madeleine Abrandt Dahlgren is a Professor in Medical Education at the Faculty of Medical and Health Sciences (FMHS) in Linköping. Her professional background is as a physiotherapist and she holds a Ph.D. in Education. Her research interests include professional learning and pedagogical processes within the socio-material practices of health care and medical education, such as interprofessional learning, simulation-based medical education and patient learning. She has published widely within the field of higher education and professional learning and led the group of faculty members involved in the revision of the existing interprofessional curriculum at the FMHS. She has recently also completed a four-year research project on simulation-based interprofessional education in health care.

Associate Professor Roger Dunston joined the Faculty of Arts and Social Sciences, University of Technology Sydney (UTS) in 2007. He is located as part of the School of Communication and is a member of the International Research Centre for Communication in Healthcare (IRCCCH). Roger's research and development interests are diverse—the nature of professional practice, making change and service redesign, 'patient' participation and co-production and professional learning—learning of all kinds. Roger has a long-standing engagement with interprofessional and collaborative practice, education and learning. He has

lead a number of large national development and research projects in these areas. The current SIF project being a large scale development from earlier work. Roger has a strong interest in socio-material approaches to making sense of and intervening in the complex world of practice and change.

Prior to joining UTS, Roger worked as a senior health services manager, educator across a range of professions, health policy analyst and organisational consultant. He has over 30 years' experience within the health sector. During the past six years, he has led and/or participated in a number of Australian Research Council, Office for Learning and Teaching, UTS and other government funded studies, primarily in the areas of interprofessional education and learning, handover practices in health, and service redesign in primary health care and child and family health.

Mattias Ekstedt, M.D., Ph.D. is a senior lecturer at the Faculty of Medicine and Health Sciences at Linköping University, and a consultant hepatologist at the University Hospital in Linköping. He has been active at the medical programme for many years with a special interest in student-centred learning and problem-based learning. He is passionate about interprofessional collaboration working clinically in an interprofessional team caring for patients with severe liver disease. In June 2019 he stepped down as head of the interprofessional curriculum at Linköping University after implementing the latest major revision.

Dr. Alla El-Awaisi, MPharm, MRPharmS, M.Sc., PgCert, Ph.D. received her Master of Pharmacy degree from Strathclyde University in Glasgow (UK), and M.Sc. in Prescribing Science and Ph.D. in Interprofessional Education and Collaborative Practice from the Robert Gordon University (UK). She is an experienced academic administrator possessing creativity, innovation and dedication to her field. Prior to her academic career, she was a pharmacist in Scotland for more than nine years. She is the assistant dean for student affairs at Qatar University College of Pharmacy and QU Health chair of the interprofessional education (IPE) committee. Dr. El-Awaisi has led successful IPE initiatives locally and internationally including leading the first Middle Eastern conference in interprofessional education and

collaborative practice in December 2015 and is leading the organisation of the tenth All Together Better Health (ATBH) conference to be held in Qatar in 2020. Her research expertise lies in the area of interprofessional education and collaborative practice, patient safety, pharmacy education and pharmacy practice and she has published numerous articles in peer-reviewed journals.

Annika Lindh Falk, Ph.D., MScOT is a senior lecturer at the Faculty of Medicine and Health Sciences at Linköping University. She has been actively engaged in the Occupational Therapy programme for many years as a teacher and has been Programme director at the Occupational Therapy programme (2004–2010). She was the first occupational therapy supervisor at the interprofessional training ward (IPTW) when started 1996 in Linköping and has continuing the work about problem-based learning (PBL) and interprofessional education (IPE) during the years. She was involved in the latest revision of the interprofessional curriculum at Linköping University and since June 2019 she is the head of interprofessional curriculum programme at the Faculty of Medicine and Health Sciences at Linköping University. Her research area is regarding interprofessional education and collaboration in health care.

Brenda Flood, Ph.D. is a senior lecturer at the Auckland University of Technology (AUT), where she is an interprofessional education and practice development leader within the Faculty of Health and Environmental Sciences. Brenda chairs the Interprofessional Steering Committee who have been tasked with the development, implementation and evaluation of an embedded and sustainable interprofessional education pathway across the Faculty and is also the Clinical Manager for AUT Integrated Health. AUT Integrated Health is an interprofessional, health centre where students from a range of professions work collaboratively to provide person/whānau-centred services to the public. Brenda's doctoral research explored health professionals' experiences of interprofessional practice, the insights from which are informing interprofessional education development.

