

# Second Annual NICHE Conference Strengthening Health Care Through Interprofessional Care and Simulation

Course Code: CFXNI-01501-A

**Wednesday, October 28 —  
Thursday, October 29, 2015**

Delta Sault Ste. Marie Waterfront Hotel and Conference Centre  
Sault Ste Marie, Ontario

Welcome to the Strengthening Health Care Through Interprofessional Care and Simulation conference, proudly hosted by the Northern Interprofessional Collaborative in Health Education (NICHE) Conference. NICHE is a group of inter-institutional leaders, including faculty members, who hold key educational and clinical leadership roles in enhancing and advancing an interprofessional approach to learning, practice, and research in Northern Ontario. The goal of the conference is to strengthen and build NICHE as a pan-Northern academic consortium pursuing excellence in IPE and collaborative practice through fostering scholarship in interprofessional education and practice in Northern Ontario.

NICHE is excited to partner with the Northern Ontario Simulation for Health Network (NOSH) to deliver the 2015 Conference. Like NICHE, NOSH encompasses the whole of Northern Ontario and includes representation from post-secondary educational institutions, but also represents hospitals, and other interprofessional health-care organizations.

## Conference Objectives

At the end of this conference, participants will be able to:

- Cultivate a Northern Ontario vision for collaborative practice in health care.
- Promote and disseminate research in the field.
- Explore innovative educational strategies to prepare a “collaboration-ready” workforce.



## Wednesday, October 28, 2015

11:00 a.m.	Conference Registration	Outside Algoma Ballroom
11:45 a.m.	Lunch and Welcome	Room: Algoma Ballroom West and Centre
12:15 p.m. - 1:00 p.m.	Plenary Address	
<b>Room: Algoma Ballroom West and Centre</b>		
<b>Title:</b>	<b>Presenter:</b>	<b>Objectives:</b>
IPE/IPC is Missing - The Worst is Feared. Health Educators and Practitioners React...	<b>Marion Briggs</b> , B.Sc.PT, MA, DMan, Assistant Professor, Clinical Sciences, Director of Health Sciences and Interprofessional Education, Northern Ontario School of Medicine	<ul style="list-style-type: none"> <li>• Speculate on whether and why IPE/IPC is missing and explore reactions to its possible death.</li> <li>• Investigate invisible practices, understanding the implications of the theory/practice divide.</li> <li>• Propose transformative resuscitation, making the invisible visible.</li> </ul>
1:00 p.m. - 2:00 p.m.	Concurrent Session A	
<b>Title:</b>	<b>Presenter(s):</b>	<b>Objectives:</b>
<b>A1 Room: Algoma Ballroom East</b>		
Communicating in Colour: Interprofessional Conversations  This session will be repeated in concurrent session E.	<b>Amy Forget</b> , OT Reg. (Ont. ), Clinical Education Coordinator, Rehabilitation Studies, Assistant Professor, Northern Ontario School of Medicine	<ul style="list-style-type: none"> <li>• Self -identify communication style based upon "True Colors."</li> <li>• Identify how communication style affects Interprofessional interactions.</li> </ul>
<b>A2 Room: Thompson A</b>		
Simulation in Undergraduate Nursing: A Review of an Implementation Project  This session will be repeated in concurrent session C.	<p><b>Nicky Kerr</b>, RN, B.Sc.N, MN, Faculty of Nursing at Sault College Collaborative B.Sc.N Program</p> <p><b>Liz Ubaldi</b>, RN, BA, B.Sc.N, MN, Faculty of Nursing at Sault College Collaborative B.Sc.N Program</p> <p><b>Rebecca Piccolo</b>, RN, B.Sc.N, MN, Faculty of Nursing at Sault College Collaborative B.Sc.N Program</p> <p><b>Andrew Metcalfe</b>, RN, NP-PHC, North Channel Nurse Practitioner LED Clinic, Faculty of Nursing, Sault College</p>	<ul style="list-style-type: none"> <li>• Explain the use of simulation as a means to enhance learning on various levels in undergraduate nursing courses.</li> <li>• Discuss the impact of simulation on student success in the clinical setting.</li> <li>• Identify scenarios for use through a variety of lenses.</li> </ul>
<b>A3 Room: Thompson B</b>		
The Pedagogy of Teaching Indigenous Students Within and Without the Classroom  This session will be repeated in concurrent session F.	<b>Dr. Michael Hankard</b> , PhD, (Abenaki/Métis) Assistant Professor and Chair of the Indigenous Studies program, University of Sudbury	<ul style="list-style-type: none"> <li>• Identify challenges associated with teaching Indigenous students in classroom and field course settings.</li> <li>• Discuss strategies to integrate Indigenous learning practices into their teaching.</li> <li>• Identify methods of putting into motion Indigenous learning practices to the benefit of students and teachings, accounting for challenges faced in learning environments.</li> </ul>
<b>A4 Room: Simpson Suite</b>		
It Takes a Team to Raise a Student  This session will be repeated in concurrent session D.	<b>Erica Snippe-Juurakko</b> , B.Sc.(OT), Occupational Therapy Clinical Education Coordinator and Lecturer, Northern Ontario School of Medicine	<ul style="list-style-type: none"> <li>• Identify opportunities for a team based learning environment with an intentional focus on IPC.</li> <li>• Discuss positive outcomes with respect to IP learning and core competencies of student placements.</li> </ul>

