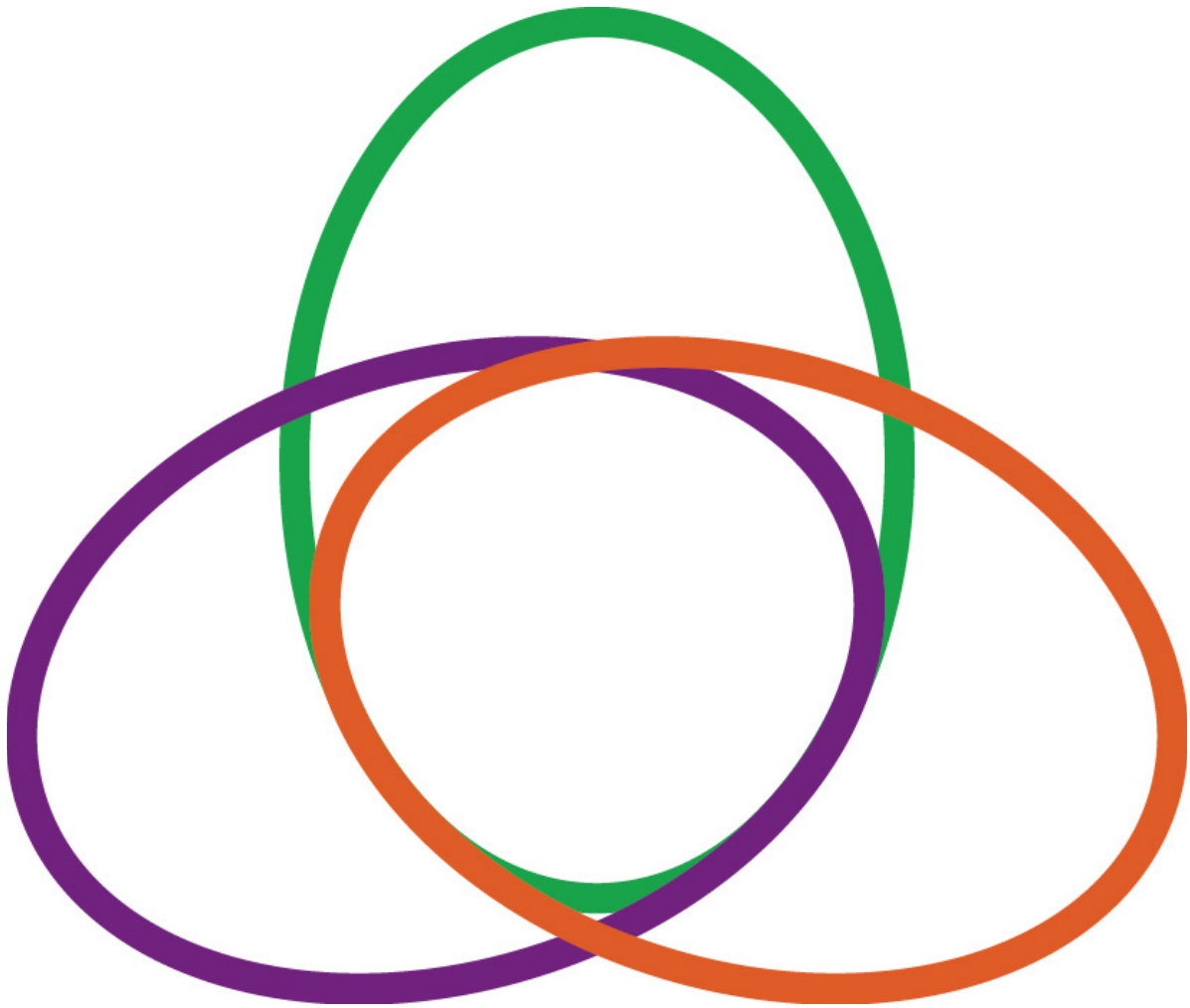




THE UNIVERSITY
of ADELAIDE

The International Learning Collaborative (ILC) Annual Conference and Summit



13-15 June 2016

Green Templeton College, Oxford UK

Getting the Evidence around Fundamentals of Care into Practice





Professor Alison Kitson
*Dean, and Head of School, School of
Nursing, the University of Adelaide*

Welcome

As one of the Founding Members of ILC, and on behalf of the ILC Steering Group, it is my great pleasure to welcome you to our 8th annual meeting. Founded in 2008, the ILC, is a member-based organisation of international academics, clinicians and leaders. Its goal is to transform the way in which care is delivered in high tech environments and to elevate the standard of fundamental care globally.

Since 2012 the ILC has hosted a three-day event that brings together international, multi-disciplinary healthcare experts and offers a forum for critical dialogue and discussion and the opportunity to set up international collaborations relating to the research, education, practice and policy of high-

quality fundamental care. This year's event, hosted in the beautiful settings of Green Templeton College, University of Oxford, centres on the theme: "How can we better translate the evidence of the Fundamentals of Care into practice?" The aim is to explore innovative strategies for how we can harness, synthesise and operationalise evidence in order to transform the way in which fundamental care is delivered. The strategies will then inform the continued work of the ILC and its goal of transforming the delivery of fundamental care.