Professor Dawn Forman, Ph.D., MBA, PG Dip Research, PG Dip Executive Coaching, TDCR MDCR over the last thirteen years, has been privileged to have worked as a consultant with universities and health services internationally. Her main areas of work include leadership development, governance, executive coaching, research development and interprofessional education. She has worked on the past five Australia wide interprofessional curriculum renewal projects including the latest which is included in this book, *Securing an Interprofessional Future*.

Dawn is an Associate for the Higher Education Academy and the Leadership Foundation for Higher Education, and a Senior Associate of Ranmore Consulting. Dawn was a Dean the Faculty of Education Health and Sciences at the University of Derby where she now works part of her time as a Professor of Academic Leadership. She is also an Adjunct Professor at Auckland University of Technology (New Zealand) and Curtin University, (Australia). Dawn is widely published, including eight previous books and over 120 peer-reviewed articles, she has been a keynote speaker at numerous national and international conferences.

Aldaísa Cassanho Forster is an Associate Professor at the Department of Social Medicine in the Ribeirão Preto Medical School of the University of São Paulo (FMRP-USP), Brazil. She develops and guides research on Primary health care, health policies and administration and education of health professionals. Aldaísa is the coordinator of the Education Programme for Health Care Work/Interprofessionalism (PET-Saúde/Interprofissionalidade) of the University of São Paulo/Ribeirão Preto Campus. She is a doctor with a Ph.D. in preventive medicine and a Postdoctoral in public health.

José Rodrigues Freire Filho is an International Consultant on Interprofessional Education and Collaborative Practice in the Department of Health Systems and Services (HSS) at the Pan American Health Organization/World Health Organization (PAHO/WHO). He is responsible for the implementation of interprofessional education and collaborative practice in health and provides technical assistance to countries in the Region of the Americas, as well as supporting the process of establishing the Regional Network for Interprofessional Education in the Americas (REIP) in 2017. Currently José assists with interprofessional education

implementation processes in 19 Latin American and Caribbean countries. His experience incorporates leadership and management of human resources for health policies, as well as strategic activities such as interprofessional education faculty development, researches in this theme, among others. He is a pharmacist with a Ph.D. in interprofessional education.

Professor Sue Fyfe is an epidemiologist, anatomist, speech pathologist and teacher with educational research interests in interprofessional education, collaborative practice and innovative approaches to teaching and learning. She has held senior leadership and management roles at Curtin University as inaugural Dean of Teaching and Learning in the Faculty of Health Sciences, Head of School of Public Health and Professor of Medical Education. She has taught both anatomy and physiology to students in Nursing and was instrumental in developing interprofessional units for all first year degree courses in health sciences. She has published and presented widely on learning innovation and change.

Dr. John H. V. Gilbert has been a seminal leader in the education of health professionals in British Columbia, Canada and internationally. His vision and leadership led to the concept of interprofessional education being developed as a central tenet of collaborative person-centred practice and care.

Dr. John Gilbert is founding Principal and Professor Emeritus, College of Health Disciplines, University of British Columbia, and Founding Director, School of Audiology and Speech Sciences. He is a Senior Scholar, WHO Collaborating Centre on Health Workforce Planning and Research, Dalhousie University; Adjunct Professor, School of Nursing, Dalhousie University. He holds the DR. TMA Pai Endowment Chair in Interprofessional Education and Practice, Manipal Academy of Higher Education, India, and is an Adjunct Professor, University of Technology, Sydney. He is Founding Chair, The Canadian Interprofessional Health Collaborative.

He has been an Adjunct Professor, University of Pittsburgh, and at the National University of Malaysia. He was Co-Chair of the WHO Study Group on Interprofessional Education and Collaborative Practice.

He was elected a Fellow, Canadian Academy of Health Sciences, in 2008. He was awarded the Queen's Diamond Jubilee Medal in April

2012, and in October 2013 received the Outstanding Lifetime Contribution to International Allied Health Development Award from the International Chief Health Professions Officers Organisation.

Dr. Gilbert was appointed a Member of the Order of Canada, Canada's highest civilian award, in July 2011. He received the degree Doctor of Laws, *Honoris Causa* from Dalhousie University in June 2016. He was the recipient of the Pioneer Award, National Centre for Interprofessional Practice and Education, USA, 2017 for his ground-breaking work in advancing the field of interprofessional practice and education. He was named Foundation Fellow of Green College, UBC in 2018.