Wednesday, October 28, 2015(continued)

2:00 p.m.	Concurrent Session B	
<b>Title:</b>	<b>Presenter:</b>	<b>Objectives:</b>
<b>B1 Room: Algoma Ballroom East</b>		
<p>Patients as Teachers or Patients as Text? Augmenting the Active Involvement of Patients as Teachers</p> <p>This session will be repeated in concurrent session C.</p>	<p><b>Marion Briggs</b>, B.Sc.PT, MA, DMan, Assistant Professor Clinical Sciences, Director, Health Sciences and Interprofessional Education, Northern Ontario School of Medicine</p> <p><b>Heather Westaway</b>, B.Sc..Kin, Lecturer, Division of Clinical Sciences, Manager, Health Sciences and Interprofessional Education, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Compare and contrast “patients as teachers” and “patients as text.”</li> <li>• Explore preceptor/learner relationships and preceptor/learner/patient relationships in the context of patients as text.</li> <li>• Demonstrate and discuss the potential benefits of “patients as text” for learners, preceptors, and patients.</li> </ul>
<b>B2 Room: Thompson A</b>		
<p>Developing an IPE Simulation Tool Box</p>	<p><b>Susan Morhart</b>, RN, Simulation for Health Education Programs (SHEP), Simulation Administrator, Northern Ontario School of Medicine</p> <p><b>Peggy Petersen</b>, RN, Simulation Specialist, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Define simulation based learning.</li> <li>• Identify at least two different modalities of simulation.</li> <li>• Describe how each modality can be applied in an interprofessional learning environment.</li> </ul>
<b>B3 Room: Thompson B</b>		
<p>Integrating Interprofessional Education into the Curricula: Opportunities and Challenges of Four Northern Ontario Undergraduate University Nursing Programs</p> <p>This session will be repeated in concurrent session F.</p>	<p><b>Emily Donato</b>, R.N., B.Sc.N., ,Ed., Assistant Professor, Laurentian University, Ph.D. in Rural and Northern Health Program at Laurentian University</p>	<ul style="list-style-type: none"> <li>• Discuss the background and literature surrounding interprofessional education integration in nursing curricula.</li> <li>• Describe a proposed research study on how four Northern University Nursing programs are integrating.</li> <li>• Integrate interprofessional education into curricula, including faculty and administrator experiences.</li> </ul>
<b>B4 Room: Simpson Suite (2:00-2:30)</b>		
<p>Collaboration...In the Classroom and Beyond</p> <p>This session will be repeated in concurrent session E.</p>	<p><b>Andrea Sicoli</b>, BSsOT (Reg. ON), Occupational Therapist, Professor in the OTA and PTA Program, Sault College</p> <p><b>Joanna MacDougall</b>, B.Sc.PT (Reg.ON), M.Sc.PT, Coordinator and Professor in the OTA and PTA Program, Sault College</p>	<ul style="list-style-type: none"> <li>• Discuss the importance of fostering collaboration amongst students during classroom activities, labs and simulation, to improve collaboration within the interdisciplinary team in clinical settings.</li> <li>• Increase awareness of the variety of learning opportunities using simulation.</li> </ul>
<b>B4 Room: Simpson Suite (2:30-3:00)</b>		
<p>Building Blocks for Collaborative Practice: An Eight-Part Experiential Interprofessional Series</p> <p>This session will be repeated in concurrent session E.</p>	<p><b>Justine Jecker</b>, B.Sc..KIN, M.Sc., OTReg.(Ont.), Lecturer, Interprofessional Education, Northern Ontario School of Medicine</p> <p><b>Gayle Adams-Carpino</b> MSW, RSW, Lecturer, Interprofessional Education, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Discuss NOSM's Interprofessional Series delivered by faculty of Interprofessional Education for the purpose of enhancing recruitment of students, faculty and clinicians throughout Northern Ontario.</li> <li>• Identify how this course aligns with Canadian accreditation standards of IPE and provide a detailed explanative of how an eight-week IPE course could be delivered by our NICHE partners.</li> </ul>