We are looking forward to another exciting and energising event and welcome to historic Oxford. May you have a fulfilling and enriching experience.



Contents

| | |
|---|----|
| Program at a Glance | 3 |
| Venue | 4 |
| Keynote Speakers | 5 |
| Workshop Leads | 6 |
| Workshop Sessions | 8 |
| Workshop Facilitation Protocol | 9 |
| One Big Idea | 10 |
| Intellectual Property & Rules of Engagement | 11 |
| ILC Goals | 12 |
| ILC Steering Committee..... | 13 |
| Sponsorship..... | 14 |

Program at a Glance

Monday, 13 June 2016

| | | | | | |
|-------------|--|---|--|---|---|
| 8:30-9:00 | Registration - desk open | | | ● | |
| 9:00-9:20 | Welcome and Introductions | Professor Denise Lievesley, Principal, Green Templeton College, Oxford, UK | | | ■ |
| 9:20-10:20 | Keynote Speakers: | <ol style="list-style-type: none"> The Reciprocity of Care, Sian Rees, Director, Health Experiences Institute, University of Oxford, UK Eradicating Pressure Injury as a Source of Harm to Patients: What is the Evidence?, Debra Jackson, Professor of Nursing, Oxford Brooke University, UK | | | |
| 10:20-10:40 | Morning Tea | | | ● | |
| 10:40-11:25 | Speakers: Values-Based Care | Ashok Handa , Vascular Surgeon, Nuffield Department of Surgery, John Radcliffe Hospital, and Co-director of the Collaborating Centre for Values-based Practice, St Catherine's College, University of Oxford, UK | Ann Newton-Hughes , Lecturer, University of Salford, UK | Peter Hindley , Executive Lead for the Commission for Values-based Child and Adolescent Mental Health Services (CAMHS), St Catherine's College, University of Oxford Chair of CAMHS Faculty, Royal College of Psychiatrists, UK | ■ |
| 11:25-11:30 | Travel | | | | |
| 11:30-12:15 | Workshop - Session A | Values-based practice: linking science with people in surgical care (and everywhere!) | [Details to be provided] | Values- Based Child and Adolescent Mental Health (CAMH) | |
| 12:15-13:00 | Lunch | | | ■ | |
| 13:00-13:10 | Travel | | | | |
| 13:10-13:55 | Speakers: Relationship-Centred Care | Jackie Bridges , Professor, University of Southampton, UK | Tiffany Conroy , Program Coordinator, Bachelor of Nursing (Post Registration), School of Nursing, University of Adelaide, Australia and Deputy Director, Centre for Evidence Based Practice SA, Australia | Rebecca Feo , Postdoctoral Fellow, School of Nursing, University of Adelaide, Australia | ■ |
| 13:55-14:00 | Travel | | | | |
| 14:00-14:45 | Workshop - Session B | Supporting teams to deliver relationship-centred care: challenges and innovations | Umbrella review of the evidence: What factors influence the caring relationship between a nurse and patient? | Using holistic interpretive synthesis to create practice-relevant guidance for person-centred fundamental care | |
| 14:45-15:00 | Afternoon Tea | | | ● | |
| 15:00-15:45 | Speakers: The Physical Fundamentals of Care | Kathleen Vollman , Adjunct Faculty CNS Graduate Program, Michigan State University, USA | Craig Dale , Assistant Professor, University of Toronto, Canada | Asa Muntlin Athlin , Head of Research, Department of Emergency Care, Uppsala University Hospital Adjunct Senior Lecturer and Researcher, Uppsala University, Sweden | ■ |
| 15:45-15:50 | Travel | | | | |
| 15:50-16:35 | Workshop - Session C | Interventional patient hygiene: connecting the Fundamentals of Care to improved patient outcomes | Prevalence of oral hygiene barriers in the intensive care unit | Dead or Alive? – Or what other quality measurements do we need in the practice of emergency care? | |
| 16:35-16:40 | Travel | | | | |
| 16:40-17:00 | Wrap Up | Catherine Stoddart , Chief Nurse, Oxford University Hospitals NHS Foundation Trust, UK | | | ■ |

Tuesday, 14 June 2016

| | | | | | |
|-------------|--------------------------|---|--|---|--|
| 08:30-09:00 | Registration - desk open | | | | |
| 09:00-12:30 | Session 1 | Welcome | Gary A Ford , Chief Executive Officer of the Oxford AHSN, UK | | |
| | | Year in Review | Alison Kitson , Dean of Nursing and Head of School, University of Adelaide, Australia | | |
| | | Workshop: Refining the Fundamentals of Care | Rebecca Feo , Postdoctoral Fellow, School of Nursing, University of Adelaide, Australia | | |
| 12:30-13:30 | Lunch | | | ● | |
| 13:30-15:00 | Session 2 | Work Groups | | | |
| | | Research Registry | <ol style="list-style-type: none"> Asa Muntlin Athlin, Head of Research, Department of Emergency Care, Uppsala University Hospital and, Adjunct Senior Lecturer and Researcher, Uppsala University, Sweden Professor Yvonne Wenstrom, Professor of Nursing, Division of Neurobiology, Care Science and Society, Karolinska Institutet, and Radiumhemmet, Karolinska University Hospital, Stockholm, Sweden | | |
| | | Tracking ILC Publications | Tiffany Conroy , Program Coordinator, Bachelor of Nursing (Post Registration), School of Nursing, University of Adelaide, Australia and Deputy Director, Centre for Evidence Based Practice SA, Australia | | |
| 15:00-16:30 | Session 3 | Member Presentations | | | |
| 19:00 | Dinner | GTC Dining Hall | | | |