William Godolphin is Professor Emeritus in the Department of Pathology and Laboratory Medicine and Co-director of Patient and Community Partnership for Education, Office of UBC Health, previously the Division of Health Care Communication in the College of Health Disciplines at the University of British Columbia, Vancouver, Canada. Dr. Godolphin has been a teacher and researcher for many years, with projects and publications ranging across lipoproteins, breast cancer prognostic factors, clinical laboratory toxicology, laboratory automation & robotics and medical education. For over two decades he has, in collaboration with Angela Towle, developed and studied educational interventions that aim to help health professionals engage patients/clients in informed and shared decision-making. The most promising of these has been bringing the authentic and autonomous voices of patients and community into health professional education.

Mats Hammar is MD and professor emeritus in obstetrics and gynaecology at Linköping University practising at the University hospital of Linköping. His area of research is reproductive medicine, where he has supervised a number of Ph.D. students. Mats was the director of the medical programme between 1992 and 1996. During that time he suggested and took active part in the development and implementation of the interprofessional student ward. Later, as the Dean of the Faculty of Medicine and Health Sciences at Linköping University (2006–2011), he initiated inclusion of Quality Improvement knowledge as an interprofessional learning module. Mats has been co-supervisor of one Ph.D. student researching interprofessional learning and collaborative practice.

He has published a number of papers within education, for instance based on the implementation of the interprofessional student ward.

Christine Hirsch is Senior Lecturer in Clinical Pharmacy and Director of Clinical Learning (MPharm) at the University of Birmingham. Christine's experience as a pharmacist in oncology, neurology and surgery has made her passionate about enabling future health professionals to learn and work interprofessionally. As Deputy Chair of the Birmingham IPE Steering Group, she works to bring the patient and public voice to IPE developments and expand interprofessional clinical skills learning. Since 2015, Christine has worked with Birmingham students to establish the Knowledge and Skills Exchange IPE Society. Her research interests include medicines management in palliative care.

Professor Marion Jones, Ph.D., RGON, M.Ed. (Admin) (Hons), BA, M.Ed. Admin. (Hons) is Dean of the University Graduate Research School at Auckland University of Technology, a director of the National Centre for Interprofessional Education and Collaborative Practice in New Zealand and Professor of Interprofessional Education at the University of Derby in the United Kingdom. A significant focus of her academic career has been the development of postgraduate study. For ten years she provided her expertise as Associate Dean Postgraduate to the Faculty of Health and Environmental Sciences. Her area of research expertise and publication is interprofessional practice and education, postgraduate supervision and perioperative nursing. Her latest publications include co-editing three books, with one in process, on interprofessional leadership, author or co-author of more than 30 journal articles, multiple book chapters and presentations at more than 70 national and international conferences on these topics. Her Ph.D. examined the shaping of interprofessional practice in the context of health reform. Some of her national and international activities include being the Representative for the Australasian Interprofessional Practice and Education Network (AIPPEN) on the Confederation of Interprofessional Education and Collaborative Practice, Member of the Professional Education Committee for the Perioperative College of the New Zealand Nurses Organisation and Member of the New Zealand Deans and Directors of Graduate Research group.

Dr. Hossein Khalili, RN, BScN, MScN, Ph.D. is an internationally recognised scholar, expert and leader in the field of interprofessional education and collaborative practice (IPECP) and serves as the director of the University of Wisconsin Centre of Interprofessional Practice and Education (UW CIPE) at the University of Wisconsin-Madison and an adjunct research professor at Western University. He is the co-founding lead of the Global Network for Interprofessional Education and Collaborative Practice Research ([InterprofessionalResearch.Global](#)), serves as a member of the leadership team with the Global Confederation for Interprofessional Education & Collaborative Practice ([Interprofessional.Global](#)), and is a board member of the Canadian Interprofessional Health Collaborative (CIHC) and CASN Accreditation Bureau. Dr. Khalili is on the editorial boards of the *Journal of Interprofessional Care*, *Journal of Geriatric Medicine*, and *Journal of Clinical and Nursing Research*.

His primary research focuses on interprofessional education and socialisation, team-based care, patient engagement and partnership and inter-professional simulation.