## Wednesday, October 28, 2015 (continued)

3:00 p.m.	Concurrent Session C	
<b>Title:</b>	<b>Presenter(s):</b>	<b>Objectives:</b>
<b>C1 Room: Algoma Ballroom East</b>		
Lakehead Interprofessional Student Society  This session will be repeated in concurrent session G.	<b>Jessica McCann</b> , Research Director for LIPSS, Lakehead University	<ul style="list-style-type: none"> <li>• Raise awareness of the Lakehead Interprofessional Student Society.</li> <li>• Explain the potential and ability of students to implement effective IPE.</li> </ul>
<b>C2 Room: Thompson A</b>		
Exploring an Online and Adaptive Interprofessional Education (IPE) Learning Module: Choose Your Collaborative Northern Adventure (CYCNA)  This session will be repeated in concurrent session F.	<p><b>Sidney Shapiro</b>, PhD Student, Rural and Northern Health Program, Laurentian University</p> <p><b>Kirk Unger</b>, Forensic Science B.Sc. Program, Laurentian University</p> <p><b>GGayle Adams-Carpino</b> MSW, RSW, Lecturer, Interprofessional Education, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Discuss a proposed new learning model for IPE.</li> <li>• Discuss proposed delivery methods and the benefits of using a mixed delivery model for multi-site learning and collaboration.</li> </ul>
<b>C3 Room: Thompson B</b>		
Patients as Teachers or Patients as Text? Augmenting the Active Involvement of Patients as Teachers  This is a repeat of the presentation held in concurrent session B.	<p><b>Marion Briggs</b>, B.Sc.PT, MA, DMan, Assistant Professor Clinical Sciences, Director, Health Sciences and Interprofessional Education, Northern Ontario School of Medicine</p> <p><b>Heather Westaway</b>, B.Sc..Kin, Lecturer, Division of Clinical Sciences, Manager, Health Sciences and Interprofessional Education, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Compare and contrast “patients as teachers” and “patients as text.”</li> <li>• Explore preceptor/learner relationships and preceptor/learner/patient relationships in the context of patients as text.</li> <li>• Demonstrate and discuss the potential benefits of “patients as text” for learners, preceptors, and patients.</li> </ul>
<b>C4 Room: Simpson Suite</b>		
Simulation in Undergraduate Nursing: A Review of an Implementation Project  This is a repeat of the presentation held in concurrent session A.	<p><b>Nicky Kerr</b>, RN, B.Sc.N, MN, Faculty of Nursing, Sault College Collaborative B.Sc.N Program</p> <p><b>Liz Ubaldi</b>, RN, BA, B.Sc.N, MN, Faculty of Nursing, Sault College Collaborative B.Sc.N Program</p> <p><b>Rebecca Piccolo</b>, RN, B.Sc.N, MN, Faculty of Nursing, Sault College Collaborative B.Sc.N Program</p> <p><b>Andrew Metcalfe</b>, RN, NP-PHC, North Channel Nurse Practitioner LED Clinic, Faculty of Nursing, Sault College</p>	<ul style="list-style-type: none"> <li>• Explain the use of simulation as a means to enhance learning on various levels in undergraduate nursing courses.</li> <li>• Discuss the impact of simulation on student success in the clinical setting.</li> <li>• Identify scenarios for use through a variety of lenses.</li> </ul>
4:00 p.m.	Concurrent Session D	
<b>Title:</b>	<b>Presenter(s):</b>	<b>Objectives:</b>
<b>D1 Room: Algoma Ballroom East</b>		
Your community needs you: An example of community collaboration towards political change	<b>Steve Cairns</b> , RN, B.Sc.N, BEd, MEd, Assistant Professor, Nipissing University	<ul style="list-style-type: none"> <li>• Demonstrate the importance of creativity and collaborative insight in affecting political change.</li> <li>• Challenge participants to consider opportunities for service through community engagement and leadership.</li> </ul>