Wednesday, 15 June 2016

| | | | | | |
|-------------|-------------|---|--|---|--|
| 09:30-11:45 | Session 4 | Synthesis of Outcomes from Conference and Day 1 of Summit | | | |
| | | Emerging Action Plan | | | |
| 11:45-12:30 | Lunch | | | ● | |
| 12:30-13:45 | Session 5 | Governance | | | |
| | | ILC 2017 | <ol style="list-style-type: none"> Asa Muntlin Athlin, Head of Research, Department of Emergency Care, Uppsala University Hospital and, Adjunct Senior Lecturer and Researcher, Uppsala University, Sweden Professor Yvonne Wenstrom, Professor of Nursing, Division of Neurobiology, Care Science and Society, Karolinska Institutet, and Radiumhemmet, Karolinska University Hospital, Stockholm, Sweden | | |
| 13:45-CLOSE | Group Photo | | | | |

Room Legend

● Stables Bar

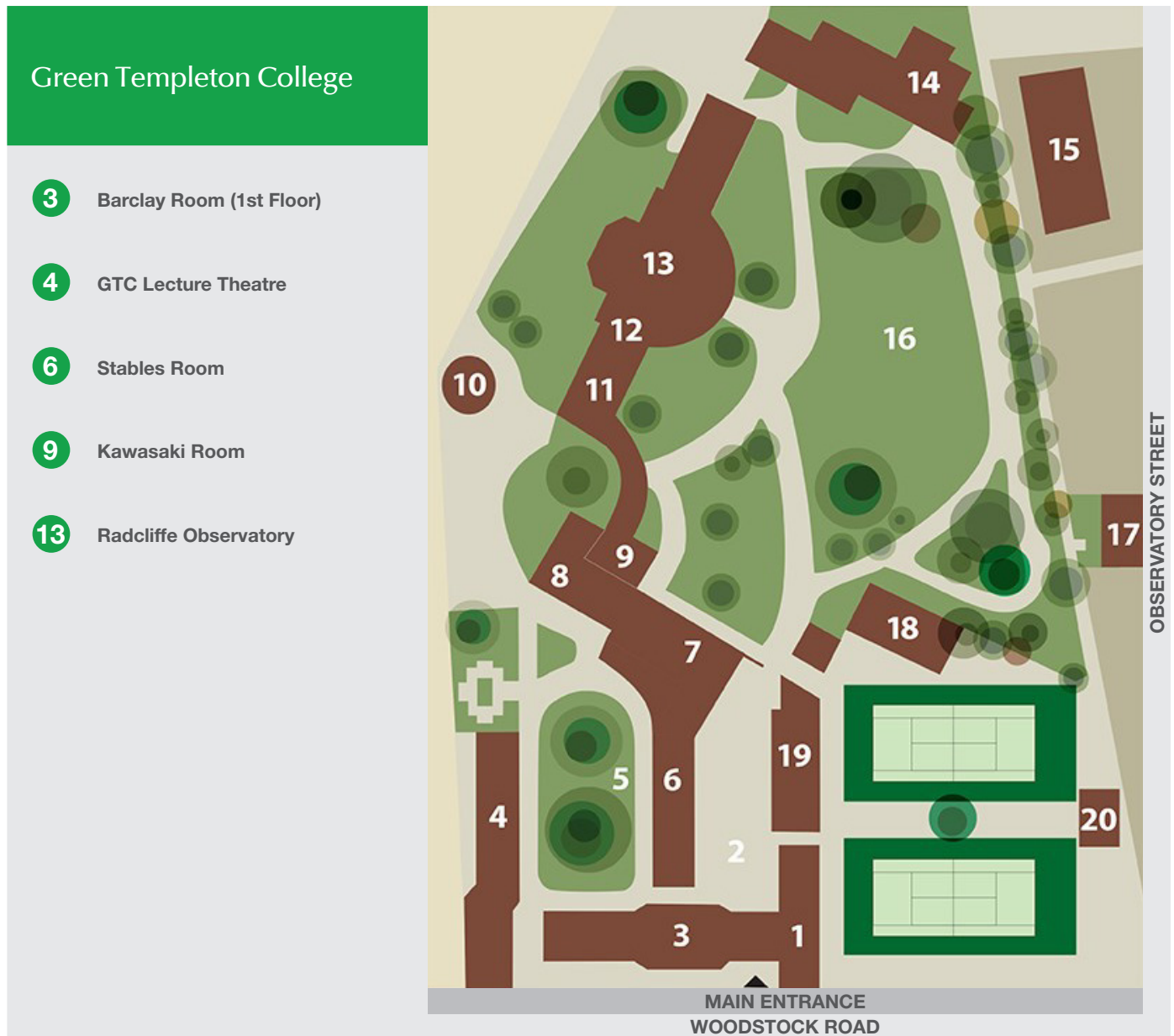
■ GTC Lecture Theatre

■ Barclay

■ Kawasaki

■ St Lukes

Venue



GTC Dining Hall (Radcliffe Observatory)