Cathy Kline is the Research Coordinator, Patient & Community Partnership for Education, University of British Columbia (UBC), Vancouver, Canada. Cathy joined UBC in 2003. She manages research and development initiatives that promote patient and public involvement in health professional education and has helped to build a network of over 150 patient educators and 80 community organisations at UBC. Her work involves collaborations between the university and community to integrate patient expertise and experience into mainstream educational practice. Her research interests are in the outcomes of patient engagement, particularly the impacts on professional identity, health care communication and decision-making. Her background is in qualitative research, programme planning and evaluation. She has a Masters of Arts (Health Education) from Dalhousie University and a Bachelor of Arts (Psychology) from Simon Fraser University.

Darren Lauscher is a patient/advocate from the HIV Community. As a person living with HIV since 1985 I bring to the classroom those many years involved with the health care system and the many years spent engaged within the HIV community. I'd like to acknowledge the role that

community has played in my own growth and exposure to learn from many different people from all walks of life, which has ultimately lead to my involvement in the health care classroom. It is important to hear from the ‘Patients’ not just as story tellers but as holders of knowledge to be learned from. It’s about creating that collaborative learning opportunity across the disciplines to facilitate conversation brought about by a patient in the room.

Dr. Loo Jiann Lin is a psychiatrist and the Head of Department of Medical Education, Faculty of Medicine and Health Sciences in Universiti Malaysia Sabah (UMS). He is active in academic teaching, research, clinical practice and community services. He is the founding president of the Young Asia Pacific Psychiatrists Network since 2018, which is a chapter under Pacific Rim College of Psychiatrists. His interest is to improve the mental health literacy, through empowerment of health care professionals and the community. He believes strongly that mental wellness of the community drives the advancement of the society.

Monica Moran is a registered occupational therapist and associate professor of rural health with the Western Australian Centre for Rural Health. She supports the development of rural health workforce through the creation of authentic student learning experiences, the development of support strategies for rural health teams and research and evaluation of integrated team programmes in some of Australia’s most remote communities. She holds adjunct professorial appointments at Queensland University of Technology, Central Queensland University and the University of Derby in the United Kingdom. She was a contributor to the WHO Framework for Interprofessional Education and Collaborative Practice (WHO, 2010) and participates in interprofessional research projects at local, national and international levels. She is a member of the nationally funded project team tasked with developing a national governance structure to secure the development and sustainability of interprofessional education and collaborative practice across Australia (SIF project). Over the past 10 years she has been a director of the Health Fusion Team Challenge growing the project from a local event involving one university to an international event involving students and staff across Australia and internationally.

C. Jane Morgan is a Senior Lecturer in the Auckland University of Technology, teaching and researching in the Faculty of Health and Environmental Sciences. Dr. Morgan teaches in both undergraduate and postgraduate health science papers, specifically in the area of interprofessional practice innovation. She also develops and co-facilitates interprofessional learning activities for staff and students across the faculty along with practice-based programmes for students in the final year of their undergraduate study. Dr. Morgan's research focus is on the development, implementation and evaluation of interprofessional education and practice initiatives for developing interprofessional teamwork capability in students, academic and clinical education staff.

Simon Munro joined Tamworth University of Newcastle Department of Rural Health (UONDRH) in 2015. Simon previously held numerous positions in New South Wales (NSW) government and non-government social welfare, education and corrective service sectors working primarily with his own and extended Aboriginal and Torres Strait Islander communities.

Being of Aboriginal heritage (Gomeri and Anaiwan of North West NSW) paternally, he has brought a collective of cultural, educational and community Aboriginal knowledge which he applies in research practice.

Methodologies for Simon sit soundly in qualitative (critical paradigm) drawing on a background in visual arts, Aboriginal metaphysical ways of knowing and learning as well as the lived experiences of growing up Aboriginal in Australia.

Academically he has attained undergraduate (Visual Arts) and postgraduate (Master Training and Development/Adult Education) awards through University of Newcastle NSW and Griffith University QLD, respectively.

Travis Norton is a registered nurse at the University Hospitals NHS Foundation Trust, Birmingham, having obtained his BNurs from the Birmingham School of Nursing in 2018. He was the Nursing Times Adult Student Nurse of the Year, 2018, an achievement he attributes in part to his contribution to KASE, first as treasurer and, subsequently, as president. Travis has a part-time educational role at the University and plans to combine clinical work with academia, specialising in critical care