D2 Room: Thompson A		
It Takes a Team to Raise a Student <small>This is a repeat of the presentation held in concurrent session A.</small>	<b>Erica Snippe-Juurakko</b> , B.Sc.(OT), Occupational Therapy Clinical Education Coordinator and Lecturer, Northern Ontario School of Medicine	<ul style="list-style-type: none"> <li>Identify opportunities for a team based learning environment with an intentional focus on IPC.</li> <li>Discuss positive outcomes with respect to IP learning and core competencies of student placements.</li> </ul>
D3 Room: Thompson B		
A Pleasure to Work With	<b>Leanne Armstrong</b> RN, BA, MHS, MS, Professor, St. Laurentian University	<ul style="list-style-type: none"> <li>To share a different perspective on the aspect of clinical evaluation.</li> <li>Encourage discussion on the topic of subjectivity in the clinical setting.</li> </ul>
6:00 p.m.	Dinner and Awards Presentation	Room: Algoma Ballroom West and Centre
7:00 p.m.	NICHE Keynote Speaker	
Room: Algoma Ballroom West and Centre		
Title:	Presenter:	Objectives:
SIMbiosis – Interprofessional Education and Simulation	<b>Dr. Timothy Willett</b> MD, MMed, Director, Research and Development, SIM-one	<ul style="list-style-type: none"> <li>Summarize the theoretical and empirical basis for interprofessional simulations.</li> <li>List three innovative applications of simulation to interprofessional education.</li> </ul>

## Thursday, October 29, 2015

8:00 a.m.	Breakfast	Room: Algoma Ballroom West and Centre
8:30 a.m.	Welcome Back	Room: Algoma Ballroom West and Centre
9:00 a.m.	Concurrent Session E	
Title:	Presenter(s):	Objectives:
E1 Room: Algoma Ballroom East		
IPE Objectives for In Situ Simulation	<b>Susan Morhart</b> , RN, Simulation for Health Education Programs (SHEP), Simulation Administrator, Northern Ontario School of Medicine  <b>Peggy Petersen</b> , RN, Simulation Specialist, Northern Ontario School of Medicine	<ul style="list-style-type: none"> <li>Identify IPE simulation learning objectives.</li> <li>Design and IPE simulation learning session in their organization.</li> </ul>
E2 Room: Thompson A (9:00-9:30)		
Collaboration... In the Classroom and Beyond <small>This is a repeat of the presentation held in concurrent session B.</small>	<b>Andrea Sicoli</b> , BSsOT (Reg. ON), Occupational Therapist, Professor in the OTA and PTA Program, Sault College  <b>Joanna MacDougall</b> , B.Sc.PT (Reg.ON), M.Sc.PT, Coordinator and Professor in the OTA and PTA Program, Sault College	<ul style="list-style-type: none"> <li>Discuss the importance of fostering collaboration amongst students during classroom activities, labs and simulation, to improve collaboration within the interdisciplinary team in clinical settings.</li> <li>Increase awareness of the variety of learning opportunities using simulation.</li> </ul>
E2 Room: Thompson A (9:30-10:00)		
Building Blocks for Collaborative Practice: An Eight-Part Experiential Interprofessional Series <small>This is a repeat of the presentation held in concurrent session B.</small>	<b>Justine Jecker</b> , B.Sc..KIN, M.Sc., OTReg.(Ont.), Lecturer, Interprofessional Education, Northern Ontario School of Medicine  <b>Gayle Adams-Carpino</b> MSW, RSW, Lecturer, Interprofessional Education, Northern Ontario School of Medicine	<ul style="list-style-type: none"> <li>Discuss NOSM's Interprofessional Series delivered by faculty of Interprofessional Education for the purpose of enhancing recruitment of students, faculty and clinicians throughout Northern Ontario.</li> <li>Identify how this course aligns with Canadian accreditation standards of IPE and provide a detailed explanative of how an eight-week IPE course could be delivered by our NICHE partners.</li> </ul>