Green Templeton's dining hall is housed in the heart of the College on the ground floor of the iconic 18th century **Radcliffe Observatory**. The Common Room, originally the Observatory's library, is located on the first floor and is an ideal space for pre-dinner drinks and post-dinner coffee and chocolates.

The Observatory was built at the suggestion of Dr Thomas Hornsby, the Savilian Professor of Astronomy, after he had used his room in the Bodleian Tower to observe the transit of Venus across the sun's disc in 1769.

The building functioned as an observatory from 1773 until the previous owners (the Radcliffe Trustees) decided to sell it in 1934. The purchaser of the Observatory was Lord Nuffield, who presented it to the hospital authorities and, in 1936, established the Nuffield Institute for Medical Research. In 1979 the Institute moved to new premises in the grounds of the John Radcliffe Hospital, thus freeing the Observatory site for its new owner, Green Templeton College.

Dress Code: Business Attire

Keynote Speakers

Monday, 13 June 2016

Keynote Speaker 9.20-9.50am

Sian Rees
(UK)



Siân leads on Patient and Public Involvement, Engagement and Experience for the Oxford Academic Health Science Network and on public and patient involvement in research within the Nuffield Department of Primary Care Health Sciences.

Siân has a background in public health medicine with over a decade of policy development experience at the Department of Health: providing briefing and advice to ministers, working closely with the Press Office and leading on a wide range of topics such as women's mental health, capital projects, mental health inquiries and developing NHS contracts. Prior to this she was Director of Mental Health on the board of North Mersey Community and Mental Health Trust in Liverpool with responsibility for six clinical directorates. Whilst there she developed new models of service delivery for homeless people with mental illness, in local prisons and for community mental health care. In previous posts she has worked as a public health advisor to commissioning teams at local and national level and in health promotion.

Throughout her career Siân has endeavoured to hear what matters most to those she is working with and to incorporate this into action – whether listening to patients in clinic, engaging with local service users about the care they are receiving or hearing the devastating impact of suicide on families. This has proved to be a repeatedly humbling experience, easy in theory but hard in practice.

TOPIC: The Reciprocity of Care

Keynote Speaker 9.50-10.20am

Debra Jackson
(UK)



Professor Debra Jackson PhD FACN is Professor of Nursing in the Faculty of Health & Life Sciences at Oxford Brookes University; Director of the Oxford Institute of Nursing and Allied Health Research (OxINAHR), and Professor, Nursing Research at the Oxford University Hospitals NHS Trust. Prior to her appointment at Oxford Brookes University, Professor Jackson worked in the Faculty of Health at the University of Technology, Sydney (UTS) in Australia.

Professor Jackson is Editor-in-Chief of Journal of Clinical Nursing, and sits on the Editorial Boards of Journal of Child Health Care, Nursing Inquiry, and Nursing and Health Science. In 2016, Professor Jackson was named as a Principal Fellow, NIHR Oxford Biomedical Research Centre (BRC/BRU); awarded in recognition of the quality and volume of her internationally excellent research, and her outstanding and sustained contribution to translational clinical research.

TOPIC: Eradicating Pressure Injury as a Source of Harm to Patients: What is the Evidence?