Thursday, October 28, 2015 (continued)

E3 Room: Thompson B		
<p>Communicating in Colour: Interprofessional Conversations</p> <p>This is a repeat of the presentation held in concurrent session A.</p>	<p><b>Amy Forget</b>, OT Reg. (Ont.), Clinical Education Coordinator, Rehabilitation Studies, Assistant Professor, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Self-identify communication style based upon “True Colors.”</li> <li>• Identify how communication style affects Interprofessional interactions.</li> </ul>
E4 Room: Simpson Suite		
<p>Interprofessional Practice: Rehabilitation Students’ Experiences On Rural And Remote Placements</p> <p>This session will be repeated in concurrent session G.</p>	<p><b>Christopher Winn</b>, M.Sc.(PT), B.Sc.(Kin), assistant professor, Northern Studies Stream, Rehabilitation Science, McMaster University</p> <p><b>Erica Snippe-Juurakko</b>, B.Sc.(OT), Occupational Therapy Clinical Education Coordinator and Lecturer, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Discuss the extent of formal and informal IP learning in rural/remote practice settings.</li> <li>• Explain how IP contributes to a generalist role in rural settings.</li> <li>• Discuss the nature of interprofessional relationships during small community clinical placements.</li> </ul>
10:00 a.m.	Concurrent Session F	
Title:	Presenter(s):	Objectives:
F1 Room: Algoma Ballroom East		
<p>So you want to offer a practice-based interprofessional learning opportunity (IPLO)?</p> <p>This session will continue into the next concurrent session block.</p>	<p><b>Dr. Ruby Grymonpre</b>, B.Sc.(Pharm), PharmD, FCSHP, professor, Faculty of Pharmacy with a cross appointment in the Faculty of Medicine, University of Manitoba</p>	<ul style="list-style-type: none"> <li>• Define interprofessional education for collaborative person centred practice (IECPCP).</li> <li>• Outline the steps your team should take in its transition to a high performing collaborative care team.</li> <li>• Describe at least three different practice-based interprofessional learning opportunities (IPLOs).</li> <li>• Identify and plan practice-based IPLOs your team might offer.</li> </ul>
F2 Room: Thompson A		
<p>Integrating Interprofessional Education into the Curricula: Opportunities and Challenges of Four Northern Ontario Undergraduate University Nursing Programs</p> <p>This is a repeat of the presentation held in concurrent session B.</p>	<p><b>Emily Donato</b>, R.N., B.Sc.N., .Ed., Assistant Professor, Laurentian University, Ph.D. in Rural and Northern Health Program at Laurentian University</p>	<ul style="list-style-type: none"> <li>• Discuss the background and literature surrounding interprofessional education integration in nursing curricula.</li> <li>• Describe a proposed research study on how four Northern University Nursing programs are integrating.</li> <li>• Integrate interprofessional education into curricula, including faculty and administrator experiences.</li> </ul>
F3 Room: Thompson B		
<p>The Pedagogy of Teaching Indigenous Students Within and Without the Classroom</p> <p>This is a repeat of the presentation held in concurrent session A.</p>	<p><b>Dr. Michael Hankard</b>, Ph.D., (Abenaki/Métis) Assistant Professor and Chair of the Indigenous Studies program, University of Sudbury</p>	<ul style="list-style-type: none"> <li>• Identify challenges associated with teaching Indigenous students in classroom and field course settings.</li> <li>• Discuss strategies to integrate Indigenous learning practices into their teaching.</li> <li>• Identify methods of putting into motion Indigenous learning practices to the benefit of students and teachings, accounting for challenges faced in learning environments.</li> </ul>

## Thursday, October 28, 2015 (continued)

F4 Room: Simpson Suite		
<p>Exploring an Online and Adaptive Interprofessional Education (IPE) Learning Module: Choose Your Collaborative Northern Adventure (CYCNA)</p> <p>This is a repeat of the presentation held in concurrent session C.</p>	<p><b>Sidney Shapiro</b>, PhD Student, Rural and Northern Health Program, Laurentian University</p> <p><b>Kirk Unger</b>, Forensic Science B.Sc. Program, Laurentian University</p> <p><b>Gayle Adams-Carpino</b> MSW, RSW, Lecturer, Interprofessional Education, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Discuss a proposed new learning model for IPE.</li> <li>• Discuss proposed delivery methods and the benefits of using a mixed delivery model for multisite learning and collaboration.</li> </ul>
11:00 a.m.	Concurrent Session G	
Title:	Presenter(s)	Objectives
G1 (F1 Continued) Room: Algoma Ballroom East		
<p>So you want to offer a practice-based interprofessional learning opportunity (IPLO)?</p>	<p><b>Dr. Ruby Grymonpre</b>, B.Sc.(Pharm), PharmD, FCSHP, professor, Faculty of Pharmacy with a cross appointment in the Faculty of Medicine, University of Manitoba</p>	<ul style="list-style-type: none"> <li>• Define interprofessional education for collaborative person centred practice (IEPCP).</li> <li>• Outline the steps your team should take in its transition to a high performing collaborative care team.</li> <li>• Describe at least three different practice-based interprofessional learning opportunities (IPLOs).</li> <li>• Identify and plan practice-based IPLOs your team might offer.</li> </ul>
G2 Room : Thompson A		
<p>Interprofessional Practice: Rehabilitation Students' Experiences On Rural And Remote Placements</p> <p>This is a repeat of the presentation held in concurrent session E.</p>	<p><b>Christopher Winn</b>, M.Sc.(PT), B.Sc.(Kin), assistant professor, Northern Studies Stream, Rehabilitation Science, McMaster University</p> <p><b>Erica Snippe-Juurakko</b>, B.Sc.(OT), Occupational Therapy Clinical Education Coordinator and Lecturer, Northern Ontario School of Medicine</p>	<ul style="list-style-type: none"> <li>• Discuss the extent of formal and informal IP learning in rural/remote practice settings.</li> <li>• Explain how IP contributes to a generalist role in rural settings.</li> <li>• Discuss the nature of interprofessional relationships during small community clinical placements.</li> </ul>
G3 Room: Thompson B		
<p>Lakehead Interprofessional Student Society</p> <p>This is a repeat of the presentation held in concurrent session C.</p>	<p><b>Jessica McCann</b>, Research Director for LIPSS, Lakehead University</p>	<ul style="list-style-type: none"> <li>• Raise awareness of the Lakehead Interprofessional Student Society.</li> <li>• Explain the potential and ability of students to implement effective IPE.</li> </ul>
12:00 p.m.	Wrap-up and Evaluations	Room: Algoma Ballroom West and Centre



# Second Annual NICHE Conference Strengthening Health Care Through Interprofessional Care and Simulation

Course Code: CFXNI-01501-A

## VENUE

If you require overnight accommodation for this event, please contact:

### DELTA WATERFRONT HOTEL

208 Saint Mary's River Drive  
Sault Ste. Marie, ON  
Tel: 705-949-0611

Quote 'NICHE Conference' when making your booking.

You must book by **Wednesday, September 30, 2015** in order to obtain the group rate.

## CONFERENCE FEES

### Conference Registration:

\$175.00 CAD

### Residents and All Learners:

\$60.00 CAD

## ACCREDITATION

This program meets the accreditation criteria of The Continuing Education and Professional Development Office at the Northern Ontario School of Medicine.

## REGISTRATION INFORMATION

The registration deadline is Wednesday, October 21, 2015. Enrollment is limited - please register early.

[www.nosm.ca/cepdereg](http://www.nosm.ca/cepdereg)

Concurrent session registration will be allocated on a first come, first served basis. You will be contacted by email to seek your concurrent registration preferences.

In the event that a participant needs to withdraw from the program after registering, refunds (less a \$50.00 CAD administration fee) will be issued if the cancellation of registration is provided in writing to the CEPD office before Wednesday, August 30, 2015.

The NOSM CEPD office reserves the right to cancel courses if required. Registrants will be notified as early as possible if this course is cancelled. Registration fees for courses cancelled by NOSM CEPD office will be refunded; however NOSM CEPD will not be liable for any loss, damage or other expenses that such cancellation may cause.

For more information, please visit the conference website at <http://www.nosm.ca/niche/default.aspx?id=5948> or contact:

### Christina Graves

Continuing Education and Professional Development (CEPD) Coordinator

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