Room Legend

● Stables Bar

■ GTC Lecture Theatre

■ Barclay

■ Kawasaki

■ St Lukes

Getting the Evidence around Fundamentals of Care into Practice





Workshop Leads

Monday, 13 June 2016

| Workshop Speaker - Session A | | 10.40-10:55 |
|------------------------------|---|---|
| Ashok Handa (UK) |  | <p>Ashok is a vascular surgeon in the Nuffield Department of Surgery at the John Radcliffe Hospital, Oxford. He is a Fellow by Special Election in Medicine at St Catherine's College where he is also Tutor for Graduates and Co-director of the Collaborating Centre for Values-based Practice. He is the Clinical Tutor in Surgery for the University and Associate Director of Clinical Studies for Oxford Medical School.</p> <p>TOPIC: Values-Based Care</p> |
| Workshop Speaker - Session A | | 10.55-11:10 |
| Ann Newton-Hughes (UK) |  | <p>Ann qualified as a Diagnostic Radiographer in 1989 and gained a wealth of clinical experience working in plain film radiography and ultrasound until 2001 when she joined the academic team at the University of Salford. Ann's duties currently include teaching, module leadership and the management of the clinical learning for the undergraduate programme. Ann also leads the re-accreditation programme for The National Abdominal Aortic Aneurysm Screening Programme. Ann is currently co-chair of the Association of Radiography Educators. Ann's research interests are chiefly related to clinical practice and clinical education and have covered a diverse range of topics from clinical staff attitudes to CPD to the use of webcams to support distance PBL. Ann has recently completed a Professional Doctorate related to radiographer problem solving and decision making in the trauma imaging setting.</p> <p>TOPIC: Values-Based Care</p> |
| Workshop Speaker - Session A | | 11:10-11:25 |
| Peter Hindley (UK) |  | <p>Dr Peter Hindley is chair of the Faculty of Child and Adolescent Psychiatry, Royal College of Psychiatrists. He worked as a consultant paediatric liaison psychiatrist at St Thomas' Hospital London for 10 years until 2015. Before that he established and developed a mental health service for deaf children and young people at South West London and St George's. Throughout his career, Peter has been closely involved in training child and adolescent psychiatrists, most recently as Director of Training for South London. He has longstanding interests in early intervention and prevention, particularly in school settings, and the interface between physical and mental health in children and young people. He is currently convening the Values Based CAMH System Commission, which is chaired by Baroness Tyler and sponsored by the Faculty of Child and Adolescent Psychiatry, Young Minds and the CYPMH Coalition. The commission's work is underpinned by research funded by the Dimwoodie Settlement. Peter currently works as a medical member of the Mental Health Tribunal Service.</p> <p>TOPIC: Values-Based Care</p> |
| Workshop Speaker - Session B | | 13:10-13:25 |
| Jackie Bridges (UK) |  | <p>Professor Jackie Bridges is Professor of Older People's Care in the Faculty of Health Sciences at the University of Southampton. A registered nurse by profession, her academic work focuses on the organisation and delivery of health care to older people with complex needs. She leads a major programme of research focused on professional work and organisational change related to older people's care, and steers the development and delivery of associated educational provision in the Faculty. Jackie leads the Faculty's Ageing and Dementia research theme and is the Director for the NIHR CLAHRC Wessex Research Capacity in Dementia Care programme.</p> <p>TOPIC: Relationship-Centred Care</p> |
| Workshop Speaker - Session B | | 13:25-13:40 |
| Tiffany Conroy (Aus) |  | <p>Tiffany Conroy is a lecturer and course coordinator in the School of Nursing's Bachelor of Nursing (Post Registration) program delivered at the Singapore campus of the University of Adelaide. Tiffany's research interests include the Fundamentals of Nursing Care, Knowledge Translation and the methodology and conduct of systematic reviews. She is currently a PhD candidate being supervised by Professor Alison Kitson, Adjunct Professor Alison Tierney, and Dr Kate Cameron. The topic for her PhD is 'Factors influencing nurses' delivery of the Fundamentals of Care'. Tiffany has been involved in the preparation of several papers relating to the fundamentals of care with other members of the International Learning Collaborative. Tiffany has a Bachelor of Nursing from Flinders University of South Australia and a Master in Nursing Science from the University of Adelaide. She is a Fellow of the Australian College of Nursing.</p> <p>TOPIC: Relationship-Centred Care</p> |

Workshop Leads

Monday, 13 June 2016

| Workshop Speaker - Session B | | 13:40-13:55 |
|--|--|-------------|
| <p>Rebecca Feo (Aus)</p>  | <p>Dr. Rebecca Feo is a Postdoctoral Research Fellow in the School of Nursing at the University of Adelaide, Australia. Her research program at the University centres primarily on the Fundamentals of Care. Her current research focus is on developing the evidence base behind holistic, relationship-centred fundamental care, with the aim of improving the way in which such care is delivered globally. Her expertise is in qualitative research, in particular Conversation Analysis, which examines how social actions are accomplished in real-life, naturally-occurring interactions. She is passionate about conducting applied, qualitative research that has the potential to generate practical applications to improve health and wellbeing. She is particularly interested in examining the ways in which the provision of healthcare is accomplished both face-to-face (e.g., during doctor-patient interactions) and over-the-phone (e.g., on a helpline), and how the delivery of such care can be altered or improved to ensure better outcomes for clients and patients.</p> <p>TOPIC: Relationship-Centred Care</p> | |
| Workshop Speaker - Session C | | 15:00-15:15 |
| <p>Kathleen Vollman (USA)</p>  | <p>Ms Vollman is a Critical Care Clinical Nurse Specialist, Educator and Consultant. She has published and lectured nationally and internationally on a variety of topics, including pulmonary, critical care, fundamental nursing care practices for prevention of health care acquired injuries, and work culture. She earned her nursing degree from Wayne State University in Detroit Michigan and her Master's in Critical Care Nursing from California State University in Long Beach. From 1989 to 2003 she functioned in the role of Clinical Nurse Specialist for the Medical ICU's at Henry Ford Hospital in Detroit Michigan. She serves as adjunct faculty for the Clinical Nurse Specialist Program at Michigan State University in East Lansing Michigan. Currently her company, ADVANCING NURSING LLC, is focused on creating empowered work environments for nurses through the acquisition of greater skills and knowledge. In 2004, Kathleen was inducted into the College of Critical Care Medicine, and in 2009 she was inducted into the American Academy of Nurses. In 2012, Ms Vollman was appointed to serve as an honorary ambassador to the World Federation of Critical Care Nurses.</p> <p>TOPIC: The Physical Fundamentals of Care</p> | |
| Workshop Speaker - Session C | | 15:15-15:30 |
| <p>Craig Dale (Canada)</p>  | <p>Craig Dale RN PhD CNCC(C) is an Assistant Professor at the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, Canada. He is also an Advanced Practice Nurse in Adult Intensive Care (ICU) at Sunnybrook Health Sciences Centre in Toronto. Dale's research explores fundamental aspects of nursing care for ventilator-assisted patients including oral hygiene, pain management, and communication. He has employed qualitative, ethnographic, and mixed methods approaches in both single and multicentre studies. Journals publishing Dale's research include Qualitative Health Research, Critical Care Medicine, American Journal of Critical Care, Intensive & Critical Care Nursing, Advanced Journal of Nursing, and BMJ Quality & Safety.</p> <p>TOPIC: The Physical Fundamentals of Care</p> | |
| Workshop Speaker - Session C | | 15:30-15:45 |
| <p>Asa Muntlin Athlin (Sweden)</p>  | <p>Dr Åsa Muntlin Athlin is currently the Head of Research at Department of Emergency Care and Internal Medicine at Uppsala University Hospital, Sweden. She has specialist training in emergency care and has long and ongoing clinical experience in ED nursing.</p> <p>Dr Muntlin Athlin has for the last 10 years been undertaking research within the ED field. Her present research focus is on health services research, pain management, patient experiences and knowledge translation. Dr Muntlin Athlin has a wide national and international collaborating network and is also an adjunct research fellow at the University of Adelaide in Australia. She has worked in Australia closely with Professor Alison Kitson around the concept Fundamentals of Care during a two-year period. Also, Dr Muntlin Athlin is a member of the steering group of the International Learning Collaborative (ILC) and a member of the working group for Nordic Research and Innovation/Nurse research in clinical practice (NRI). Dr Muntlin Athlin is co-Principal Investigator for the international research program SMAAPP (Seamless management of patients seeking care for acute abdominal pain – a person-centred approach). Also, she has an Adjunct Senior Lecturer position at Uppsala University.</p> <p>TOPIC: The Physical Fundamentals of Care</p> | |

Workshop Sessions

Monday, 13 June 2016

| | BARCLAY | KAWASAKI | ST LUKES |
|---|--|--|---|
| WORKSHOP - SESSION A 11:30-12:15 Values-Based Care | Values-based practice: Linking science with people in surgical care (and everywhere!) Lead: Ashok Handa Facilitator: Alison Kitson | [Details to be provided] Lead: Ann Newton-Hughes Facilitator: Lianne Jeffis | Values Based Child and Adolescent Mental Health (CAMH) Lead: Peter Hindley Facilitator: Jane Merkley |
| WORKSHOP - SESSION B 14:00-14:45 Relationship-Centred Care | Supporting teams to deliver relationship-centred care: Challenges and innovations Lead: Jackie Bridges Facilitator: Kathleen MacMillan (shadowed by Therese Avalkin) | Umbrella review of the evidence: What factors influence the caring relationship between a nurse and patient? Lead: Tiffany Conroy Facilitator: Erik Elgaard Sorensen (shadowed by Alexander Tegelberg) | Using holistic interpretive synthesis to create practice-relevant guidance for person-centred fundamental care Lead: Rebecca Feo Facilitator: Maria Brovall |
| WORKSHOP - SESSION C 15:50-16:35 The Physical Fundamentals of Care | Interventional Patient Hygiene: Connecting the Fundamentals of Care to Improved Patient Outcomes Lead: Kathleen Vollman Facilitator: Yvonne Wengstrom | Prevalence of oral hygiene barriers in the intensive care unit Lead: Craig Dale Facilitator: Elisabeth Sarenmalm | Dead or Alive? – Or what other quality measurements do we need in the practice of emergency care? Lead: Asa Muntlin Athlin Facilitator: Sian Rees |

Room Legend

● Stables Bar

■ GTC Lecture Theatre

■ Barclay

■ Kawasaki

■ St Lukes

Workshop Facilitation Protocol

Monday, 13 June 2016

| | |
|---------------------------------|--|
| Workshop Context | <ul style="list-style-type: none">• To stimulate dialogue and debate as a means to deepen our understanding of how the fundamentals of care are embedded in health systems and how we can generate evidence around the delivery of high-quality fundamental care• To bring together leaders, practitioners, academics and policy makers to explore pressing issues around the delivery of fundamental care and the generation of evidence to ensure quality fundamental care |
| Workshop Guide | <ul style="list-style-type: none">• Each workshop session is 45 minutes• The leader will use the first 5-10 minutes to expand on and clarify their presentation• Butcher's paper is available in each session• Delegate discussions will use round tables with small groups on each table (a maximum of 30 participants will be in each workshop)• Delegates will have 25 minutes to discuss in smaller groups• Delegates will then re-convene as a larger workshop group and discuss the ideas generated during the smaller group discussions• Using the 'One Big Idea' Template attached as a guide, develop one big idea that addresses the questions outlined in the template• The facilitator will work with the leader to complete the 'One Big Idea' template, which will then be fed back to all conference delegates |
| Key Concepts/Definitions | <p>The framework used by the ILC to inform their work and continued dialogue is the Fundamentals of Care Framework. However, the ILC are equally interested in how other frameworks might confirm or challenge the assumptions put forth in the Fundamentals of Care Framework.</p> |
| 'One Big Idea' Template | <p>The 'One Big Idea' template is designed to generate feasible, actionable next steps, which will be used by ILC members to expand the evidence base around the fundamentals of care.</p> |



One Big Idea

Monday, 13 June 2016

1. This Template is designed to facilitate the development of One Big Idea within the context of fundamentals of care, and provide a framework for addressing this year's theme: "*Getting the Evidence around the Fundamentals of Care into Practice*".
2. A series of questions are provided to guide the development of this One Big Idea.

ILC Conference Workshop Session 'Getting the Evidence around the Fundamentals of Care into Practice' 13 June 2016

| | |
|------------------------------------|--|
| Evidence Generation & Validation | <ul style="list-style-type: none"> • What did you like about the presentation? • What resonated with you? • Were appropriate stakeholders engaged in generating the evidence? |
| Translating Evidence into Practice | <ul style="list-style-type: none"> • What innovative solutions can you identify to bridge the gap between research and practice in this area? |
| Outcomes | <ul style="list-style-type: none"> • Select one big idea/innovation that you want to see continued work around following this conference. • Who from your group would like to be involved in this work? [Please advise contact details on form provided in workshops.] |



Intellectual Property and Rules of Engagement

The ILC is designed to expose ideas and opportunities and facilitate collaborative discussion and action around the practice, research, education and policy of the fundamentals of care:

- 'Chatham House' Rules apply;
- discuss ideas and opinions in an open and respectful manner and give others credit for their contributions;
- encourage input from a diversity of stakeholders to ensure that opportunities are considered in the round and with a focus on matching needs and capabilities;
- aim to identify opportunities and drive collaborations to transfer innovation into action;
- understand that sharing an idea in these sessions does not transfer any rights that might exist in relation to those ideas, and seek agreement from those who contribute ideas before sharing or using those outside of the collaborative forum.

Where groups within the ILC form around a concept and wish to develop a detailed action or investment plan around a project then the expectation is that – unless otherwise agreed:

- discussions will be confidential, the onus being on recipients of information to clear further dissemination up front with those who have provided it;
- any rights in ideas and related intellectual property remain with the respective owners – permitted use by others in the group is only for evolution of the project proposal;
- further responsibilities, rights and obligations will be documented between the group members engaged in the project.

ILC Goals

What is the ILC?

The International Learning Collaborative (ILC), established in 2008, is a group of leading nursing academics, researchers, clinicians, executive directors and policymakers committed and determined to influence the way fundamental care is delivered throughout Academic Health Science Systems worldwide.

The focus of the ILC is on the delivery of fundamental care to patients and how it is delivered in safe, effective, consistent and person-centred ways.

Goals of the ILC

- Sharing best evidence, policy and practice around fundamental care
- Integrating clinical practice, research and academic education to promote excellence in fundamental care
- Mapping current challenges to the delivery of person-centred, safe fundamental care and developing collaborative strategies to address these challenges
- Developing an international research collaborative to promote the systematic investigation of Fundamentals of Care.

GOALS AND OBJECTIVES

| Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|--|--|---|--|
| Produce evidence to inform how best to deliver fundamental care | Making knowledge on fundamentals of care accessible | Making ILC the 'home of Fundamentals of Care' | Building an effective and sustainable collaborative |
| <p>To produce high-quality relevant, up-to-date primary research and synthesised research evidence to inform and shape the fundamental care that patients experience in healthcare settings.</p> <ul style="list-style-type: none"> • Relevance: We will engage with patients and other healthcare consumers, health practitioners, policy-makers, and research funders to identify questions that are most relevant and important to their understanding of the role of Fundamentals of Care in the total healthcare delivery system; and prioritise the production and dissemination of key review and research findings. • Comprehensive coverage: We will continue to support the production of evidence that informs the delivery of fundamental care across the broad healthcare spectrum. • Pioneering methods: We will continue to develop innovative methods for designing and conducting research in the area of Fundamentals of Care. | <p>Make our products on the Fundamentals of Care accessible: To make ILC information and evidence accessible and useful to everybody, everywhere in the world.</p> <ul style="list-style-type: none"> • Co-design and delivery: We will acknowledge the centrality of fundamental care by putting the needs of the users of our information at the heart of our content design and delivery. We will consult with healthcare users to develop creative and flexible ways of delivering our content that make it more accessible and usable in diverse contexts and settings worldwide. • Open access: We will work towards ensuring that our products are universally accessible. • Culturally appropriate: We will ensure appropriate recognition is given to the cultural variation across groups in fundamental care practices and work to reduce ambiguity in language. • Transforming learning and teaching: We will work to ensure that our knowledge is translated into ways of educating the next generation of carers, both professional and community based. | <p>Advocating for the fundamentals of care: To make ILC the home of fundamentals of care that transform patients' experiences to inform health decision-making, build greater recognition of our work, and become the leading advocate for high quality fundamental care worldwide.</p> <ul style="list-style-type: none"> • Global profile: We will clarify, simplify and improve the way we communicate to the world by creating an overarching 'ILC Fundamentals of Care' brand. • The 'home of fundamentals of care': We will make ILC the 'go-to' place for evidence to inform decision-making in healthcare by offering a range of evidence-informed products and resources. • Global advocate: We will advocate for evidence-informed fundamental care and the uptake of research evidence in health policy-making and services planning. • Global partner: We will continue to build international and local partnerships and alliances with organisations that help us to reach people who are making decisions about fundamental care in health, particularly, policy-makers, practitioners, researchers, consumers and educators. • Global impact: We will demonstrate value of the ILC and impact to funders, users and other beneficiaries of our work by achieving these goals. | <p>Building an effective and sustainable collaborative: To be a diverse, inclusive and transparent international learning collaborative that effectively harnesses the enthusiasm and skills of our contributors, is guided by our values and principles, is governed accountably, and is managed efficiently and transparently.</p> <ul style="list-style-type: none"> • Inclusive and open: We will establish a membership structure to improve our cohesiveness and to reduce barriers to participation by creating a clear and open route into the collaborative for people who want to get involved. • Global and diverse: We will become a truly global entity by establishing an ILC presence in all regions, building capacity in low- and middle-income countries. • Sustainable future: We will develop a funding base to explore additional funding options. • Efficiently run: We will review and adjust the structure and business processes of the collaborative to ensure that they are optimally configured to enable us to achieve our goals. • Investing in people: We will make major new investments in the skills and leadership development of our contributors. • Transparently governed: We will ensure transparency of our governance and improve the opportunities for any contributor to participate in governing the organisation and/or to be appointed to a leadership position. • Environmentally responsible: We will review and adjust our operations to minimise their environmental impact. |

ILC Steering Group

What is the ILC?

The ILC Steering Group was established in September 2014 and includes representatives from Australia, Sweden, Canada and the United Kingdom. The Steering Group provides a governance structure for ILC membership and ILC related activity, and oversees and coordinates activity between the annual meetings. Currently the overall administration of the ILC is coordinated from Professor Kitson's home base in The University of Adelaide, Adelaide Nursing School.



Sponsor

The following sponsor is thanked for their generous support of the International Learning Collaborative (ILC) Conference and Summit - 2016.



GREEN TEMPLETON COLLEGE | OXFORD

Green Templeton College

Green Templeton College (GTC) is the University of Oxford's newest graduate college, founded in 2008 following the historic merger of Green College and Templeton College. It aims to lead the way in graduate education at Oxford by providing an environment specifically geared to the needs and interests of postgraduate students.

GTC has a distinctive academic profile, specialising in subjects that have a real-world impact in the areas of human welfare and social, economic and environmental well-being in the 21st century. It has quickly gained a reputation as the most vibrant and supportive graduate college in Oxford, with excellent facilities and a friendly and supportive community.

The diverse and international College community forms the backdrop for a lively academic and social scene. College academic initiatives include the Future of Work programme, the Oxford Health Experiences Institute and an annual, student-led Human Welfare Conference. Collaboration and interaction between students and Fellows is actively encouraged and supported, with this dynamism symbolised by a single common room and dining room, housed in the heart of the College at the iconic 18th century Radcliffe Observatory.

Green Templeton College

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<http://www.gtc.ox.ac.uk>

Thank You

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Set in a historic student city, Oxford Brookes is one of the UK's leading modern universities, a premier learning and teaching institution with an outstanding research record, an international reputation for teaching excellence and innovation as well as strong links with business and industry.

Our research is innovative, whilst firmly rooted in the real world, striving to improve the quality of people's lives. Within this environment, our staff and students are able to develop their full potential and bring about positive and lasting change in their chosen fields.

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In addition to our teaching and research excellence, we support role models through the Brookes community scholarship scheme and encourage and reward entrepreneurialism and competitiveness. Our students also volunteer in local schools to raise aspirations and ambitions.

Oxford Brookes University

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HEXI

HEXI is a unique, interdisciplinary research institute dedicated to understanding the experiences of health, illness and healthcare, and using this understanding to transform care through influencing policy, practice and education.

The Institute is a joint initiative between the University of Oxford's Department of Primary Care Health Sciences and Green Templeton College. It is founded on relationships between key research groups within the University. The Health Experiences Research Group (HERG) and the Health Services Research Group (HSRU) are the core of this collaboration.

HEXI's research and work with partner organisations aims to enhance understanding and develop practice across person-centred care by:

- involving patients and the public in the structures and processes of health and social care delivery, research and innovation (for example through work with the Oxford AHSN)
- supporting engagement of patients and carers in individual care through developing shared decision making; and
- measuring and acting on people's experience of care.

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